



Course & Session Number	SOWK 600	Classroom	Online
Course Name	Social Justice and Theory in Advanced Social Work Practice		
Day(s) & Time	May 5-June 17 (zooms Monday/Wednesday) 5-8:00 pm		
Instructor	Anne Marie McLaughlin, PhD., RSW		
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SYLLABUS STATEMENT

Examination of theories and concepts related to culture, identity, oppression and differentness, as well as theories of social justice in relationship to all levels of professional practice.

COURSE DESCRIPTION

Social justice is the unifying value of diverse forms of social work practice and is situated in the historical and moral base of the profession. This course requires students to critically examine theoretical perspectives of social justice in order to evaluate and articulate its application in their current practice. Students will identify how their assumptions and social location affect their pursuit of social justice while simultaneously examining structural and system barriers to achieving a more just society.

COURSE LEARNING OUTCOMES

Program-level learning outcomes

At the end of this course students will be able to:

1. Articulate a professional identity as a practitioner whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
2. Develop an awareness of personal biases and preferences to advance social justice and social well-being of social work service users.
3. Demonstrate knowledge of relevant social work codes of ethics with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
4. Promote human rights and social justice by understanding the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
5. Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
6. Challenge the injustices of Canada's colonial history and continuing colonization efforts in Canada and support the self-determination of Indigenous peoples.

Course Level Objectives

At the end of this course students will be able to:

1. Critique theories of justice, power, and inequity and their roles in shaping oppressive social structures and unbalanced power relations.
2. Critically examine issues of diversity and power relations that form common links among the experiences of oppression and marginalization in Canada and internationally.
3. Demonstrate, identify, and articulate a social work identity, with emphasis on social justice, social work values and knowledge.
4. Demonstrate a critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that lead to social justice and transformation.
5. Apply an anti-oppressive perspective, grounded in theory, research and evidence-based knowledge to their own practice.
6. Advocate for social justice and the social well-being of all peoples, and in particular vulnerable or disadvantaged individuals, groups, and communities.
7. Identify strategies for applying course learning.

LEARNING RESOURCES

Logan McCallum, M.J., Perry, A. (2018). *Structures of indifference: An Indigenous life and death in a Canadian city*. University of Manitoba Press.*

CORE READINGS: Theories of Justice

All students are expected to read all the core readings, found on D2L or online.

- 1) McLaughlin, A.M. (2011) Exploring social justice for clinical social work practice, *Smith College Studies in Social Work*, (81),2-3, 234-251, <https://doi.org/10.1080/00377317.2011.588551>
- 2) Rawls, J. (1971). Justice as fairness, Ch. 1, (pp.3-30, 47-59, 73-86). *A theory of justice*. Oxford University Press.
- 3) Nussbaum, M. (2000). Women's capabilities and social justice. *Journal of Human Development*, 1(2), 219-247.
- 4) Young, I. M. (1990). Five faces of oppression, Ch. 2 (pp. 39-65) in *Justice and the Politics of Difference*. Princeton University Press.
- 5)
- 6) Taylor, C. (1994). The Politics of Recognition. In *Multiculturalism: Examining the Politics of Recognition*, ed. Amy Gutmann. Princeton University Press.
- 7) Strier, R. & Binyamin, S. (2014), Introducing anti-oppressive social work practices in public services: Rhetoric to practice. *British Journal of Social Work*, 44, 2095-2112.
<http://www.jstor.org/stable/43688051>

- 8) Hart, M.A. (2009). Anti-colonial Indigenous social work: Reflections on an Aboriginal approach. In R. Sinclair, M.A.Hart, G. Bruyere (Eds), *Wichitowin: Aboriginal Social Work in Canada*. Fernwood Publishing.
- 9) Wronks, J. (2014). Human rights as the bedrock of social justice: Implication for Advanced Generalist Practice. In K. R. Libal, S.M. Berthold, R.L. Thomas, & L.M. Healy (Eds), *Advancing Human Rights in Social Work Education* (pp.19-38). CSWE Press.
- 10) Mandell, D. (2008). Power, care and vulnerability: Considering use of self in child welfare work. *Journal of Social work Practice*, 22(2), 235-248. <https://doi.org/10.1080/02650530802099916>

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

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing student's unique social work perspective and strengthening their social work identity and personal practice framework. Together, these courses provide the foundation for the specialization as well as for the field education component leading to the final capstone project.

CLASS SCHEDULE

Schedule of Residencies and Online Activities for SOWK 600 and SOWK 602:

Additional details will be provided in class or on the D2L site for the course

Date	SOWK 600 expectations
May 5: 5-8pm	<ul style="list-style-type: none"> • Welcome, orientation • Social justice and clinical practice. • Reading 1
May 10: 5-8pm	<ul style="list-style-type: none"> • Theories of Justice: Distributive Justice and related theories • Readings 2 and 3
May 12: 5-8pm	<ul style="list-style-type: none"> • 1 Group work-book club
May 17: 5-8pm	<ul style="list-style-type: none"> • Theories of Justice: Politics of Identity and Recognition • Readings 4 and 5
May 19: 5-8pm	<ul style="list-style-type: none"> • 2 Group work-book club
May 24: 6-8pm	<ul style="list-style-type: none"> • Anti-colonial, Anti-racist, Anti-oppressive practice • Readings 6 and 7

Assignment 1 due May 9 (post to Dropbox)	
May 26-8pm	<ul style="list-style-type: none"> • 3 Group work-book club
May 31 6-8pm	<ul style="list-style-type: none"> • Human Rights approaches / Social Location, critical reflexivity and power analysis • Readings 8 and 9
Assignment 2 – Part A for SOWK 600: questions and resources posted to D2L by 11:59pm- May 11, May 18, May 25, June 1, June 8	
June 2: 6-8pm	<ul style="list-style-type: none"> • 4 Group work-book club
June 7: 6-8 pm	<ul style="list-style-type: none"> • Advocacy practice
June 9: 6-8 pm	<ul style="list-style-type: none"> • 5 Group work-book club
June 14: 6-8	<ul style="list-style-type: none"> • Student presentations
June 16: 6-8	<ul style="list-style-type: none"> • Student presentations and wrap up
Assignment 3 : due June 20th 11:59 pm (post to Dropbox)	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use 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: Annotated article on social justice issues of clinical concern.

Weight: 20%

Due date: May 9th (11:59pm)

Each student will locate a scholarly peer reviewed article related to their clinical practice area of interest and the intersection with social justice/social injustice. The article could be a theoretical article or empirical. Students could choose from the supplemental reading list or locate one via the library databases that aligns with their interests. The assignment requires students to annotate the article in one paragraph, and in a second paragraph highlight the salient social justice issues and main concern or connection for clinical social workers, including a reflection on the relevancy or significance of the article to the student's professional clinical social work journey. Take note of words or concepts that are unfamiliar and provide clarification for the reader.

Note: an annotation is not the same as the abstract and the summary should be stated in the student's own words. The submission should not exceed 500 words. The annotation should include the correct citation according to APA 7th. [Click here for annotation information](#)

Assignment 2: Social justice book club: *Structures of Indifference*

Part A. Process: Social justice book club seminar discussion.

Weight: 25% (this is an individual mark for leading the week)

Each seminar group member will read *Structures of Indifference*. This book will serve as a case study to which students will discuss and apply your understanding of a social justice theory/perspective. For example, how would distributive justice explain injustice in this case study or what would an anti-oppressive perspective bring attention to or highlight? Group members have been randomly assigned. In addition to the core readings, each group is expected to add supplemental readings and resources to augment and extend their understanding of social justice over 5 weeks (from May 13th to June 10th). Groups will take time to examine, discuss and then apply the assigned theory or perspective to an area of injustice(s) highlighted in the book (and transferable to practice), possibly at the individual (micro) level or group (mezzo level) or societal (macro level). Students are invited to respond from a personal perspective (What was your response to *Structures of Indifference*? What surprised you? What assumptions/bias did it reveal?) and from a profession perspective (What questions did it raise? What injustices were perpetrated? What could have been done differently? What policies/practices failed? If you were a social worker in this hospital what might you see or do differently). Group members should

consider the question, “How does a theory of social justice explain or expand our understanding of social justice?”

- Each group member will be responsible to host one week of discussion.
- Discussion leaders will provide **one or more resources** (articles, YouTube videos, websites, exercises, news articles etc.) to augment and advance discussion and clarify concepts related to your assigned theory and its application. These should be posted to your assigned Discussion board on D2L.
- Discussion leaders for the week will post to the discussion board a minimum of **two questions** pertaining to your assigned theory and/or injustices raised in the book, to inspire discussion and reflection among on your social justice club. Posts should be made by midnight prior to book club meeting. Post Dates: May 11, May 18, May 25, June 1, June 8. For full marks, responses should be posted in a timely manner (prior to the next posting).
- Discussion leaders will facilitate the discussion for their week. Facilitation may include responding to group members discussions-posts, clarifying, encouraging, probing. Following your week you will summarize discussion highlights in bullet form.
- Club members will come to each discussion week prepared to fully engage in the discussion by having reviewed the required readings and resources. Attention should be made to clarifying concepts and terminology. Members should also link discussions to aspects of the issues raised in *Structures of Indifference*. All members will demonstrate academic integrity as well as respectful curiosity at all times.
- Note: Members could meet synchronously via zoom or they could work asynchronously and conduct book club via discussion board on D2L or a combination. Questions and resources would still need to be posted, and a summary of the discussion will still be required. A scribe for the week should take minutes of the discussion if meeting is synchronous.

NOTE: Discussion leaders should each submit to drop box their week report consisting of 1) the questions provided, 2) resources provided and 3) bulleted summary of discussion highlights no later than June 13th, midnight. This report should be no more than 1 page.

Part B. Social Justice and social work practice

Weight 25% (this is a group mark)

Due June 14th and 16th in class

Each group will prepare a presentation for the last day of class (20 minutes) integrating highlights of their learning via the book club regarding social justice and clinical practice. Presentations will be graded on the groups' ability to move from theory to practice. You may choose a low-tech seminar discussion style, sharing personal and/or group growth and insights regarding social action, or you can integrate technology i.e. a digital poster, a PowerPoint, a YouTube video. A critical analysis of barriers and opportunities for social action and clinical social work is required. This could be based on student's area of interest (past, present or future) or related to the situation described in *Structures of Indifference*. Following the presentation, the group will facilitate a larger class discussion by engaging the class in an activity or discussion.

Assignment 3: Social justice, social location and social work practice

Weight 30%

Due Date: June 20th, 11:59pm.

With reference to the Mandel article, (recommended reading #9) and other literature on critical reflection, social location, intersectionality, power and privilege, students should **critically reflect** on their own social location(s), and the potential impact social location has on your practice, your social

work identity, your ability and desire to pursue social justice. Students are asked to apply these reflections to a critical incident or an injustice your client or group of clients' experiences.

Questions to ponder:

- Briefly describe a critical incident or injustice you have encountered and how this issue resonated with you. How do you connect with it?
- How has your own social/cultural context including personal and professional experiences and family history influenced your thinking about social injustice?
- How has your social location (positionality) influenced your values, biases, and beliefs and the way you live your life?
- What is your own understanding and experience of power and privilege thus far? How do these inform your social work identity?
- How might the above impact you as a social work practitioner?
- Is there tension for you between your social justice ideals and your professional self?
- What do you believe to be challenges and strengths that may impact your professional life?
- What do you still need to know?

Your social location/self -reflection paper should be no longer than 6-8 pages, double spaced. Integration of literature on critical reflection, intersectionality and /or social location in practice is required (3-5 references max). Proper APA 7th formatting and attention to academic writing skills is required.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all Zoom sessions and actively contribute. If you are unable to attend a Zoom session, please contact your instructor prior to class (if possible) to discuss alternative means of engagement.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L or via the appropriate D2L discussion forum. All 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

Late assignments will be accepted at the discretion of the instructor - please contact the instructor prior to the assignment due date to discuss extensions. Late assignments may not receive substantive feedback from the instructor.

EXPECTATIONS FOR WRITING

For written assignments, writing skills will be a factor in grading. 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 (7th

edition). 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 **Graduate Grading System** and Faculty of Social Work Percentage Conversion 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

COURSE EVALUATION

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

- Banerjee, M. (2011). Social work scholars' representation of Rawls: A critique. *Journal of Social Work Education, 47*(2), 189-211.
- Bent-Goodley, T., Snell, C & Carlton-LaNey, I. (2017). Black perspectives and social work practice, *Journal of Human Behavior in the Social Environment, 27*(1-2), 27-35, DOI: 10.1080/10911359.2016.1252604
- Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child & Family Review, 4*(1), 28–37.
- Cemlyn, S. (2008). Human rights practice: Possibilities and pitfalls for developing emancipatory social work. *Ethics and Social Welfare, 2*(3), 222-242, : <https://doi.org/10.1080/17496530802481714>
- Danso, R. (2018). Cultural competence and cultural humility: Acritical reflection on key cultural diversity concepts. *Journal of Social Work, 18*(4), 410-430. DOI: 10.1177/1468017316654341
- Dotolo, D., Lindhorst, T., Kemp, S.P., Engelberg, R. (2018). Expanding conceptualizations of social justice across all levels of social work practice: Recognition theory and its contributions. *Social Service Review, 92*(2), 142-170.
- Fraser, N. (1998). *Social justice in the age of identity politics: Redistribution, recognition, participation*. WZB Discussion Paper, No. FS I 98-108.
- Hicks, S., Jeyasingham, D. (2016). Social work, queer theory and after: A genealogy of sexuality theory in neo-liberal times. *The British Journal of Social Work, 46*(8), 2357-2373. <https://doi.org/10.1093/bjsw/bcw103>
- Ife, J (2001). Local and global practice: Relocating social work as a human rights profession in the new global order. *European Journal of Social Work, 4*(1), 5-15.
- Larson, G. (2008). Anti-oppressive practice in mental health. *Progressive Human Services, 19*(1), 39-54.
- Mattsson, T. (2013). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia: Journal of Women and Social Work, 29*(1), 8-17. DOI: 10.1177/0886109913510659
- McGrath Morris, P. (2002). The capabilities perspective: A framework for social justice. *Families in Society: The Journal of Contemporary Human Services, 83*(4), 365-373.
- McIntosh, P. (1989). White Privilege: Unpacking the invisible knapsack. *Peace and Freedom, 1*-2. <https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack>
- Millar, M. (2008). Anti-oppressiveness: Critical comments on a discourse and its context. *British Journal of Social Work, 38*, 362-375.
- Mosher, D., Hook, J Captari, L., Davis, D., DeBlaere, C., Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice innovations, 2*(4), 221-233. <http://dx.doi.org/10.1037/pri0000055>
- Reisch, M. (2014). The boundaries of social justice: Addressing the conflict between human rights and multiculturalism in social work education. In K. R. Libal, S.M. Berthold, R.L. Thomas, & L.M. Healy (Eds), *Advancing Human Rights in Social Work Education* (pp. 193-212). Alexandria, Virginia: CSWE Press.
- Rupaleem Bhuyan, Raluca Bejan & Daphne Jeyapal (2017) Social workers' perspectives on social justice in social work education: when mainstreaming social justice masks structural inequalities, *Social Work Education, 36*(4), 373-390, DOI: 10.1080/02615479.2017.1298741

- Rush, M. & Keenan, M. (2014) The social politics of social work: Anti-oppressive social work dilemmas in twenty-first-century welfare regimes. *British journal of social work*, 44, 1436-1453, doi:10.1093/bjsw/bct014
- Tamburro, A. (2013). Including decolonization in social work education. *Journal of Indigenous Social Development*, 2(1), 1-16.
- Wehbi, S., Elin, L., & El-Lahib, Y. (2010). Neo-colonial discourse and disability: The case of Canadian international development NGOs. *Community Development Journal*, 45(4), 404-422. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/cdj/bsp035>
- Wilson, A., & Beresford, P. (2000). 'Anti-oppressive practice': Emancipation or appropriation? *British Journal of Social Work*, 30, 553-573.

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 Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.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 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). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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/legal-services/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**