



<b>Course &amp; Session Number</b>	<b>SOWK 551.19 S02</b>	<b>Classroom</b>	ONLINE
<b>Course Name</b>	<b>Intimate Partner Violence</b>		
<b>Dates and Time</b>	<p>Start of Classes: June 27 End of Classes: July 18</p> <p>Dates and Time: Every Monday and Wednesday 1-4 PM MST via ZOOM</p> <p>June 27 July 4 July 6 July 13 July 18</p> <p><b>Students need also to sign up for TWO (Time #1 and Time #2) 30-minute time slots (Please note you must sign up for the SAME Actor (1 or 2) for both of your chosen dates).</b></p> <p><b>Online Simulation Dates:</b>  <b>#1 – June 29<sup>th</sup> OR June 30<sup>th</sup>, 10-5pm</b>          (Sign up for 30-minute time slots <a href="#">HERE</a>)  <b>#2 – July 11 OR 12<sup>th</sup>, 10-5pm</b>          (Sign up for 30-minute time slots <a href="#">HERE</a>)</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	Dr. Angelique Jenney PhD, MSW, RSW Associate Professor	<b>Office Hours</b>	After each class or on request.
<b>UCalgary E-mail</b>	<a href="mailto:angelique.jenney@ucalgary.ca">angelique.jenney@ucalgary.ca</a>	<b>UCalgary Phone</b>	<b>403-220-7123</b>

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable

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

environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

## SYLLABUS STATEMENT

Focuses on theory and practice related to social work interventions.

## COURSE DESCRIPTION

SOWK 551 Intimate Partner Violence is designed to provide an overview of the issue of violence in families. The course explores how various forms of abuse/violence is perpetrated and maintained, examines challenges to safety, and reviews interventions with best outcomes for individuals and families. These issues are studied and discussed within the diverse contexts of family life and take into account the multiple influences of intersecting oppressions on families.

Based on feminist principles, this course integrates theory and practice and incorporates analyses of both policy and inter-disciplinary responses to woman abuse and children exposed to intimate partner violence. In Canada violence in families occurs at concerning rates. Emphasis will be on the relationships between societal structures and the family, and congruence with professional practice responses. Theoretical frameworks will be reviewed as these apply to issues of violence in families and will include feminist, intersectional, structural, and psychological/trauma theories. Professional and ethical considerations will be discussed in relation to the wide range of belief and value systems encountered in practice. Intersecting oppressions of gender, race, class, ability, age, culture, religion and sexual orientation, and impact on the causes and maintenance of violence will be analyzed and discussed.

Teaching in this course is guided by principles of adult education, which views students as active and self-directed learners, and an educational approach that fosters a positive working partnership between the instructor and students. Based on principles of adult learning, the class will be taught using a wide variety of instructional methods including lectures, large and small group discussions, videos, guest speakers from the practice community, and individual clinical simulation experiences. A core concept in adult education is valuing student experiences and knowledge, and the potential for sharing these to deepen individual learning.

Class attendance is essential to the development of collegial relationships that characterize learning, reflection, and critical analysis within social work practice. If absences are anticipated or occur, it is the responsibility of the student to inform their instructor and make arrangements to stay caught up. Students will be expected to read all assigned materials and to be prepared to participate in discussions and case simulations. Social work education also deals with complex and controversial issues, which may impact your comfort and safety. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive course experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. It is the responsibility of everyone in the classroom to strive toward an environment that values civility, respect and professionalism even if we do not agree. Students are expected to accord their colleagues the respect, sensitivity and confidentiality similar to the environment they would offer in professional practice. We expect to learn from each other in an atmosphere of positive engagement and mutual respect.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in both the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. There will be 5 synchronous Zoom sessions throughout the term, 2 30-minute simulation sessions (students sign up for these individually) and 23 hours of asynchronous course work (see schedule on D2L). Some synchronous course content will **not** be recorded due to presented clinical material.

*Unanticipated distress, mental health and stress management:* This is a course that deals with violence in families and therefore, students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor and seek self-care as needed using the resources listed in the Wellness section of this document.

*Research study participation:* Please be advised that within this course, you will have the opportunity to volunteer as a research participant in a study that aims to a) examine the feasibility and effectiveness of simulation in social work education, and b) identify procedural competency skills required for professionals working with youth with childhood experiences of intimate partner violence (CEIPV). Further details will be provided at the start of the course.

## COURSE LEARNING OUTCOMES

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

1. Identify and define the various forms of intimate partner violence, violence in families and the impacts across the lifespan.
2. Articulate theoretical frameworks relevant to understanding key issues of violence in families.
3. Demonstrate awareness of the multi-causal nature of violence in families and the extent to which this social problem exists.
4. Develop a critical awareness surrounding the characterization of victims and offenders; identify potential risk factors.
5. Provide a gender, class, race, age, ability, sexual orientation and power analysis relating to the problem of gender-based and interpersonal violence.
6. Identify the effects of violence on people in relation to psychological trauma, socialization and social location.
7. Examine ethical issues and personal values in working with victims and perpetrators of violence.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

Alaggia, R., & Vine, C. (Eds.). (2012). *Cruel but not unusual: Violence in Canadian families* (2nd ed.). Wilfrid Laurier University Press. **(AVAILABLE FREE OF CHARGE THROUGH UCALGARY LIBRARY)**

Additional required readings are outlined in the class schedule below. Articles are available through the university library online resources. Readings will also be available via D2L.

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

#### ***D2L***

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. The D2L (Desire2Learn) course management system, available at <http://D2L.ucalgary.ca>, allows you to access a link to participate in our ZOOM discussion sessions, to review related learning resources and lectures, and write/video to the class via our discussion board assignments. Please see our class activity checklist in our D2L course for specific dates for each activity.

#### ***ZOOM***

Zoom is an internet-based platform that provides high definition video conferencing that can be used on Windows, Mac, Linux, Android, and iOS devices. Students can also connect to Zoom meetings using their telephone connection by dialing into local phone numbers all over the world.

If you experience issues with Zoom after reading these instructions, please contact the Learning Technology Coach for your course or your instructor. You may also view this [support video](#) created for University of Calgary online programs in Social Work. Additional support documentation is available via the Zoom online knowledgebase: [Zoom Audio, Video, and Sharing](#).

ZOOM sessions:

Log-in 10 minutes early to be prepared to start on time. You are expected to come to class prepared with a working webcam and headset with microphone.

#### ***ZOOM SESSION Checklist***

- 1- Find a quiet place for your online meeting to avoid background noise.
- 2- Make sure the Wi-Fi connection is good. If not, you can A) move the laptop closer to the router, or B) use an Internet cable to connect your laptop to the router. You may need to increase the strength of your internet with your internet company or attend in a community resource area with high internet strength.
- 3- Use a headset instead of built-in microphone and speaker to communicate with others in the online room. A Headset can prevent echo and background noise.
- 4- If it is your first time entering the ZOOM online room, we recommend using Firefox.
- 5- Before you access the online room, please run ZOOM diagnostic test by clicking the following URL ([http://admin.adobeconnect.com/common/help/en/support/meeting\\_test.htm](http://admin.adobeconnect.com/common/help/en/support/meeting_test.htm) ).
- 6- You can also access the online room through your mobile devices. The app can be downloaded for free. The URL to the online room can be sent to you by your instructor or learning tech coach.

## RELATIONSHIP TO OTHER COURSES

This course is a BSW level course elective, designed to align with other courses of social work in the areas of policy, practice, and research. The course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of principles as they relate to child welfare social work practice.

## CLASS SCHEDULE

### Important Dates for Spring 2022

- Start of Term: Monday, June 27, 2022
- End of Term: Friday, August 26, 2022
- Fee deadline: Wednesday, July 6, 2022
- Victoria Day, no classes: Monday, August 1, 2022

Class #	Date	Type	Topic
<b>June 27 – START OF CLASSES</b>			
Class 1	June 27	ZOOM SESSION 1-4PM	<p>Introductions</p> <p>Review of the course requirements</p> <p>Why learn about violence in families?</p> <p><b><u>The Politics of Naming Violence:</u></b> <i>How We Talk about Violence and Why it Matters</i></p> <p><b>Readings:</b> See D2L for course readings and media links</p>
<i>Asynchronous learning (3-4 hours)</i>			<p><b><u>Theoretical Frameworks:</u></b> <i>How We Think About Violence and Why it Matters</i></p> <p><b>Readings:</b> See D2L for course readings and media links</p>
June 29 OR 30		<b>SIMULATION SESSION VIA ZOOM (1 hour including preparation time)</b>	<p><b><u>SIMULATED CLIENT EXPERIENCE #1</u></b></p> <p>Students will sign up for <b>one</b> 30-minute simulation session occurring <b>on June 29 OR 30 between 10-6pm</b> – this will be discussed further on the first night of class.</p> <p><b><u>Simulation Process:</u></b> Students will receive an email containing the case scenario, the link to their personal session and a link to the online reflection. You will enter the Zoom room as if entering a consultation room and immediately start the session. The instructor or TA will be facilitating the digital space to begin the interview <i>only</i> (they will not be observing in the moment). The interview will end</p>

			<p>after 15 minutes at which point the student will then go to the online reflection process.</p> <p>The simulation experience is not graded. When you complete the simulation you will receive 5%. When you complete the reflection you will receive 5%. Please note both activities are required in order to complete the assignment.</p>
	<i>Asynchronous learning (3-4 hours)</i>		<p><b><u>Violence and Intersectionality:</u></b> <i>How Multiple Oppressions Intersect to Influence the Impact of Violence</i></p> <p><b>Readings:</b> See D2L for course readings and media links</p>
	<i>Asynchronous learning (3-4 hours)</i>		<p><b><u>The Changing Face of Abuse</u></b> <i>How Technology May Harm or Help</i></p> <p><b>Readings:</b> See D2L for course readings and media links</p>
<b>Class 2</b>	<b>July 4</b>	<b>ZOOM SESSION 1-4PM</b>	<p><b><u>Changing the Focus:</u></b> <i>Considering Perpetrators of Violence</i></p> <p><b>Readings:</b> See D2L for course readings and media links</p>
	<i>Asynchronous learning (3-4 hours)</i>		<p><b><u>Violence in Relationships:</u></b> <i>Current Issues and Controversies</i></p> <p><b>Readings:</b> See D2L for course readings and media links</p>
<b>Class 3</b>	<b>July 6</b>	<b>ZOOM SESSION 1-4PM</b>	<p><b><u>Intervening with Children Exposed to Intimate Partner Violence</u></b></p> <p><b>Readings:</b> See D2L for course readings and media links</p>
<b>July 10 - Assignment 1 Due 11:59 pm</b>			
	<i>Asynchronous learning (3-4 hours)</i>		<p><b><u>Risk Assessment and Safety Planning:</u></b> <i>How understanding risk and safety in family violence cases is critical</i></p> <p><b>Readings:</b> See D2L for course readings and media links</p>
<b>SIMULATION #2 VIA ZOOM July 11 OR 12th <u>(1 hour)</u></b>			<p><b><u>SIMULATED CLIENT EXPERIENCE #2</u></b></p> <p>Students will sign up for <b>one</b> 30-minute simulation session occurring <b><u>on July 11<sup>th</sup> OR 12<sup>th</sup> 10-6pm</u></b></p> <p><b><u>Simulation Process:</u></b> Students will receive an email containing the case scenario, the link to their personal session and a link to the online reflection. You will enter the Zoom room as if entering a consultation room and immediately start the session. The instructor or TA will be facilitating the</p>

			<p>digital space to begin the interview <i>only</i> (they will not be observing in the moment). The interview will end after 15 minutes at which point the student will then go to the online reflection process.</p> <p>The simulation experience is not graded. When you complete the simulation you will receive 5%. When you complete the reflection you will receive 5%. Please note both activities are required in order to complete the assignment.</p>
<i>Asynchronous learning (3-4 hours)</i>			<p><b><u>Violence Across the Lifespan:</u></b> <i>How Vulnerability Increases the Risk of Violence</i></p> <p><b>Readings:</b> See D2L for course readings and media links</p>
<b>Class 4</b>	<b>July 13</b>	<b>ZOOM SESSION 1-4PM</b>	<p><b><u>Intervening with Women:</u></b> <i>Understanding Disclosure, Safety and Help-Seeking</i></p> <p><b>Readings:</b> See D2L for course readings and media links</p>
<i>Asynchronous learning (3-4 hours)</i>			<p><b><u>Developing Competency in Gender-Based Violence Work</u></b></p> <p><b>Readings:</b> See D2L for course readings and media links</p>
<b><i>July 19 - Assignment 2 Due by 11:59 pm</i></b>			
<b>Class 5</b>	<b>July 18</b>	<b>ZOOM SESSION 1-4PM</b>	<p><b><u>Hope and Healing:</u></b> <i>Resilience in the face of violence</i></p> <p>Self-awareness and Self-Care</p> <p><b>Readings:</b> See D2L for course readings and media links</p>
<b><i>July 20 – Assignment 3 Due by 11:59 pm</i></b>			

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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**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) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose. Please note that not all course content will be recorded due to case presentation materials.

## **ASSESSMENT COMPONENTS**

### **Assignment 1: Simulated Client Experience #1 – Process Recording and Reflection (30%)**

**Due July 10th by 11:59 pm**

Aligned Course Learning Outcome: 1, 2, 3, 4, 6, 7

Assignment Description: Students will complete and submit a video recording of their simulated client interview, a copy of the online reflection process, and a written process recording, as per instructions on D2L.

Assessment Criteria: 5% Participation in SC Experience; 5% Completion of Reflection Process; 20% Process Recording and Reflection Process.

### **Assignment 2: Simulated Client Experience #2 – Process Recording and Reflection (40%)**

**Due July 19 by 11:59 pm**

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6, 7

Assignment Description: Students will complete and submit a video recording of their simulated client interview, a copy of the online reflection process (including a compare and contrast reflection), and a written process recording, as per instructions on D2L.

Assessment Criteria: 5% Participation in SC Experience; 5% Completion of Reflection Process; 30% Process Recording and Reflection Process.

### **Assignment 3: Reflective Learning and Engagement with Course Content Process (30%)**

**Due July 20th at 11:59 pm**

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6, 7

Assignment Description: You will write (using the template provided on D2L) a brief synopsis of your learning discussing the materials and processes that were most useful to you, highlighting content from supplementary materials and lectures to illustrate impact.

Assessment Criteria: A grading rubric will be provided on D2L.



## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

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. Please note that make-up options are not available for missed online sessions.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox in D2L. **Assignments may be submitted in Word ONLY so that feedback can be provided. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2).** Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

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

### **EXPECTATIONS FOR WRITING**

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 online writing tutors, are available through the Student Success Centre (SSC) to assist students to 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://www.ucalgary.ca/ssc/>

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

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

## GRADING

A student's final grade for the course is the sum of the separate assignments. If numerical grades require rounding, the instructor will round down at .5 and below and round up at .6 and over. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

## COURSE EVALUATION

Student feedback will be sought 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

See D2L for additional readings.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### **Professional Conduct**

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

### **Research Ethics**

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

### **Instructor Intellectual Property**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**Copyright Legislation**

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

**Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

**Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

**Other Important Information**

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information