



## Summer 2019

<b>Course Number:</b> SOWK 679.95 / S02	<b>Classroom:</b> TRA 101
<b>Course Name:</b> Mindfulness Based Cognitive Therapy (MBCT)	
<b>Day &amp; Time:</b> July 3, 5, 8, 10 and 12, 2019	0900-1600 each day

<b>Instructor:</b> Patrick C. Griffin, MS, RCSW	<b>Office Hours:</b> By Appointment
<b>Telephone:</b> 403 827 1650	<b>Email:</b> <a href="mailto:pcgriffi@ucalgary.ca">pcgriffi@ucalgary.ca</a>

## COURSE OUTLINE

### Syllabus Statement

Mindfulness Based Cognitive Therapy (MBCT) will explore a specific, evidence-based, first line treatment for relapse prevention in depression and anxiety.

### Course Description

Mindfulness Based Cognitive Therapy (MBCT) is an evidenced-based first line treatment option for recurrent depression. The 8-week manualized model offers clients the opportunity to develop a new relationship with unhelpful thought patterns that often contribute to depression relapse. Drawing on mindfulness and CBT skills, each week of the program scaffolds new skills and insights into how one can become more resilient to depression relapse.

This course will teach the model from "the inside out". We will operationalize this by first entering into being clients going through the 8-week protocol (in a slightly streamlined manner). The first 2.5 days of the modified block week will focus exclusively on you, the student, experiencing the model. We will then have an Instructor facilitated half-day silent retreat (on campus) to bring our participation segment to a close.

The final 2 days will focus on reflecting back on the experience, understanding the place of MBCT as a third wave therapy model, the history of the model and the structures behind each of the 8 modules. We will examine the structure, the unique inquiry process and its application to some diverse populations.

### Learning Objectives

#### Course Learning Objectives

1. Identify the evolution of MBCT among third wave therapies through exploration of its history and the science behind the model.

2. Describe the relevant themes, intentions and particular practice skills embedded in each of the 8-week MBCT course modules.
3. Experience MBCT in a client role by participating in a modified version of the actual 8-week MBCT course.
4. Apply the philosophy of inside out teaching and embodied presence.
5. Differentiate MBCT from other therapy models by considering its roots, philosophy and delivery model.
6. Demonstrate a novice level competency in delivering MBCT in an observed practice skill setting.
7. Assess the role and value of MBCT with the adult mental health care delivery system.
8. Design a framework for integrating MBCT into clinical social work practice.
9. Enhance professional skills by integrating experiential and theoretical learning.

### Program Learning Outcomes

#### 1) Professional Identity

- 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
- 1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.

#### 2) Values & Ethics in Professional Practice

- 2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
- 2.2) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.

#### 4. Diversity

4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.

4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.

#### 5. Critical Thinking in Professional Practice

5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make

5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

#### 6) Research

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.

#### 9. Engage with Individuals, Families, Groups & Communities Through Professional Practice

9.1) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.

9.2) Actively promote empowering and anti-oppressive practice.

9.3) Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations.

9.4) Participate effectively in interprofessional practice, community collaboration, and team work.

9.5) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

### Relationship to Other Courses

This elective clinical graduate course extends practice application to a specific model of mental health service.

This course provides students with an introduction to a particular model of facilitating change in social work practice. Students will be encouraged to expand their knowledge and views of effective mental health intervention, especially as it pertains to depression and depression relapse. Through experiential, socratic and didactic methods, we will utilize a stance of critical openness to new ideas and approaches to mental health service, as well as critically review and systemically critique ideas they may already embrace. Students will work to develop and enhance an expanded repertoire of clinical social work practice skills.

The course will begin with experiential learning by participating in a modified version of the actual 8-week MBCT course. This will be followed by a silent half day retreat facilitated by the Instructor. We will then move into discussions, both instructor-facilitated and student-facilitated, simulations exercises and debates to further explore and integrate the theory and practice of MBCT.

### Course Text(s)

**Mindfulness Based Cognitive Therapy (2nd edition)**, Segal, Zindel; Williams, Mark; Teasdale, John. The Guilford Press, 2013.

**Mindfulness Based cognitive Therapy: Embodied Presence & Inquiry in Practice.** Woods, Susan L., Rockman M.D., Patricia, & Collins M.D., Evan. New Harbinger Publications, 2019.

### Class Schedule

**The first 3 days will be experiential (student as client in a modified MBCT course). Students are invited to bring yoga mats and a pillow to the first 3 classes.**

July 3, 2019: Introductions, Course Overview and examination of syllabus  
MBCT sessions 1 & 2

July 5, 2019: Morning: MBCT sessions 3,4  
Afternoon: MBCT session 5

July 8, 2019: Morning: MBCT sessions 6 & 7  
Afternoon: Half Day Retreat (silent) on campus

*Program Learning Outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 5.1, 6.3, 9.1, 9.2, 9.3, 9.4, 9.5 for July 3, 5 & 8*

Course Learning Objectives: 3, 4, 9

July 10, 2019: History of MBCT Development

Why is relapse prevention of depression so important?

Structure of the overall MBCT model

Inquiry: the unique role and function in the MBCT model

Exploration of the individual themes of each of the 8 weeks of the course

How does MBCT give life to social work values?

What does research of the model tell us?

July 12, 2019: Students will deliver small pieces of a module live within small groups and receive feedback from peers and Instructor

Debate: MBCT vs Treatment as Usual (TAU) for depression relapse

Review of the week: What have we done

Taking the model forward....What next?

Program Learning Outcomes 4.1, 4.2, 5.1, 5.3, 6.1, 6.2 for July 10 & 12

Course Learning Objectives: 1,2,4,5,6,7,8

## Assignments

### **ASSIGNMENT #1: REFLECTIVE JOURNALING: (30% of the final grade)**

Students will submit a 2-page, double spaced reflection journal after each class. In this journal, students should speak to the following questions:

- a. In the MBCT practices associated with the class, what have I noticed when I engage in the home practice?
- b. How might these practices influence the way(s) I interact with clients?
- c. What has ignited in me thus far? What has been challenging thus far?

### **ASSIGNMENT #2: MBCT SKILL DELIVERY (15% of final grade)**

Each student will deliver from the curriculum to a small working group. Students will have 10-15 minutes to deliver to the small group a teach back of a particular skill they have chosen from the 8 week MBCT protocol. This direct practice experience should include:

- a. a verbal orientation to the skill
- b. an understanding of how this skill might assist in resolving recurrent depression and anxiety
- c. the inquiry process associated with processing the skill
- d. facilitating the mindfulness or CBT skill itself with the group according to the model

### **ASSIGNMENT #3: PARTICIPATION (15% of final grade)**

Students should actively participate in classroom activities (e.g. lectures, simulations, discussion, debate). Student participation will be evaluated by the Instructor.

Apply the same standards of behaviour, communication and courtesy about punctuality, attendance and preparedness for work that would apply to a professional social worker. In addition to attendance, grades for participation are based on asking questions, sharing experiences, involvement in class discussions and debate and in large and small group simulations. Feedback should be thoughtful and respectful. Participation also includes seeking feedback, support to ask for help. Above all, participation involves demonstrating personal and professional engagement in the learning process. Given the intense nature of a modified block week, all efforts should be made to attend all classes. Should the need arise to miss even a part of a class, the student should apprise the Instructor prior to the missed class via e-mail, text or voice mail. It is neither the Instructor's duty or responsibility to advise the student regarding missed class content. Your absence deprives the class of your participation and contribution to the overall educational process.

**ASSIGNMENT #4: FINAL PAPER (40% of final grade)**  
**DUE: 31 July 2019 at 12 midnight MST**

Jon Kabat-Zinn suggests that the 9th week of MBCT is the rest of our lives. In that light, please design a Week 9 curriculum for extending MBCT for a specific client population. Choose a specific client population (e.g. those living without homes, children, adults with ADHD, newcomers to Canada, women experiencing post-partum depression, university students) that could benefit from a tailored 9th week class. Please do not feel limited by this list of potential client populations. Consider making it pertinent to the clients you are currently working with. Please be sure that you include literature references to mindfulness (MBCT) with this client population and your theoretical rationale for creating this 9th week.

The paper must include:

- a. A theme for the session specific to the client population of your choice
- b. An agenda for the session (including timeframes for each part of the class)
- c. Relevant client handouts
- d. Home practice
- e. A reflection on how this 9th week will further enhance the lives of the client population you have chosen.

Paper will be 10 -12 double spaced pages, (I will not read beyond page 12) in 11-point font.

There is no in class final exam.

<b>Recommended Readings</b>
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KEY RESEARCH PAPERS

Teasdale, J.D., Segal, Z.V., Williams, J.M.G., Ridgeway, V., Soulsby, J., & Lau, M. (2000). Prevention of relapse/recurrence in major depression by mindfulness-based cognitive therapy. *Journal of Consulting and Clinical Psychology*, 68, 615-623.

Post link:

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00004730-200008000-00010&D=ovft&PDF=y>

Teasdale, J.D., Moore, R.G., Hayhurst, H., Pope, M., Williams, S. & Segal, Z.V. (2002). Metacognitive awareness and prevention of relapse in depression: Empirical evidence. *Journal of Consulting and Clinical Psychology*, 70, 278-287.

Post link:

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00004730-200204000-00002&D=ovft&PDF=y>

Lau, M, Bishop, S., Segal, Z.V., Buis, T., Anderson, N. & Carlson, L. Shapiro, S., Carmody, J., Abbey, S. & Devins, J. (2006). The Toronto Mindfulness Scale: Development and validation. *Journal of Clinical Psychology*, 62, 1445-1467.

Post link: <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/epdf/10.1002/jclp.20326>

Segal, Z.V., Kennedy, S., Gemar, M., Hood, K., Pedersen, R., & Buis, T. (2006). Cognitive reactivity to sad mood provocation and the prediction of depressive relapse. *Archives of General Psychiatry*, 63, 750-755.

Post link: <https://jamanetwork-com.ezproxy.lib.ucalgary.ca/journals/jamapsychiatry/fullarticle/209763>

Farb, N., Segal, Z., Mayberg, H., Bean, J., McKeon, D. & Anderson, A. (2007). Mindfulness training reveals dissociable neural modes of self-reference. *Social, Cognitive and Affective Neuroscience*, 2, 313- 322.

\*Attending to the present: mindfulness meditation reveals distinct neural modes of self-reference.

Post link:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=44576771&site=ehost-live>

Farb, N. Anderson, A., Mayberg, H., Bean, J., McKeon, D. & Segal, Z.V. (2010). Mindfulness training alters neural response to sad mood provocation in a mixed clinical sample. *Emotion*, 10(1), 25-33.

\*Minding One's Emotions: Mindfulness Training Alters the Neural Expression of Sadness.

Post link: <https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00130470-201001000-00008&LSLINK=80&D=ovft>

<https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00130470-201001000-00008&LSLINK=80&D=ovft>

Fresco, D., Moore, M. van Dulmen, M., Segal, Z., Ma, H., Teasdale, J. & Williams, M. (2007). Initial psychometric properties of the Wider Experiences Questionnaire. *Behavior Therapy*, 38, 234-46.

\*Initial Psychometric Properties of the Experiences Questionnaire: Validation of a Self-Report Measure of Decentering.

Post link: <https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/content/journal/1-s2.0-S0005789407000147>

Segal, Z.V., Bieling, P., Young, T., MacQueen, G., Cooke, R., Martin, L., Bloch, R., & Levitan, R.D. (2010). Antidepressant monotherapy vs sequential pharmacotherapy and mindfulness-based cognitive therapy, or placebo, for relapse prophylaxis in recurrent depression. *American Medical Association*, 16 (12), 1256-1264.

Post link: <https://jamanetwork-com.ezproxy.lib.ualgary.ca/journals/jamapsychiatry/fullarticle/210951>

Kuyken, W., Watkins, E., Holden, E., White, K., Taylor, R.S., Byford, S., Evans, A., Radford, S., Teasdale, J. D., & Dalgleish, T. (2010). How does mindfulness-based cognitive therapy work? *Behaviour Research and Therapy*, 48(11), 110 5 -111 2.

Post link: <https://www-sciencedirect-com.ezproxy.lib.ualgary.ca/science/article/pii/S0005796710001774>

Dimidjian, S., Beck, A., Felder, J.N., Boggs, J.M., Gallop, R., & Segal, Z. V. (2014). Web-based Mindfulness-based Cognitive Therapy for reducing residual depressive symptoms: An open trial and quasi experimental comparison to propensity score matched controls. *Behaviour Research and Therapy*, 63, 83-89.

Post link: <https://www-sciencedirect-com.ezproxy.lib.ualgary.ca/science/article/pii/S0005796714001557>

Kuyken, W., Hayes, R., Barrett, B., Byng, R., Dalgleish, T., Kessler, D., ... Byford, S. (2015). Effectiveness and cost-effectiveness of mindfulness-based cognitive therapy compared with maintenance antidepressant treatment in the prevention of depressive relapse or recurrence (PREVENT): a randomised controlled trial. *Lancet*, 386(9988), 63-73.

Post link: <https://www-sciencedirect-com.ezproxy.lib.ualgary.ca/science/article/pii/S0140673614622224>

Eisendrath, S. J., Gullung, E., Delucchi, K. L., Segal, Z. V., Nelson, J. C., McInnes, L.A., Mathalon, D.H., & Feldman, M.D. (2016). A Randomized Controlled Trial of Mindfulness-Based Cognitive Therapy for Treatment-Resistant Depression. *Psychotherapy and Psychosomatics*, 85(2), 99-110.

Post link: <https://www.karger.com/Article/FullText/4422spelling60>

Boyce, B. (2016, August). Is Mindfulness the Future of Therapy? *Mindful*, 46-57.

Post link: <https://www.mindful.org/mindfulness-future-therapy/>

Crane, R. S., Brewer, J., Feldman, C., Kabat-Zinn, J., Santorelli, S., Williams, J.M. G., & Kuyken, W. (2017). What defines mindfulness based programs? The warp and the weft. *Psychological Medicine*. 47, 990-999.

Post link: <https://www-cambridge-org.ezproxy.lib.ualgary.ca/core/journals/psychological-medicine/article/what-defines-mindfulnessbased-programs-the-warp-and-the-weft/BA98A87D84A3097A06BFC3A1FBB61C2B>

### ADDITIONAL ARTICLES

Shapiro, Shauna L., Carlson, Lind E., Astin, John A., Freedman, Benedict (2006). Mechanisms of Mindfulness. *Journal of Clinical Psychology*, Vol. (62)3, 373-386.

Post link: <https://onlinelibrary-wiley-com.ezproxy.lib.ualgary.ca/doi/epdf/10.1002/jclp.20237>

Tang, Yi-Yuan, Hölzel, Britta K., Posner, Michael A. (2015). *The neuroscience of mindfulness meditation*. MacMillan Publishers.



Post link:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=101648631&site=ehost-live>

Gotink, Rinske A., Chu, Paula, Busschbach, Jan J.V., Benson, Herbert, Fricchione, Gregory L., Hunink, M.G. Miriam (2015). Standardised Mindfulness-Based Interventions in Healthcare: An Overview of Systemic Reviews and Meta-analysis of RCTs. PLOS ONE:

DOI:10.1371/journal.pone.0124344

Post link: <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0124344>

Farb, Norman A.S. PhD, Anderson, PhD Adam K, Segal, PhD, Zindel V. (2012). The Mindful Brain and Emotion regulation in Mood Disorders. Canadian Journal of Psychiatry, 2012 February; 57(2): 70-77.

Post link: [https://journals-sagepub-](https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/070674371205700203)

[com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/070674371205700203](https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/070674371205700203)

## 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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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

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](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/p8lqb1nucdh/>

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](mailto: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](mailto: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](mailto: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/](http://ucalgary.ca/wellnesscentre/counselling/personal/) ) and the Campus Mental Health Strategy website ([ucalgary.ca/mentalhealth](http://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>