Spring 2019

Course Number:	SOWK 645 S02	Classroom: PF 4259
Course Name:	**Issues for Social Work Research**	
Day & Time:	**Tuesdays and Thursdays 9am – 4pm June 4, 6, 11, 13, 18 & 20**	

Instructor:	Alysia Wright	Office Hours: By appointment
Telephone:	403-970-9907	Email: acwright@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

An overview of social work research topics and issues.

Course Description

This course will provide students with an opportunity to become familiar with topics and issues relevant to social work research that make it distinct from other disciplines. It will provide an introduction to different contexts, populations and topics typically studied; research designs suitable for exploring social work questions; unique ethical issues to be addressed by social work researchers; and the relationship between social work research, practice and policy. The course has practical importance in that the knowledge and skill domains of research enable social workers to explore practical issues; select the most appropriate interventions, services and programs; monitor their effectiveness; and advocate for change to policy and practice. This course has no pre-requisites.

Learning Objectives

Course Learning Objectives (CLOs)
This course provides an opportunity to
1) Identify ways in which social work research is similar and distinct from other disciplines;
2) Describe various social issues typically studied by social work researchers;
3) Identify unique populations and specific research considerations (e.g., ethics, cultural sensitivity) when conducting research with these populations;
4) Discuss different research designs suitable for clinical, leadership, international and community development related research; and
5) Describe the role of research in informing Social Work practice and policy, and demonstrating accountability to the profession.

Foundation Objectives (FOs)
1) Professional identity – Students will take on the identity of a social worker and identify how social work is distinct from other helping professions.
2) Diversity/cultural – Students will critically examine and reflect on the various ways in which their languaging in their practices and in their interactions with other professionals and peers may be interpreted.
3) Social justice – Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.

Program Learning Outcomes (PLOs):
>   6.1 Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.
>   6.2 Critique, apply, and/or participate in elements of social work research.
>   6.3 Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.

Relationship to Other Courses

This course is an integral part of the MSW Foundation year. It will provide an opportunity for students entering Social Work from other disciplines to explore research topics and issues specific to the profession and within a context of Social Work practice and policy. Topics introduced in other Foundation Year courses will be directly applicable to this course and will be critically analyzed from a research perspective. This course will provide a foundation for the Specialization year research course in which students will apply their knowledge of Social Work research topics and issues to exploring research designs, methodologies and methods.

Course Text(s)

Required Texts:
Marlow, C. R. (2010). *Research methods for generalist social work* (5th ed.). Belmont, CA: Brooks Cole.
Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Black Point, NS: Fernwood.

Required Readings (accessible through the library unless otherwise noted):
Archer-Kuhn, B., Bouchard, T., & Greco, A. (2014). Creating an EBP framework on a journey to becoming an EBP agency: Pioneers in the field of children's mental health. *Journal of Evidence-Based Social Work, 11*(1-2), 2-17.

Call-Cummings, M., Dennis, B., & Martinez, S. (2019). The role of researcher in participatory inquiry: Modeling intra-active reflexivity in conversational reflections. *Cultural Studies ↔ Critical Methodologies, 19*(1), 68-76.

Collins, P. H. (2010). The new politics of community. *American Sociological Review, 75*(1), 7-30.

Collins, P. H. (2012). Looking back, moving ahead: Scholarship in service to social justice. *Gender & Society, 26*(1), 14-22.

Collins, P. H. (2013). Truth-telling and intellectual activism. *Contexts, 12*(1), 36-41.

Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. *Research Ethics, 14*(2), 1-24.

Fassinger, R., & Morrow, S. L. (2013). Toward best practices in quantitative, qualitative, and mixed-method research: A social justice perspective. *Journal for Social Action in Counselling and Psychology, 5*(2), 69-82. Available at https://openjournals.bsu.edu/jsacp/article/view/491/469

Frickel, S., Gibbon, S., Howard, J., Kempner, J., Ottinger, G., & Hess, D. (2010). Undone science: Charting social movement and civil society challenges to research agenda setting. *Science, Technology, & Human Values, 35*(4), 444-473.

Hammersley, M., & Traianou, A. (2011). Moralism and research ethics: A Machiavellian perspective. *International Journal of Social Research Methodology, 14*(5), 379-390.

O'Brien, M. (2011). Social justice: Alive and well (partly) in social work practice? *International Social Work, 54*(2), 174-190.

Reisch, M. (2012). The new politics of social work practice: Understanding context to promote change. *British Journal of Social Work, 42*(6), 1132-1150.

Rossiter, A. (2011). Unsettled social work: The challenge of Levinas's ethics. *British Journal of Social Work, 41*(5), 980-995.

Tracy, S. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837-851.

Class Schedule

Class	Date	Topic	Readings and Guest Lectures
1	June 4 9AM to noon	Introductions Review of course outline Research as social justice activity in social work	Datta (2018) Fassinger & Morrow (2013)
	June 4 1PM to 4PM	Research paradigms Ontology, epistemology, and axiology	Marlow, Chapters 1 & 2 Tracy (2010) Wilson, Chapters 1 & 4
2	June 6 9AM to noon	Research for social justice Exploring social work research designs Co-creating knowledge: understanding the process	Marlow, Chapter 3 Call-Cummings et al. (2019) O'Brien (2011)
	June 6 1PM to 4PM	Research and accountability Addressing power, privilege and voice within and outside a research context Identifying and reviewing existing literature as a foundational skill	Collins (2013) Marlow, Chapter 4 & 5 Reisch (2018) Wilson, Chapter 3 **Group 1 Class Facilitation – 2:30PM**
3	June 11 9AM to noon	Integrating research, practice, policy and theory	Marlow, Chapters 8, 9, & 10 Archer-Kuhn et al. (2014) Frickel et al. (2010) **Group 2 Class Facilitation – 11:00 AM**

	June 11 1PM to 4PM	Considering social work research ethics	Marlow, Chapter Hammersley & Traianou (2011) Rossiter (2011) Wilson, Chapter 6 **Group 3 Class Facilitation – 2:30PM**
4	June 13 9AM to noon	Engaging in collaborative/participatory research Moving Research into collective action Indigenous research approaches	Guest speaker: To be confirmed Wilson, Chapter 5 & 7
	June 13 1PM to 4PM	Researching social issues with vulnerable, marginalized and diverse populations	Wilson, Chapter 6 **Group 4 Class Facilitation – 2:30PM**
5	June 18 9AM to noon	Community and international development research	Guest speaker: Brianna Strumm – International Development Researcher Collins (2010)
	June 18 1PM to 4PM	Clinical Social Work research	Guest speaker: Ki Speer – Bright Eyes Therapy Centre Marlow, Chapter 5 & 7
6	June 20 9am to noon	Final Class Integrating research issues and specializations How does it all fit together? Writing for social justice	Collins (2012) Marlow, Chapter 13
	June 20 1PM to 4PM	Final facilitation Review of course	**Group 5 Class Facilitation – 1:30PM**

Assignments

4

There are two assignments for this course and a participation assessment. Please ensure all writing submissions for assignments to conform to the *American Psychological Association (APA) format, 2010 Publication Manual (6th ed.*)

1. **<u>Class Facilitation</u>:**
    Value: 40%
    Due date: According to class schedule
    Length and Format: 1-hour (60 minutes) facilitation (includes class involvement and discussion).

    Groups have been pre-assigned on D2L. Groups are responsible to collaborate and choose their topic based on a social work research method or approach. Groups may choose a topic based upon the class readings, course content, or content from other social work courses.

    Groups will post their presentation topic on the Class Facilitation discussion board by May 28th at 5PM. This will allow all of the groups adequate time to prepare their facilitations.

    Framework for the Facilitations:
    This is a group class facilitation about a research approach, theory, or method. This assignment is designed to actively engage your class colleagues in the learning process. Class facilitation will include: (a) presentation (PowerPoint or Prezi), (b) a brief overview of key factors associated with the topic, and (c) learning activities (e.g., case studies, role plays, experiential/interactive exercises) that provide opportunities for class discussion and for the class to apply significant concepts in the selected social work approach. The purpose of the facilitation is for the class to experience techniques and processes unique to each approach and to further learning about each approach and its application.
    Please note that the presentations and associated materials must be submitted to Dropbox immediately prior to facilitation. Please include all of your group members' names and group number in the subject box on the Dropbox submission.
    An introduction could briefly describe:
    - Key concepts and underlying philosophical assumptions of the approach,
    - Review of the prominent theory/ies of the approach,
    - Historical context,
    - Application to social work practice,
    - A brief critique (its strengths, its limitations, ethical and cultural implications, and empirical support for the theory), and
    - Explore how this social work approach addresses such influences as power, oppression, social justice, social change and community within the context of such factors as class, race, gender, sexual orientation, age and ability.

    A group grade will be assigned after completion of the facilitation. The same grade will be assigned to each individual in the group; however, if you have not contributed to the group to the same extent as the other group members - a demonstration of professionalism and fair practice is required on your part – the instructor expects you, as an individual, to professionally state to the instructor the reasons for your reduced participation and then recommend to the instructor a lower grade for yourself individually than for your group peers.

    Your classmates will evaluate your group facilitation and provide an overall mark for your

facilitation. These scores will be averaged and account for 5% of the final group mark.

A detailed rubric is available on D2L. Grading criteria for class facilitations:
- Quality, clarity and creativity of facilitation;
- Understanding of the generalist practice approaches;
- Summarizing the most significant concepts;
- Appropriate explanation and use of the approach; and,
- Engaging the class in meaningful activities to facilitate learning.

Learning Objectives: Meets PLO 6.1, 6.3; CLO 1, 2, 3, 4, 5, 6; FLO 1, 2, 3

2. **Paper:**
   Value: 40%
   Due date: June 27, 2019 by 11:59PM MST (submit .doc file to Dropbox).
   Length and format: 10 to 12 pages double-spaced, excluding title page and reference list, Times New Roman or Arial 12-point font, and 1 inch margins. Format and references must conform to APA 6th edition.
   A marking rubric will be posted on D2L. Prepare a 10-12 page paper (excluding cover page and references) reflecting on the following points:
   1) What is distinctive about social work research? Integrate course topics, social work specializations, course readings, presentations, and your experiences/examples
   2) How can research be used to inform practice and policy and also demonstrate accountability? Integrate course readings, presentations and your own experiences/examples
   3) Based on your learnings in the course, how will you apply research in your current or future practice? Discuss activities related to being a research consumer and creator. Consider the relationship between research, practice and policy. Include a discussion of potential barriers and enablers that may impact your research activities

   You will be assessed based on your ability to:
   - Address all three questions and the requirements for each
   - Demonstrate integration (across topics, specializations, resources).
   - Demonstrate critical thinking (not just listing points and describing them but posing questions, identifying challenges, thinking deeply about the topic, elaborating on ideas), and
   - Demonstrate writing at an academic graduate level standard of writing, including adherence to APA 6th edition formatting.

   Learning Objectives: Meets PLO 6.1, 6.2, 6.3; CLO 1, 2, 3, 4, 5, 6; FLO 1, 2, 3

3. **Participation:**
   Value: 20%
   Due date: Each class
   Format: news articles, events from the field, or other topic relevant to social work research
   Each day of class students are expected to attend class and present an event from field placement, an event in a newspaper, or any other topic relevant to the course goals to discuss briefly (2-3 minute presentation followed by 2-3 minute discussion). Each student will bring a discussion question and discussion points once during the semester regarding the readings.

   Students are expected to apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to

attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, you will be expected to develop a way to "make up" the absence or to contribute in an extra way.

Recommended Readings

Brown, L., & Strega, S. (2015). *Research as resistance: Revisiting critical, indigenous, and anti-oppressive approaches* (2nd ed.). Toronto, ON: Canadian Scholars' Press.

Cameron, P., & Este, D. (2008). Engaging students in social work research education. *Social Work Education, 27*(4), 390-406.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Los Angeles, CA: Sage.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks, CA: Sage.

Creswell, J., & Clark, V. (2006a). *Designing and conducting mixed methods research.* Thousand Oaks, CA: Sage.

Denzin, N., & Lincoln, Y. (2018). *The SAGE handbook of qualitative research* (5th ed.). London, England: Sage.

Denzin, N., Lincoln, & Smith, L. T. (Eds.). (2008). *Handbook of critical and indigenous methodologies.* Los Angeles, CA: Sage.

Engel, R. J., & Scutt, R. K. (2005). *The practice of research in social work.* Thousand Oaks, CA: Sage.

Fielding, N., Lee, R., & Blank, G. (2017). *The SAGE handbook of online research methods* (2nd ed.). London, England: Sage.

Lee, T. (1999). *Using qualitative methods in organizational research.* Thousand Oaks, CA: Sage.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

Newton, R. R., & Rudestam, J. E. (1999*). Your statistical consultant: Answers to your data analysis questions.* Thousand Oaks, CA: Sage.

Padgett, D. (Ed.). (2004). *The qualitative research experience.* Belmont, CA: Thomson-Brooks/Cole.

Riessman, C. (Ed.). (1996). *Qualitative studies in social work research.* Thousand Oaks, CA: Sage.

Rosenthal, J. A. (2001). *Statistics and data interpretation for the helping professions.* Belmont, CA: Wadsworth.

Rossman, G., & Rallis, S. (2003). *Learning in the field: An introduction to qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Salkind, N. J. (2000). *Statistics for people who (think they) hate statistics.* Thousand Oaks, CA: Sage.

Shaw, I., & Gould, N. (2001). *Qualitative research in social work.* Thousand Oaks, CA: Sage.

Steinberg, S., & Cannella, G. (2012). *Critical qualitative research reader* (Vol. 2). New York, NY: Peter Lang.

Thyer, B. (Ed.). (2009). *The handbook of social work research methods* (2nd ed.). Thousand Oaks, CA: Sage.

Vogt, W. P. (1993). *Dictionary of statistics and methodology: A nontechnical guide for the social sciences*. Thousand Oaks, CA: Sage.

Weinbach, R. W., & Grinnell, R. M., Jr. (2000). *Statistics for social workers* (5th ed.). Needham Heights, MA: Allyn & Bacon.

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 Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

Late Assignments, Extensions and Assignment Modifications

To be fair to all class members, any extension in the class written assignment must be discussed with the instructor prior to the due date. Leaving voice messages, written notes or e-mails informing the instructor that you will not be able to make the deadline do not constitute a formal agreement that an extension for handing in the assignment has been granted. Assignments that are not received directly by the instructor via email or drop box in D2L, or received and date stamped by the main office by 4:00 p.m. on the day the assignment is due will be considered late unless other arrangements are made in consultation with the instructor. Assignments handed in late without prior approval will be deducted a half letter grade for each block-day late (e.g., A- becomes a B+).

Extensions will only be granted under exceptional circumstances, such as the death of an immediate family member or illness requiring treatment by a physician. Poor planning or lack of time management is not grounds for deadline extensions. Term work normally cannot be deferred for more than 30 days past the original completion date. Grades must be turned in within three days from the agreed completion date or an F grade will be awarded to the student.

In considering a deferral, please understand that if a deferral is granted, the student cannot withdraw from the course. It may be better to withdraw from the course and repeat it rather than request and accept a deferral. Supporting documentation must be provided for a deferral or it will not be approved.

Special circumstances requiring modifications to assignment due date must be discussed and negotiated with the instructor well in advance of the due date. This holds for students formally requesting academic accommodation through Student Accessibility Services, as well as for students with other considerations. If modifications are not negotiated in advance, assignment expectations will be commensurate with those of other students'.

Use of Laptops in the Classroom
The use of laptops in the classroom is supported for the purposes of taking notes and class presentations. Students will be asked to shut down or remove their laptops if they are found chatting on IM tools, web-surfing, using Facebook or other social networking sites, or otherwise disengaging from participating in the course.

Course Evaluation

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.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html 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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): https://casw-

acts.ca/en/Code-of-Ethics and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf
Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) *before* beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html

All social work students are expected to review the Academic Integrity Module before beginning their program: https://connect.ucalgary.ca/p8lgb1nucdh/

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: http://ucalgary.ca/ssc/graduatestudent

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: http://www.ucalgary.ca/wellnesscentre/resources

Wellness Centre 24 hours/day Phone Support (403) 210-9355
If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must

follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at http://www.ucalgary.ca/ombuds/ for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES
It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.
If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services http://www.ucalgary.ca/access/ (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations
When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333
Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health
The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual 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 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. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf