



<b>Course Number:</b>	SOWK 675 S01	<b>Classroom:</b>	SA 124
<b>Course Name:</b>	Advanced International Social Work (Modules)		
<b>Day(s):</b>	Thursdays	<b>Time:</b>	5:00 PM – 7:50 PM
<b>Instructor:</b>	Vibha Kaushik (Modules 1, 2, & 4)  Sarah Fotheringham (Module 3)	<b>Office Hours/Location:</b>	By appointment
<b>E-mail:</b>	<a href="mailto:vkaushik@ucalgary.ca">vkaushik@ucalgary.ca</a> <a href="mailto:sffother@ucalgary.ca">sffother@ucalgary.ca</a>	<b>Phone:</b>	Please email

**SYLLABUS STATEMENT**

This course consists of four concentrated modules that will give students tools for social change.

**COURSE DESCRIPTION**

This course consists of four concentrated modules on the themes of (1) disasters, conflict, and sustainable development, (2) development sectors, (3) gender and women development, and 4) global refugee crisis and refugee resettlement. This course focuses on deepening students' knowledge about: (a) factors and situations that influence human vulnerability and well being at a global level, and (b) internationally recognized principles, standards, models and frameworks that support advanced practice related to global social issues and social development concerns.

Module 1 looks into how disasters and conflicts may be areas for sustainable development and explores dimensions of international social work practice in disaster and conflict contexts. Module 1 presents social work students with various lenses and equips them with internationally observed frameworks that allow them to proactively respond to calls for intervention among disaster and conflict survivors and develop their culturally sensitive approaches to disasters and conflicts through varying case analyses and documentary film reviews.

Module 2 introduces students to technical frameworks that guide international practice in a range of different development sectors. The application of these frameworks must take into account and address the social context in which development activities are carried out. In this module, students will examine how social analysis and participatory approaches can be applied to most effectively contribute to the success of different types of sector-based projects.

Module 3 introduces students to the importance of gender as a crosscutting theme in international development work. Students will be introduced to several gender analysis tools and frameworks that will assist them to approach development work using a "gender lens". This capacity is key across all aspects of social work - when engaging community stakeholders in a participatory dialogue or needs assessment, implementing an intervention or initiative, evaluating a development program, writing

policy or developing a project plan. The on-line portion of the module will ask students to go through the Government of Canada's GBA+ on-line certification course.

Module 4 focuses on the current global refugee crisis and governments' responses to this issue. The module includes content to understand the conflict in Syria and the global refugee crisis and their implication for social work practice. The activity enables the students to discuss and enhance their understanding of core issues related to refugee resettlement and to identify durable solutions. Students will work in small groups to (a) examine the resettlement needs of the refugees in Canada, and (b) identify strategies that may facilitate effective resettlement and integration of refugees. Field experts who have been working in the refugee resettlement sector will share their knowledge of the issues and experiences with the class.

### **COURSE LEARNING OUTCOMES**

SOWK 675 draws among students their experiential learning in the effective use of their competencies and skills in facilitating community and stakeholder engagement toward collectively achieving democracy (recognition), equity (harmony), justice (responsibility), and peace (conflict resolution). The course provides tools and processes that guide students in enhancing and refining their critical thinking skills, intelligences, and interpersonal and intercultural skills as they navigate their social work roles in various development sectors. The course further aims to evaluate students' level of compassion and integrity in their exploration, navigation, facilitation, and engagement competencies as international social work practitioners.

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

1. Develop an understanding about internationally recognized principles, standards, models and frameworks that support advanced practice related to global social issues and social development concerns.
2. Develop an understanding about how different systems (e.g. economic, political and social) contribute to hazards becoming disasters and protection needs in disaster settings.
3. Develop an understanding about gender and development, as well as tools, methods and framework for gender analysis.
4. Develop an understanding of refugee protection and resettlement needs and activities.
5. Apply advanced practice principles, standards, models and frameworks in a range of professional practice settings, taking into account known factors that influence human vulnerability and wellbeing.
6. Design models and/or frameworks that highlight their proactive engagement in development sectors.
7. Identify and interpret nuances and gaps in international social work practices.
8. Create a model of reciprocity to highlight compassion for and harmony with people across beliefs, classes, cultures, principles, and races.
9. Apply values and principles of international social work practice to various forms of interaction with communities.

### **Program Learning Objectives (PLOs)**

- 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.
- 2.1. 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.
- 3.1. Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Indigenous communities in Canadian society and internationally.
- 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 had a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
- 5.1. Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgements.
- 8.3. Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national and international levels.
- 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.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Note: A list of recommended readings and additional resources for each week is also available on D2L.

### Module 1: Disasters, Conflict, and Development

#### **Class 1: Role of social work**

Alston, M. (2015). Social work, climate change and global cooperation. *International Social Work*, 58(3), 355-363.

Dominelli, L. (2015). The opportunities and challenges of social work interventions in disaster situations. *International Social Work*, 58(5), 659-672.

Mathbor, G. (2007). Enhancement of community preparedness for natural disasters: The role of social work in building social capital for sustainable disaster relief and management. *International Social Work*, 50(3), 357-369.

### **Class 2: Some key areas of concern**

Nikku, B. (2013). Children's rights in disasters: Concerns for social work - Insights from South Asia and possible lessons for Africa. *International Social Work, 56*(1), 51.

United Nations (2013). The six grave violations. Retrieved from <https://childrenandarmedconflict.un.org/six-grave-violations/>

United Nations (2019). Conflict-related sexual violence: Report of the United Nations secretary-general. Retrieved from <https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2019/04/report/s-2019-280/Annual-report-2018.pdf>

### **Class 3: Recovery and rebuilding post disaster/conflict**

Brownell, G., & Praetorius, R. T. (2017). Experiences of former child soldiers in Africa: A qualitative interpretive meta-synthesis. *International Social Work, 60*(2), 452–469.

Corbin, J., & Hall, J. (2019). Resettlement post conflict: Risk and protective factors and resilience among women in northern Uganda. *International Social Work, 62*(2), 918-932.

Drolet, J., Dominelli, L., Alston, M., Ersing, R., Mathbor, G., & Wu, H. (2015). Women rebuilding lives post-disaster: Innovative community practices for building resilience and promoting sustainable development. *Gender & Development, 23*(3), 433-448.

Sim, T., & Dominelli, L. (2017). When the mountains move: A Chinese post-disaster psychosocial social work model. *Qualitative Social Work, 16*(5), 594-611.

### **Module 2: Development sector**

Barasa, F. Jelagat, T. (2013). Community participation in Project Planning, Management and Implementation. *International Journal of Current Research, 5*(2), 398-401.

### **Class 1: Food security**

FAO, IFAD, UNICEF, WFP, & WHO (2019). The state of food security and nutrition in the world: Building Climate Resilience for food security and nutrition – In brief. Retrieved from

[https://docs.wfp.org/api/documents/WFP-0000106763/download/?\\_ga=2.25576762.666226419.1573666741-1637500673.1573666741](https://docs.wfp.org/api/documents/WFP-0000106763/download/?_ga=2.25576762.666226419.1573666741-1637500673.1573666741)

WHO, WFP, UN System Standing Committee on Nutrition, & United Nations Children's Fund (2007). Community-based management of severe acute malnutrition. Retrieved from

[https://www.who.int/nutrition/topics/Statement\\_community\\_based\\_man\\_sev\\_acute\\_mal\\_eng.pdf](https://www.who.int/nutrition/topics/Statement_community_based_man_sev_acute_mal_eng.pdf)

### **Class 2: Water and sanitation**

Mason, N and Mosello, B (2017) How to reduce inequalities in access to WASH: Synthesis report.

Retrieved from <https://www.odi.org/sites/odi.org.uk/files/resource-documents/11604.pdf>

United Nations. (n.d.). Water, sanitation and hygiene. Retrieved from

<https://www.unwater.org/water-facts/water-sanitation-and-hygiene/>

### **Class 3: Community health**

El Arifeen, S., Christou, A., Reichenbach, L., Osman, F. A., Azad, K., Islam, K. S., ... Peters, D. H. (2013) Community-based approaches and partnerships: Innovations in health-service delivery in Bangladesh. *Lancet, 382*(9909), 2012-2026.

Goodman, R., A., Bunnell, R., & Posner, S., F. (2018). What is "community health"? Examining the meaning of an evolving field in public health. *American Journal of Public Health, 91*(12), 1929-1938.

## **Module 3: Gender and Development**

### **Class 1: Foundations of Gender and Development**

Parpart, J. (2014). Exploring the transformative potential of gender mainstreaming in international development institutions. *Journal of International Development*, 26(3), 382-395.

Wanner, T., & Wadham, B. (2015). Men and Masculinities in International Development: 'Men-streaming' Gender and Development? *Development Policy Review*, 33(1), 15-32.

### **Class 2: Gender Analysis**

Morgan, R., George, A., Ssali, S., Hawkins, K., Molyneux, S., & Theobald, S. (2016). How to do (or not to do)... gender analysis in health systems research. *Health Policy and Planning*, 31(8), 1069-1078.

## **Module 4: Global refugee crisis and refugee resettlement**

### **Class 1: Key issues**

United Nations High Commissioner for Refugees [UNHCR]. (2018). UNHCR projected global resettlement needs 2020. Retrieved from <https://www.unhcr.org/protection/resettlement/5d1384047/projected-global-resettlement-needs-2020.html>

United Nations High Commissioner for Refugees [UNHCR]. (2019). Global trends: Forced displacement 2018. Retrieved from <https://www.unhcr.org/globaltrends2018/>

### **Class 2: Resettlement and integration**

Agrawal, S. (2019). Canadian Refugee Sponsorship Programs: Experience of Syrian Refugees in Alberta, Canada. *Journal of International Migration and Integration*, 20(4), 941-962.

Wilkinson, L., & Garcea, J. (2017). The economic integration of refugees in Canada: A mixed record? Washington, DC: Migration Policy Institute. (available online at [www.lib.ucalgary.ca](http://www.lib.ucalgary.ca))

Wood, P., McGrath, S. & Young, J. (2012). The emotional city: Refugee settlement and neoliberal urbanism in Calgary. *Journal of International Migration and Integration*, 13(1), 21-37.

### **Class 3: Social work practice with refugees**

Drolet, J., Enns, R., Kreitzer, L., Shankar, J., & McLaughlin, A. (2018). Supporting the resettlement of a Syrian family in Canada: The social work resettlement practice experience of Social Justice Matters. *International Social Work*, 61(5), 627-633.

Lacroix, M. (2006). Social work with asylum seekers in Canada: The case for social justice. *International Social Work*, 49(1), 19-28.

Yan, M. & Chan, S. (2010). Are social workers ready to work with newcomers? *Canadian Social Work*, 12(1), 16-23.

## **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings, recommended readings, and other relevant class resources and materials. A laptop or desktop with internet access is required.

<b>RELATIONSHIP TO OTHER COURSES</b>		
<p>This course is considered the second core Theory and Methods course for students focusing on International Development and could be a valuable option for other students who are closer to the end of their MSW studies. This course is related to SOWK 671, SOWK 697 and SOWK 696B by considering social policy in a globalizing world, integrating diversity and power relations of experiences of oppression and marginalization in Canadian society, and preparing students for international and community development practicum.</p>		
<b>CLASS SCHEDULE</b>		
<b>Date</b>	<b>Topic</b>	<b>Required Readings/Assignments Due</b>
<b>Module 1</b>		
Jan 16	Class 1: Role of Social Work	See pages 3-5 for required readings
Jan 23	Class 2: Some Key Areas of Concern	See pages 3-5 for required readings
Jan 30	Class 3: Recovery and rebuilding post disaster/ conflict	See pages 3-5 for required readings
<b>Module 2</b>		
Feb 6	Class 1: Food Security	See pages 3-5 for required readings
Feb 13	Class 2: Water and Sanitation	See pages 3-5 for required readings
Feb 20	<b>Winter Break</b>	
Feb 27	Class 3: Community Health	No class – use as a study period See pages 3-5 for required readings <b>Module 1 and 2 reflection paper due today</b>
<b>Module 3</b>		
Mar 5	Class 1: Theories and foundations of gender and development	See page 3-5 for required readings
Mar 12	Class 2: Gender Analysis	See page 3-5 for required readings
Mar 19	Class 3: GBA+ Certification	No class – time will be used to complete the GBA+ certification process through the federal government. <b>Hand in GBA+ completed certification.</b> Module 3 reflection paper due March 23

Module 4		
Mar 26	Class 1: Key Issues	See pages 3-5 for required readings
Apr 2	Class 2: Resettlement and Integration	See pages 3-5 for required readings
Apr 9	Class 3: Social work practice with refugees	See pages 3-5 for required readings <b>Integrative assignment/synthesis paper due today</b>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION				
<p><b><u>USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS</u></b></p> <p>The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.</p> <p><b><u>Email Communication</u></b></p> <ul style="list-style-type: none"> <li>• Email communication is a form of professional communication and reflects a culture of respect and professional mannerism. <b><u>Students are expected to adhere</u></b> to professional codes of conduct when communicating via email with their peers as well as their instructors</li> <li>• As per the university policy, please note that all communication with the instructor <b><u>must be done through the U of C email address</u></b>, and the instructor maintain the rights not to respond to communications through personal email addresses</li> <li>• Please allow up to <b><u>48 hours</u></b> for response time to your email communications</li> <li>• The instructor will <b><u>not respond</u></b> to email communications during weekends or official holidays</li> </ul>				
ASSESSMENT COMPONENTS				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Participation	In selected classes in modules 1, 2, and 4, students will be asked to complete in-class activities. These activities will help in critical engagement with class readings, material and discussions in concrete ways and will offer students an opportunity to reflect on and interact with the material in a way that will enhance their learnings. The activities will help facilitate a meaningful class participation and engagement. Please also see additional assessment and evaluation information below for important information on missed classes/activities.		15%	CLO 1, 2, 3, 4, 7 PLO 1.1, 1.2, 1.3, 2.1, 3.1, 5.1, 8.3

Module 1 & 2 reflection paper	At the end of module 2, students will write a 5-6 pages long reflection paper about their learning from the two modules and the relevance of the learning for their professional practice. A detailed description of the assignment will be available on D2L.	Feb 27	25%	CLO 5, 6, 7, 8, 9 PLO 1.2, 2.1, 5.1, 8.3, 9.1, 9.2,
Module 3 GBA+ Certification	In place of class time, students will use the time to complete the government of Canada's GBA+ certification. Students will hand in their completed certification for completion marks.	March 19	5%	CLO 1, 3, 4, 7 PLO 1.2, 5.1, 9.3
Module 3 reflection paper	At the end of module 3, students will write a 4-5-pages long reflection paper about their learning from the module (seminar, readings) and the relevance of this learning for their professional practice.	Mar 23	20%	CLO 1, 3, 4, 7 PLO 1.2, 5.1, 9.3
Facilitation and summary paper	This assignment will have two components. In the first part, working in pairs, students will select a particular global social problem in a particular professional practice setting that bridges between topics in at least two of the four modules in the course. Students will critically examine and present the problem (15 mins) and facilitate a class discussion (15 mins) with an aim to develop a deeper understanding of the issue – April 9 (25%). In the second part, students will submit a summary paper (2-page) in which they will reflect and summarize their course learnings – April 15 (10%). A detailed description of the assignment will be available on D2L.	April 9 and April 15	35% (25% + 10%)	CLO 5, 6, 7, 8, 9 PLO 1.2, 2.1, 5.1, 8.3, 9.1, 9.2,



## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **PARTICIPATION EXPECTATIONS**

- Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These will have implications for participation grade, as outlined in the assessment components section above.
- Students who are unable to attend a class and complete an in-class activity due to extraordinary and valid circumstances (e.g., medical emergency) **must notify the module instructor in advance** or as soon as possible and arrange a **make-up assignment**. A second missed in-class activity will result in participation grades **(2 marks/missed in-class activity)** being deducted from this component of the course.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

- Please submit all assignments electronically through their respective dropbox in D2L.
- Assignments may be submitted in Word or PDF format.
- 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 and papers are to be submitted on time, absolutely **NO extensions**, unless legitimate reasons are provided and supported by official documentation.
- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be **downgraded by 2%** of the assignment grade **per day** including weekends, holidays and study weekdays.
- There is a **seven-day** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

### **EXPECTATIONS FOR WRITING**

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- 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.
- All submitted work **must follow proper APA format within the text and in the reference list**. Failure to do so will result in significant deduction of grades.
- 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: <https://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.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage</b>
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 instructors.

## 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-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 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/](http://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 at <http://www.ucalgary.ca/policies/files/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 ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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/policies/files/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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**