



Course & Session Number	SOWK 391 S02	Classroom	HNSC 336
Course Name	Practice and Evaluation with Individuals		
Dates and Time	Start of Classes: 9:00am End of Classes: 11:50am Dates and Time: Fridays (in-person) September 9, 16, 23; October 7, 14, 21, 28; November 4, 18, 25; December 2. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jason Stein	Office Hours	As requested and by appointment.
UCalgary E-mail	jason.stein@ucalgary.ca	UCalgary Phone	

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.

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](#).

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

SYLLABUS STATEMENT

An introduction to theories and skills for communicating with people in a professional social work context. Generic interviewing and basic counselling skills from a generalist perspective of social work practice will be developed.

COURSE DESCRIPTION

Using assigned reading, lecture, video recordings and role-plays, the course is designed to offer the student:

1. A framework for understanding the role of a social worker in the context of a social work interview.
2. An opportunity to learn and practice specific interpersonal communication skills in a variety of simulated social work interview situations.
3. Further development of critical awareness of one's own personal style as a social work interviewer.

Students will develop and demonstrate both knowledge and skill related to interpersonal communication skills within the context of generalist social work practice. Students will be introduced to core elements of communication theory and generalist practice to assist students to make conscious use of a range of interviewing and communication skills. These concepts will serve as the theoretical foundation of the course. Using the feedback mechanisms provided by video and role-play exercises, students will demonstrate an ability to critically examine their own individual strengths and areas for development in a variety of social work interview situations. This is an in-person course. There are no pre-requisites or co-requisites for this course.

COURSE LEARNING OUTCOMES

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

1. Demonstrate knowledge of, adherence to, and integration of social work values, ethics, practice standards and professional identity into generalist social work practice.
2. Demonstrate the application of a range of intentional social work interviewing skills relevant to generalist social work practice to engage with individuals, families, groups, and communities.
3. Demonstrate an ability to engage in critical thinking for the intentional employment of a professional practice framework to guide practice and evaluation skills within the context of generalist social work interviewing.
4. Demonstrate knowledge and ability to evaluate social work practice, as well as critically analyze and integrate relevant research and policy into generalist social work practice.
5. Demonstrate knowledge regarding forms of injustice and inequity, and skills that promote human rights, engage social action to address discrimination and oppression within the context of generalist social work practice and social work interviews.
6. Demonstrate an ability to build collaborative relationships with diverse racialized peoples, people with disabilities, Indigenous Peoples, LGBTQ2S populations, gender diverse, women, immigrant and refugee populations, and all marginalized persons.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Shebib, B. (2022). *Choices: Interviewing and counselling skills for Canadians* (8th ed.). Pearson.

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

This course is a required course in the Faculty of Social Work curriculum. It provides foundational skills to the social work practicum placements and other higher-level classes. Successful completion of this course is a requirement for graduation.

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

Dates	Topics	Readings/ Due Dates
Sept. 9 th	Introductions and overview of course outline and requirements (The Shared Learning Environment) Cultural Intelligence and diversity – How we Show up with and for Others	Shebib, B. (2022). Cultural Intelligence. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 2). Pearson.
Sept. 16 th	Professional Identity: Ethics, Values, and Self-Awareness	Shebib, B. (2022). Professional identity: Ethics, values, and self-awareness. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 1). Pearson.
Sept. 23 rd	Counselling Defined: History, Skills, Process and Pitfalls	Shebib, B. (2022). The process, skills, and pitfalls of counselling. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 3). Pearson. Assignment 1: Due Sept 23rd by 11:59 pm MST

Sept. 30 th	*** National Day for Truth and Reconciliation- No class***	
Oct. 7 th	Core conditions: The Relationship (Positive Regard, Congruence & Empathy)	Shebib, B. (2022). Relationship: The foundation for change. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 4). Pearson. Shebib, B. (2022). Empathic connections. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 7). Pearson
Oct. 14 th	Foundational Counselling Skills: Listening, Silence, Attending, Paraphrasing, Summary	Shebib, B. (2022). Listening & responding: The basis for understanding. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 5). Pearson.
Oct. 21 st	Focusing the Interview, Asking Questions for Meaning & Developing a Hypothesis	Shebib, B. (2022). Asking questions: The search for meaning. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 6). Pearson.
Oct. 28 th	Empowerment, Assessing Readiness for Change	Shebib, B. (2022). Supporting empowerment and change. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 8). Pearson.
Nov. 4 th	Clinical Interventions – Options and Opportunities	Shebib, B. (2022). Supporting empowering and change. In <i>Choices: Interviewing and counselling skills for Canadians</i> Chapter 8 (pp. 263-309). Pearson.
Nov. 6-12 th	*** Remembrance Day-No Class Nov. 10th***	
Nov. 18 th	Resistance (Dissecting the Myths), Challenging Situations and Confrontation	Shebib, B. (2022). Difficult situations: Engaging with hard-to-reach clients. In <i>Choices: Interviewing and counselling skills for Canadians</i> Chapter 9 (pp. 310 - 346). Pearson. Assignment 2: Due Nov. 18th by 11:59 pm MST
Nov. 25 th	Addictions & Mental Health, Neuroscience	Shebib, B. (2022). Health and substance misuse. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 10). Pearson. Shebib, B. (2022). Neuroscience and counselling. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 11). Pearson. Assignment 3: Due Nov. 25th by 11:59 pm MST
Dec. 2 nd	Evaluation and Outcomes Closing the Therapy Relationship	No Reading Assignment 4: Due Dec. 2nd by 11:59 pm

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR CLASSES

Students are expected to participate actively in all classes. If you are unable to attend a class, please contact your instructor to arrange an alternative activity for the missed materials 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 the classroom learning experience. All students are expected to behave in a professional manner throughout classroom learning experiences.

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

Assignment 1: Critical Reflective Paper #1 (20%) – Due: Friday Sept. 30th by 11:59 MST

Aligned Course Learning Outcomes: 1, 3, 4, 5, 6

Assessment Criteria: An assessment rubric will be available on D2L.

Assignment Description:

Students will write a reflective paper in relation to a recent and memorable conversation/dialogue, of which the student was a direct participant. The decision regarding which specific conversation to select is entirely up to the student. However, students may consider that this conversation will provide the materials upon which to reflect and therefore, some consideration should be made to determine which particular conversation may be best suited to this purpose. In determining, the best fit, students may reflect upon the following factors: Who else is engaged in the conversation? The nature/content/focus of the conversation? The medium through which the conversation occurred (i.e., in-person, via phone, zoom-based)? These factors along with the duration of the conversation will likely impact the quality of the materials that will be used for this learning experience. Although no specific length/duration of conversation is required, it may be helpful for the purposes of this assignment to select a conversation that is meaningful to the student and of a substantive nature (i.e.,

some quality and quantity), to allow the student sufficient material to reflect upon. Regardless of which particular conversation is selected to reflect upon by the student, it is imperative that any/all submitted **materials are anonymized**, so that any/all identifying information has been removed and/or edited such that the person(s) cannot be identified and their privacy is maintained.

As this is a reflective paper, students are permitted to write in first person/narrative style. As the purpose of this assignment is for students to begin to develop critical reflective skills specifically in relation to their communication style, there is no expectation for the students to reference materials beyond those, which have been assigned up until the due date of the assignment (i.e., Shebib, 2020, Chapters, 1, 2, 10).

The structure and/or areas of focus for this assignment may include, but are not limited to, the following:

- Provide a brief context to the conversation (when, where, length, focus of discourse, medium of the dialogue), including the rationale / why the student selected this particular conversation for the assignment. This section should be succinct and a maximum of ¼ of a page.
- The student may reflect on factors pertinent to the course, including their awareness of specific communication styles or patterns, the nature and/or origin of this style or communication pattern(s). For example, do these patterns reflect family or cultural factors, or are they related to lived experience, such as prior or current employment/volunteer experiences?
- The student may reflect on how their communication style could be of benefit to future social work practice and/or create tension points/challenges for practice, in relation to ethics, values and/or professional identity?
- The student may reflect on specific communication skills present during the conversation. Student may wish to provide some context and/or direct reference to the specifics of what was said, how it was said, by whom it was said etc., in order to allow for thorough reflection on the nature of their conversational style. However, it is important to note that this assignment is **not** intended to include a transcription of the conversation itself. Instead, this assignment is designed for students to reflect upon and then describe in the paper their awareness (include any new awareness's) about the nature of their conversation style and/or *who* they are as a communicator.
- The student may also reflect on what aspects/areas of their communication they would like to enhance/develop within and beyond the current course. For example, in what ways would the student wish to alter their communication style, *who* they may become as a communicator into the future and/or how these changes may be realized.

The paper should be 3-4 pages (3-page minimum and 4-page maximum, excluding title page and/or reference page). The formatting for this paper will follow APA 7th Edition (i.e., 1-inch margins, double-spaced, 11-point Calibri font). Assignments will only be accepted via D2L dropbox.

[Detailed instructions, assignment template, and assignment grading criteria provided on D2L.](#)

Assignment 2: Video Demonstration (35%) Due: November 18th by 11:59 pm MST

Aligned Course Learning Outcomes: 1, 2, 3, 5

Assessment Criteria: An assessment rubric will be available on D2L.

Assignment Description:

The purpose of this assignment is for students to have the opportunity to demonstrate the knowledge of, and skills related to social work interviewing/counselling skills that are the focus of the coursework completed to date (i.e., up until the time of this assignment submission deadline) including materials covered during class, as well as in the readings.

Video Recording: Students will complete a 15-minute video with a partner, in which the student, as *interviewer*, will demonstrate knowledge and a range of social work interview/counselling skills covered to-date in the course. Students are encouraged to complete this assignment with a partner from class (i.e., who plays the role of the interviewee). However, this is not a strict requirement, only a suggestion, as this allows students to gain the valuable experience of being an interviewer as well as being interviewed. Regardless, this interview skill demonstration must be completed with another person, who is able to participate fully in such an activity. It is preferred that videos be completed with the interviewer and interviewee in the same room (i.e., the in-person simulated interview is video recorded), as this will provide additional materials for the student to reflect upon in a later part of the assignment (i.e., non-verbals/paraverbal communications). However, if this is not possible students are able to conduct the interview via Zoom, with the caveat that cameras of both participants must be turned on and both the interviewer and interviewee must be visible throughout the interview. Regardless, of the medium selected (i.e., in-person or Zoom) it is the student's responsibility to ensure that video and sound quality are adequate. The content/focus of the interview will be in relation to a simulated case-scenario(s) provided in class. The interviewee will use this material to provide information related to the nature of the issue that has brought them into contact with the social worker. It is important that students review the knowledge-based materials from the course, as well as practice their interview skills prior to this recording (i.e., as opposed to ad-libbing without prior preparation). However, the intention of this assignment is not to record a scripted interview where the interviewer and interviewee have specifically rehearsed/planned what each party will say or do throughout the 15-minute interaction. Furthermore, due to the truncated nature of this assignment (i.e., social work interviews rarely begin and end within 15-min), it is at the students discretion as to which point their interview will cover. For example, students can elect to begin their simulated interview from the beginning of an interview, or pick-up at an agreed upon starting point with the interviewee (i.e., mid-point, or towards the end of the interview) relative to what the student wishes to practice. Assignments will only be accepted via D2L dropbox.

Detailed instructions, assignment template, and assignment grading criteria provided on D2L.

Assignment 3: Critique of Video Demonstration (30%) Due: Nov. 25th by 11:59 pm MST

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assessment Criteria: An assessment rubric will be available on D2L.

Assignment Description:

Part I) Transcript and Identification of skills - In relation to the video recorded for Assignment 2, and with the aid of a *process recording* template provided in the course (i.e., via D2L), students will create a verbatim transcript of the interview (i.e., column A of the template) and in column B of the template identify specific interview skills demonstrated in relation to the specific facets of the interview

detailed in column A. For example, students will stipulate in column B the various skills (i.e., active listening, purposeful silence, accurate empathy, positive regard, congruence, type of questioning employed, paraphrasing, summarizing, avoiding problem solving, advice giving etc.). The materials completed in column B, will be generated from the student's thoughtful, and critically reflective review of their video and should be specific and concise, using appropriate terminology and concepts from the course. These reflections offered in column B are NOT general statements. Rather, each reflection is specifically aligned to and pertains directly to a specific segment of corresponding content transcribed in the adjacent section of column A (i.e., comments in column B are specifically linked to segments of the transcript in column A).

Part II) The Critique- Continuing to use the provided process recording template from Part I of this assignment, students will offer a critique of the skill demonstrated in column B, relative to the transcript item in column A. Specifically, students are invited to highlight if they were pleased with this skill, whether this demonstrated skill aligned with their actual intentions, how this skill may relate to the interviewees situation/circumstances/needs (per the case-vignette). If the student was displeased by this specific skill they may reflect upon this in column C by indicating what specifically they did not like about this specific skill application, as well as identify preferred alternatives (i.e., what they could have done differently as opposed to what they demonstrated in the video, as outlined in column A, and identified in column B). Where appropriate students should make explicit links to materials from the course in column C, including reference to in-class materials and/or readings. Assignments will only be accepted via D2L dropbox. Referenced materials should be done so following the appropriate in-text and reference page formatting consistent with APA 7th Edition guidelines.

Detailed instructions, assignment template, and assignment grading criteria provided on D2L.

Assignment 4: Participation-Weekly Self-Assessment (15%). Due weekly, with final deadline for all participation evaluations by December 2nd by 11:59 pm MST

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assessment Criteria: An assessment rubric will be available on D2L.

Assignment Description:

This is an experiential class that requires critical reflexivity and regular interactions with other students through role plays, small group discussions, and dialogue. Students are expected to demonstrate evidence of being engaged with the readings, a willingness to risk sharing reflections and challenging one's own behavior, and a willingness to support others in the learning process. A group is impacted when a member is absent from it or uninvolved in the activities/process. Students will complete a self-evaluation form returned in class at the end of each class, or alternately uploaded to D2L prior to the beginning of the next class. As students have a range of learning styles participation can be diverse in nature. Therefore, participation marks will consider involvement in the course (attending Zoom sessions, attending group practice sessions) and engaging thoughtfully in weekly discussion postings (1 posting and 1 response to a peer). It is the students responsibility to submit completed participation forms after each class. These self-evaluations will help inform the final participation mark assigned by the course instructor.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. If a student must miss a class, it is the student's responsibility to catch up on discussions, notes and other information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L. If classes are conducted virtually, Zoom sessions will be recorded when appropriate for lecture material but some class discussion may not be recorded due to confidentiality concerns of other students.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please 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 by 11:59pm 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

Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All 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 7th edition 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. The rounding up of grades will occur when the earned grade is calculated to be greater than, or equal to a .5, in situations where this will result in an elevation of the submitted Letter Grade (i.e., 84.5 will be rounded up to 85; 89.5 will be rounded up to 90; 94.5 will be

rounded up to 95 etc.). The rounding of grades only occurs in relation to the calculation of the final course grade (i.e., overall course grade for both modules) and not to individual assignments.

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

Student feedback will be sought weekly through the student participation form. This feedback is optional. Also, formal 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 will be posted to 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