



Course & Session Number	SOWK 301 S07/T07	Classroom	Online
Course Name	Generalist Practice in Context Portfolio		
Dates and Time	Start of Classes: September 6, 2022 End of Classes: December 7, 2022 Dates and Time: Zoom sessions Tuesdays from 6:00-8:00pm MST (see section on Class Schedule below for full details) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Christa Sato, MSW, BSW, BA, RSW	Office Hours	Tuesdays: 5:00-6:00pm MST (via Zoom) or by appointment
UCalgary E-mail	clsato@ucalgary.ca	UCalgary Phone	By email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Individual preparation of a self-directed portfolio as an expression of the student's own understanding of generalist social work practice in relation to the local context. The student's prior learning experiences will be incorporated in the development of the project.

Course Hours: 3 units; H(1S-2T)

COURSE DESCRIPTION

Generalist practice "in context" is the core of the learning in the social work 300 theme course. The social work 301 integrated study is designed to encourage the contextualizing of social work practice. It hinges upon the idea that everything social workers do in relationship is dependent upon the contextual practice in which the relationship unfolds. There are multiple ways of knowing and coming to know, Eurocentric ways of knowing being only one of these. This portfolio is premised on the importance of exploring context and expanding perspective to recognize and include the uniqueness of different contexts.

As Marie Battiste, in *Reclaiming Indigenous Voice and Vision* (2000) states: "the more people become aware of the conditionality of a context, the more likely they are to be able to effect meaningful change to that context." A contextual practice model affirms the need for social workers to expand their vision of both what can be done and how it is to be done. The themes in this course provide students with the opportunity to articulate a contextualized practice model, recognizing interconnection and interdependence between different ways of knowing and honouring of different cultural, geographical, and ethical contexts.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be 6 synchronous Zoom sessions throughout the term (see Class Schedule for full details), and each will be recorded.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Demonstrate self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of a student's own identities;

2. Articulate professional identities as practitioners whose professional goal is to facilitate collective welfare and well-being;
3. Demonstrate critical awareness of how geographical, cultural, and linguistic contexts influence professional social work identity;
4. Integrate professional use of self in generalist social work practice;
5. Demonstrate knowledge of legislation governing social work practice in Alberta, including the Health Professions Act, Code of Ethics, and Standards of Practice in various professional roles, activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups;
6. Apply skills to monitor and evaluate their own behaviours in relation to the relevant Codes of Ethics and Standards of Practice;
7. Expand and further elaborate on their own contextualized model of generalist practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Readings and links will be provided in D2L

Module 1: Generalist Practice

Choose two of the following:

Hobart, H. I. J. K., & Kneese, T. (2020). Radical care: Survival strategies for uncertain times. *Social Text*, 38(1), 1–16.

Lee, J. J., & Miller, S. E. (2013). A self-care framework for social workers: Building a strong foundation for practice. *Families in Society*, 94(2), 96–103.

Pyles, L. (2020). Healing justice, transformative justice, and holistic self-care for social workers. *Social Work*, 65(2), 178–187.

Module 2: Professional Use of Self and Professional Identity

One of the following:

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. *Health & Social Work*, 41(2), 101–109.

Oliver, C. (2013). Social workers as boundary spanners: Reframing our professional identity for interprofessional practice. *Social Work Education*, 32(6), 773–784.

and

One of the following:

Forenza, B., & Eckert, C. (2018). Social worker identity: A profession in context. *Social Work*, 63(1), 17–26.

Wiles, F. (2013). 'Not easily put into a box': Constructing professional identity. *Social Work Education*, 32(7), 854–866.

Module 3: Social Work Professional Ethics

Alberta College of Social Workers. (2019). *Standards of practice*.

Canadian Association of Social Workers. (2005). *Code of ethics*.

Strom-Gottfried, K. (2012). Values and ethics for professional social work practice. In C. Dulmus & K. Sowers (Eds.), *The profession of social work, guided by history, led by evidence* (pp. 137–161). John Wiley & Sons.

Module 4: Indigenous and Rural Practice Contexts

Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. In W. Pelech, K. Ring, & S. LaRocque (Eds.), *Unity in diversity: Embracing the Spirit of Group Work* (pp. 1– 26). Whiting & Birch Ltd.

Lalani, N., & Drolet, J. (2019). Impacts of the 2013 floods on families' mental health in Alberta: Perspectives of community influencers and service providers in rural communities. *Best Practices in Mental Health*, 15(2), 74–92.

and

One of the following:

Truth and Reconciliation Commission of Canada. (2015). Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada.

National Inquiry into Missing and Murdered Indigenous Women and Girls (Canada). (2019). Reclaiming power and place: The final report of the national inquiry into missing and murdered Indigenous women and girls [Calls for justice]. Privy Council Office. Retrieved from <https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls-Web-Version-EN.docx>

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

Prerequisite or Corequisite: SOWK 300

CLASS SCHEDULE

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022
- Term Break: Sunday, November 6 to Saturday, November 12, 2022

Module 1: Generalist Practice

Dates: September 6 – 21

Topics: Personal and professional contexts, lived experiences, self-care

Zoom sessions dates: September 13 at 6:00 – 8:00 pm MST

Assignments: Self Care Plan

Module 2: Professional Use of Self and Professional Identity

Dates: September 22 – October 7

Topics: Professional use of self, professional identity, interprofessional practice

Zoom sessions dates: September 27 at 6:00 – 8:00 pm MST

Assignments: Social Location and Implications for Practice

Module 3: Social Work Professional Ethics

Dates: October 11 – October 26

Topics: Code of ethics, standards of practice, ethical decision-making

Zoom sessions dates: October 18 at 6:00 – 8:00 pm MST

Assignments: Ethical debate

Module 4: Indigenous and Rural Practice Contexts

Dates: October 27 – November 18

Topics: Canadian Indigenous activists and scholars, practicing social work in rural contexts

Zoom sessions dates: November 1 at 6:00 – 8:00 pm MST

Assignments: Ethical digital collage

Portfolio

Dates: November 19 – December 4

Topics: Portfolio and course wrap up

Zoom session dates: November 22 and December 6 at 6:00 – 8:00 pm MST

Assignments: Final portfolio

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignments	Weight
1. Reflective learning notes and learning artifacts	40%
2. Course engagement	25%
3. Learning portfolio	35%

All the assignments that you will submit for SOWK 301 are individual assignments. However, some of the learning activities during Zoom sessions will require students to work together and discuss course topics. Your engagement in group discussions and Zoom session activities will be considered in your engagement grade.

Assignment 1: Reflective learning notes and learning artifacts (individual assignments)

Aligned Course Learning Outcomes (CLOs) 1-7

Weight: 40% (10% per module)

Due: Last day of each module (Sept 21, Oct 7, Oct 26, and Nov 18 at 11:59pm MST)

Description: At the end of each of the four SOWK 301 modules, you will post in the designated D2L discussion board:

1. Module One Generalist Practice: Self-Care Plan

This section includes options and resources that you can use to create your self-care plan. This is a two-part assignment: a) your self-care plan, and b) 350-400 words personal reflection on self-

care and self-care practices that support your health, well-being, and learning. Instructions for the Self-Care plan are in D2L Module One.

Please post your completed Self-Care Plan in the "Self-Care Plan DropBox" in Assessments. Due September 21st by 11:59pm MST.

2. Module Two: Professional use of Self and Professional Identity – Identities, Social Location, and Roles

This is a two-part assignment. The assignment will include a learning artifact that you may choose to include in your learning portfolio with an accompanying written personal reflection approximately 2 pages (350-400 words) on “Professional use of self and Professional Identity – Identities, Social Location, and Roles.”

Please post your completed Module Two Assignment in the “Module Two DropBox” in Assessments. Due October 7th by 11:59pm MST.

3. Module Three: Professional Social Work Ethics: Ethical Debate or Ethical Digital Collage

Option 1: Ethical Debate

Compare and contrast the code of ethics or ethical guidelines for another profession you may encounter in interprofessional practice with the CASW Code of Ethics (2005) or ACSW Standards of Practice (2019) that is approximately 2 pages (350-400 words).

OR

Option 2: Ethical Digital Collage

You will use imagery (e.g., photographs, logos, drawings, symbols, shapes, colors, diagrams) to create a digital display, collage or creative journal page of your contextual reality in relationship to your understanding and exploration of code of ethics, standards of practice and/or ethical decision-making in social work. Using images expands understanding of “how” learning occurs and allows you to creatively explore ways to express meaning. Use only imagery on a single PPT slide (no narrative or words). Share your digital collage on the discussion forum and include a brief introduction or description in the discussion thread (200-350 words).

Please post your completed Module Three Assignment in the “Module Three Discussion Forum” in Assessments. Due October 26th by 11:59pm MST.

4. Module Four: Reflection/Digital Collage/Storytelling on Indigenous and Rural Practice Contexts

A description of a learning moment (e.g., a moment of realization, clarity, inspiration, recognition, insight, and/or understanding) relationship to personal and professional self on Indigenous and Rural Practice Contexts from SOWK 300 or SOWK 301 module readings, learning activities or Zoom Session discussions or activities and how it *specifically* influences/shapes your evolving social work identity, your engagement in an inclusive learning community, and your approach to social work practice. The reflections can be submitted in any format (e.g., reflective note, digital collage, storytelling). Reflective notes should be approximately 2 pages (400-500 words) in length. Digital collages involve the use of imagery (e.g.: photographs, logos, drawings, symbols, shapes, colors, diagrams) to create a digital display, collage, or creative journal page of your contextual reality in

relationship to personal and professional self on Indigenous and Rural Practice Contexts. Your digital collage may represent personal and professional contexts, your social work story, your emerging professional identity, professional use of self. Using images expands understanding of “how” learning occurs and allows you to creatively explore ways to express meaning. Use *only imagery on a single PPT slide (no narrative or words)*. Share your digital collage on the discussion forum and include a brief introduction or description (200-350 words) as it relates to your personal reflections to either Indigenous or Rural contexts in the discussion).

Please post your completed Module Four Assignments in the " Module Four the Discussion Forum" in Assessments. Due November 18th by 11:59pm MST.

Detailed descriptions and grading rubrics for Assignment 1: Module assignments will be provided in D2L. Your instructor will use the rubric to provide brief, formative feedback on your assignments for each module. Assignments are to be in APA 7th ed format for referencing of resources and material.

**Assignment 2: Course engagement/self-evaluation of engagement
Aligned Course Learning Outcomes (CLOs) 1-7**

Weight: 25%

Due: Course engagement ongoing throughout the term; Self-evaluation due Dec 4 at 11:59pm MST

Description:

Course engagement (worth 20% of the 25% for Assignment 2)

The engagement grade will consider Zoom session engagement and module engagement during the course. Module engagement involves completing module learning activities (5% per module X 4 modules = 20%).

Self-evaluation of engagement (worth 5% of the 25% for Assignment 2)

Due: December 4th at 11:59pm MST in designated D2L dropbox.

You will submit a brief self-evaluation of your engagement throughout the course. Guiding questions will be provided as suggestions in D2L. Your self-evaluation should describe and reflect on how your engagement in Zoom sessions, asynchronous discussions and learning activities contributed to individual and collective learning in the course (300-400 words).

The determination of the engagement grade will be at the instructor’s discretion. The self-evaluation will be considered in the determination of the engagement grade. You are encouraged to maintain a log of your engagement consistently throughout the course to refer to when you complete your self-evaluation. Your self-evaluation should capture the extent and quality of your engagement.

Assignment 3: Learning Portfolio - Collection and integration of learning artifacts (Individual Assignment)

Aligned Course Learning Outcomes (CLOs) 1-7

Weight: 35%

Due: December 7th at 11:59pm MST in designated D2L dropbox

Description:

The final assignment is about putting it all together – the past, present, and future of your evolving social work identity and approach to generalist practice. In the learning portfolio you may be as creative as you wish, but you need to address the following areas:

- a. Identifying with the social work profession:
 - This section discusses how you identify with the social work profession.
 - Identify specific content from one or more modules that supported your learning in this area.
 - Include and discuss any artifacts you collected throughout SOWK 300 (or other previous courses or experiences) that speak to the uniqueness of the social work profession, contributing to a community of learners, and further support why you identify with the profession.
- b. Lived experiences, social location, and identities:
 - This section describes how your lived experiences, social location, and identities influence/shape your social work professional identity and approach to practice.
 - Identify specific content from one or more modules that supported your learning in this area.
 - Include and discuss any artifacts you collected throughout SOWK 300 (or other previous courses or experiences) that speak to the importance of social location and identities in shaping social work identity and practice.
- c. Social work practice resources:
 - This section discusses various social work practice resources from SOWK 300 that you will find helpful in your practice and why.
 - Identify specific content from one or more modules that supported your learning in this area.
 - Include and discuss any artifacts that you collected throughout SOWK 300 that would be helpful to you in your current and/or future social work practice
- d. Future directions:
 - This section discusses the area(s) in social work practice that you would like to learn more about and/or gain practical experience in.
 - Reflect on why you have identified those areas.
 - Identify 1-2 ways in which you aim to gain more knowledge and/or experience in this area in the future.

The learning portfolio should integrate, showcase, refer to or describe selected learning artifacts you have collected throughout the term.

The assignment will be in a format that can be emailed to the instructor such as a word document, PowerPoint, website link, digital story, digital media presentation (e.g. narrated PPT converted to video file) or other format as discussed with the instructor. It is strongly recommended that students keep a log/journal of their activities in SOWK 300 and SOWK 301 to assist with their learning portfolio. Your portfolio should include reflective commentary that chronicles and captures highlights from your learning in SOWK 300 and SOWK 301.

Options for sharing your reflective commentary (related to points outlined from a to d on pages 8 and 9) include, but are not limited to:

1. A paper that is 6-8 pages in length, double-spaced plus the reference page.
- or**
2. A digital story, website, podcast, digital media presentation, creative journal or other creative representation that provides reflective commentary on your learning and/or incorporates selected learning artifacts. If the learning artifacts you refer to are not incorporated into your creation, they should be provided as a separate document that you can email to the instructor.

Criteria for grading will also include; comprehensively addressing the assignment criteria; organization of portfolio; relevance and depth of discussion; ability to integrate SOWK 300 modules and content; demonstration of critical thinking; effective professional communication; and the use of APA format for referencing of resources and material.

A grading rubric will be provided on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND ENGAGEMENT EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the engagement grade, as outlined in the assessment components section above. Students are required to contact instructor in advance or within 24 hours of missing a Zoom session to arrange a make-up assignment.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted."

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

Assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

The instructor will seek student feedback at midterm to determine areas where students may require additional support and to create opportunities to better enhance students' learning experiences for the remainder of the course. Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings are available on D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information