Summer 2021

Course & Session Number	SOWK 602 S01	Classroom	Online
Course Name	Research and Philosophy in Advanced Social Work Practice		
Day(s) & Time	June 28 - August 11, 2021 / Zoom: Mondays, June 28, July 5th, 12, 19, 26, & August 2 & 9 from 5pm - 8pm // Book Club (Small Work Groups): Wednesdays, June 30, July 7th, 14, 21, 28, & August 4 & 11 from 5pm - 8pm.		
Instructor	Instructor: Monica Sesma-Vazquez, PhD, RSW		
U of C E-mail	msesmava@ucalgary.ca	U of C Phone	403-918-6509 (Cellphone. Please use text messages)

SYLLABUS STATEMENT

Explores social work research through examination of various approaches (qualitative and quantitative), paradigms and methods, and applies social work research to theories as students develop their professional practice model.

COURSE DESCRIPTION

In this course, you will develop your understanding of social work research through examining various approaches (qualitative and quantitative), paradigms, and methods. Competence in research is a foundational notion of social work practice and is highlighted in professional codes of ethics. As producers and consumers of research, often in collaboration with and across cognate disciplines, social workers must also ensure that research is conducted with and for the benefit of those served by the profession, across all levels and fields of social work practice, and that it aligns with the values of the profession. A thorough understanding of quantitative, qualitative, and mixed methods research, and Indigenous and critical approaches, supports ethical practice. This course will consider the wider array of research methodologies, with a focus on quantitative and qualitative approaches.

COURSE LEARNING OUTCOMES

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

1. Understand the relationship between research methodologies and philosophical systems that create and maintain ontological frameworks and ways of knowing;

2. Understand the paradigms that inform and differentiate quantitative, qualitative, mixed methods, Indigenous and critical research approaches;

3. Recognize shared understandings and commitments across quantitative, qualitative, mixed methods, Indigenous and critical research approaches in social work practice;

4. Understand how research can inform the professions' efforts to promote social justice by critically evaluating research in social work practice;

5. Understand the research design, data collection, and data analysis strategies used in quantitative, qualitative, and mixed method approaches;

6. Appreciate skills necessary to incorporate quantitative, qualitative and mixed methods research into social work practice irrespective of level or field of practice; and

7. Apply course learnings to your specialization and the exit requirements of the MSW program.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

TEXTBOOKS

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.

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

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax, NS: Fernwood.

ARTICLES

Aldrich, R., & Laliberte Rudman, D. (2015). Situational analysis: A visual analytic approach that unpacks the complexity of occupation. *Journal of Occupational Science, 23*(1), 1-16.

Baker, C., Brown, S., Wilcox, P., Verlenden, J., Black, C., & Grant, B. (2018). The implementation and effect of trauma-informed care within residential youth services in rural Canada: A mixed methods case study. *Psychological Trauma: Theory, Research, Practice and Policy, 10*(6), 666-674.

Bermúdez, J., Muruthi, B., & Jordan, L. (2016). Decolonizing research methods for family science: Creating space at the center. *Journal of Family Theory & Review, 8*(2), 192-206.

Canadian Association of Social Workers. (2005). *Code of ethics*. Available at: https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada. (2014, December). *Tri-Council policy statement: Ethical conduct for research involving humans*. Secretariat on Responsible Conduct of Research. Ottawa, ON. Available at: http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS_2_FINAL_Web.pdf

Clarke, A. (2003). Situational analyses: Grounded theory mapping after the postmodern turn. *Symbolic Interaction, 26*(4), 553-576.

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

McGregor, D. (2018). From 'decolonized' to reconciliation research in Canada: Drawing from Indigenous research paradigms. *ACME: An International Journal for Critical Geographies, 17*(3), 810-831.

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

Morton- Ninomiya, M. E, Hurley, N., & Penashue, J. (2020). A decolonizing method of inquiry: using institutional ethnography to facilitate community-based research and knowledge translation. *Critical Public Health*, *30*(2), 220–231. https://doi.org/10.1080/09581596.2018.1541228

Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising social work research: Learning from critical Indigenous approaches. *Australian Social Work, 68*(3), 1-13.

St. George, S., Wulff, D., & Tomm, K. (2015). Research as daily practice. *Journal of Systemic Therapies, 34*(2), 3-14.

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

Vito, R. (2018). Social work leadership revisited: Participatory versus directive approaches during service system transformation. *Journal of Social Work Practice,* 1-15.

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

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing research skills necessary to critically evaluate existing practice research and identify strategies to evaluate your practice. This course will assist you as you examine the profession's commitment to social justice, inclusion, and anti-oppressive models of practice, and as you consider how these core values of the profession combine with an understanding of social policy and fundamental theories of change to frame social work's unique contribution to change efforts and the promotion of social justice across all levels of practice.

CLASS SCHEDULE

Class #, Date & Times	Topics	Readings and Assignments
Class 1 Zoom Session: Monday, June 28 5:00 – 8:00 pm MST	• Introductions • Course overview • Research definitions	
	• Overview of philosophical worldviews, theories and research designs • Situating paradigms and theories in relation to each other • The literature review • Research as daily practice • Relationship between research and clinical practice	Ch. 1, 2 & 3 Creswell & Creswell (2018) St. George, Wulff, & Tomm (2015)
Week 1 Wednesday, June 30 Asynchronous aD2L Activities and discussion	Philosophical or Epistemological Theories • Of the four worldviews outlined in the Creswell & Creswell (2018) text, which one do you align with most and why? If none, include your personal and justify. • Compare and contrast your two preferred philosophical or epistemological theories. • From an anti-oppressive lens, examine the qualitative article Baker et al. (2018) [Feel free to use Strega & Brown (2015) to sustain your arguments]	Introduction, Ch. 1 & 3 Strega & Brown (2015) Baker et al. (2018) Students will complete by Saturday, July 3 @ Midnight
Class 2 Zoom Session: Monday, July 5 5:00 – 8:00 pm MST	Ethical Considerations in Research • Anticipating ethical issues • Applying for research & ethics approval • Ethical considerations from clinical research Research Design • Overview • Introduction and Purpose • Questions and hypotheses • Choosing a methodology (Part 1) • Recruitment, sampling, and data collection	Ch 4, 5, 6 & 7 Creswell & Creswell (2018) CASW (2005) CIHR, NSERC & SSHRC (2014, December)

Week 2 Wednesday, July 7 5:00 – 8:00 pm MST Book Club	Research Design • Part 1. Co-designing research projects on your area of interest/specializations (in groups/TBD) • Post initial drafts on research design on D2L forum	Tracy, S. (2010) Ch 5, 6 & 7 Creswell & Creswell (2018) **Assignment 1 due July 9: Initial Reflections on Research**
Class 3 Zoom Session: Monday, July 12 5:00 – 8:00 pm MST	Critical, Indigenous, & Anti-oppressive Approaches • Analyzing colonization and decolonisation in dominant research practices • Proposing decolonizing practices using critical, Indigenous, and anti-oppressive social work approaches • Differentiating between research and Indigenous ways of knowing	Ch. 2, 7 & 10 Strega & Brown (2015) Bermúdez, J., Muruthi, B., & Jordan, L. (2016). McLaughlin, A.M. (2011) Rowe, Baldry, & Earles (2015) **Guest speaker on Indigenous ways of knowing and/or post-colonial research**
Week 3 Asynchronous D2L Activity and discussion	Decolonizing Research Practices • Comparing and contrasting Western North dominant research practices with other ways of knowing. Post your work on D2L • Write a brief guideline on recommendations for decolonizing research practices • Use this week activity for Core Tutorial	Datta, R. (2018). McGregor, D. (2018). Morton- Ninomiya, M. E, Hurley, N., & Penashue, J. (2020). Feel free to also sustain your arguments with other resources and authors you select. Bring new authors/ voices to the discussion Students will complete by Saturday, July 17 @ Midnight

	Quantitative Research Design	Ch. 8 Creswell &
Class 4 Zoom Session: Monday, July 19 5:00 – 8:00 pm MST	• The role of the literature review • Hypothesis and variables • Recruitment, sampling, and data collection • Analysis & discussion	Creswell (2018) **Guest speaker TBD** **Assignment 2 due July 23: TCPS2 CORE**
Week 4 Wednesday, July 21 5:00 – 8:00 pm MST Book Club	Quantitative Studies • Group meetings. Self-directed • Identifying differences and similitudes in two quantitative studies • Critically examining two quantitative studies in social work practice • Posting conclusions on D2L • Part 2. Co-designing research projects on your area of interest/specializations (in groups/TBD)	Articles determined by students' choices
Class 5 Zoom Session: Monday, July 26 5:00 – 8:00 pm MST	Qualitative Research Design • The role of the literature review • Methodological approaches • Situational analysis • Discourse Analysis • Research questions • Recruitment, sampling, and data collection • Analysis & discussion	Ch. 9 Creswell & Creswell (2018) Ch. 6 & 9 Strega & Brown (2015) **Guest speaker TBD**
Week 5 Wednesday, July 28 5:00 – 8:00 pm MST Book Club	Qualitative Studies • Group meetings. Self-directed • Identifying differences and similitudes in two qualitative studies • Critically examining two qualitative studies in social work practice • Posting conclusions on D2L • Part 3. Co-designing research projects on your area of interest/specializations (in groups/TBD)	Articles determined by students' choices **Assignment 3 due July 30: Group Research Projects**
Class 6	More on Qualitative Research Design • Participatory Action Research • Constructivist Grounded Theory	Ch. 10 Creswell & Creswell (2018) Ch. 4 Strega & Brown

Zoom Session: Monday, August 2 5:00 – 8:00 pm MST	• Video Storytelling Mixed Methods • Analysing mix-methods designs	(2015) **Guest speaker TBD** **Assignment 4 due August 6: Group Article Appraisal**
Week 6 Wednesday, August 4 5:00 – 8:00 pm MST Book Club	Relational Research • Watch at least 5 videos on relational research by the Taos Institute. • Create a video on zoom. Dialogue in groups on why relational research for is you? • Upload on YouTube and share the links on a WordDoc on D2L Dropox • Share your videos on D2L • Watch the group videos and leave comments	Relational Research Series by The Taos Institute on YouTube **Assignment 5 due August 6: Video on Relational Research**
Class 7 Zoom Session: Monday, August 9 5:00 – 8:00 pm MST	Research as Social Justice • Research for social change • Knowledge mobilization • Closing	Guest Speaker TBD **Assignment 6 due August 13: Report on class participation (Forums, group activities, D2L and Zoom)**

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

Please ensure all writing submissions for assignments conform to the *American Psychological Association (APA) format, 2010 Publication Manual (7th ed*.)

1. **Initial Reflections on Research (individual paper)**
   Value: 10%
   Due date: Submitted to Dropbox by 11:30 PM MST on July 9, 2021
   Length and format: 750-1000 words (1 to 2 pages)
   Course level objectives: 6, 7.

Write a reflective journal about your perspectives, thoughts, feelings, and experiences on the following questions:

- What are your thoughts and feelings about research in general?
- What role, if any, does research play in your everyday practice as a social worker?
- From your perspective, how do research, social justice and social work practice relate to each other?
- What one or two things would you really like to get out of taking this class?

   Marks will be awarded based on demonstration of self-reflection, critical thinking, and adherence to APA formatting.

2. **Complete the Research Ethics TCPS2 CORE Tutorial**
   Value: 10%
   Due date: Submitted to Dropbox by 11:30 PM MST on July 23, 2021
   Course level objectives: 5

Please complete the Tri-Council TCPS 2 Tutorial Course on Research Ethics (CORE), which can be found online at: http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/

Please self-register using your @ucalgary email address and complete the tutorial. Please note that this tutorial takes 2-3 hours to complete. Please submit your certificate of completion to the TCPS2 Dropbox on D2L to receive marks for this assignment.

3. **Developing a Group Research Project**
    Value: 20%
    Due date: Submitted to Dropbox by 11:30 PM MST on July 30, 2021
    Length and format: 1000-1300 words (2-3 pages)
    Course level objectives: 1, 2, 3, 5, 6, 7.

Based on your learnings, this assignment allows you to articulate the beginning processes of designing a research study, including ethical and philosophical considerations. More specifically, you are asked to write a brief paper outlining the following six questions:

- Philosophical worldview – Situate within a philosophical worldview. What is your philosophical worldview? How does it align with your personal and professional values and beliefs?
- Theoretical perspectives – Situate a theoretical framework. What theories underlie your social work practice and research? How your theoretical perspectives align with your philosophical worldview and personal, political, and professional beliefs?
- Research design – Given your philosophical worldview and theoretical perspectives, which research design would you use if you were to conduct a research study relevant to your area of work, experience, or position? What policies would you need to consider when designing the study? Play, create, and propose one research project.
- Research question(s) – Design a research question consistent with your chosen research design that you may use if you were to conduct your own research study relating to leadership, policy development, organizational management, or other relevant topic of interest.
- Contribution - How would your study contribute to social work practice and promote social justice? What change might it bring about?
- Ethics – What ethical issues do you anticipate you may encounter if you were to carry out this research study? What are the organizational values and ethics that you need to consider carrying out this study?

4. **Group Article Appraisal Assignment**
    Value: 20%

    Due date: Submitted to Dropbox by 11: 30 PM MST on August 6, 2021

    Course level objectives: 1, 2, 3, 5.

One of our major aims as social work practitioners and clinicians is to base our practice on current evidence i.e., using best-available research evidence to guide our practice. Evidence-based practice requires that we have the knowledge and skills to be critical consumers of research. This assignment will help you to demonstrate your comprehension of research design elements and ability to apply critical research appraisal skills through the review of a quantitative, qualitative, mixed methods, or other research article.

In this assignment, you will have an opportunity to examine a research article (peer reviewed) from a list provided by the instructor in a clinical area. Then, as a group, you will critically appraise the article that you have chosen following the appraisal rubric to be provided in class.

Length: Maximum 5 pages, double-spaced.

5. **Group Relational Research Assignment**
   Value: 20%

   Due date: Submitted to Dropbox (link on a WordDoc) by 11: 30 PM MST on August 6, 2021

   Course level objectives: 1, 2, 3, 4, 6.

Knowledge is co-creating by people in dialogue and conversation. By immersing yourselves in what is relational research, record a 10 to 30 min dialogue on what is relational research for you as a group. Your insights and reflections will provide opportunities to expand each other wisdoms on relational research practices. Students do not need to practice the dialogue. Be spontaneous and genuine, and record on zoom a dialogue on relational research practices. You can use YouTube or other formats. Share the video recording link on D2L Dropbox on a word doc.

6. **Forum, D2L, groups, and Zoom Participation (individual report)**
   Value: (20%)

   Due date: Submitted to Dropbox by 11: 30 PM MST on August 13, 2021

   Length and format: Create a report 1 page on: weekly contribution to the D2L Forum postings and/or discussion board, class and group participation in the weekly Zoom sessions. Maximum 1 page.

   Assessment: Participation will be assessed between June 28 to August 9, 2021.

   Course level objectives: 1, 2, 3, 4, 5, 6, 7.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Forum and discussion board contribution: As this is an online course, our interactions will occur on the weekly zoom, forum/discussion board (see course schedule for weekly questions). It is expected that you will share, post, reply, respond, and contribute to the discussion board each week by:

1) **Posting** your weekly contributions to all activities, discussions, and/or exercises as requested in the outline.
2) **Replying** to at least 1 (one) of your colleagues' posts; and,
3) **Responding** to at least 1 (one) of the replies on your discussion post.

Zoom participation: It is expected that you will participate in each weekly Zoom session. If you cannot attend the session, you are expected to inform the instructor in advance and co-create a make-up activity in order to not lose points for participation. Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

Students will commit to inform the instructor if they are not attending class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
- Please submit all assignments electronically using Word Documents. Do not use PDF.
- Please submit your assignments on D2L. Do not submit your assignments to the instructor's email.
- Use respective Dropbox in D2L to submit each assignment.
- Include in your assignments your full name and student number and the date of your submission.

LATE ASSIGNMENTS
- Late assignments will be accepted at the discretion of the instructor. There is no penalization for late submission; however, the instructor needs to know what the student plan and date for submission is.

EXPECTATIONS FOR WRITING
- Please use of APA 7th edition formatting for referencing. 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
- There is no penalization for APA mistakes; however, it is expected that students use APA 7th as a reference for their writing grammar style.

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

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

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**