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| **Course &**  **Session Number** | **SOWK 363 S01** | **Classroom** | **On-line to January 31(to be re-assessed at that time)**  **In person: Room 3-300** |
| **Course Name** | **Human Development and Environment** | | |
| **Day(s) & Time** | **Fridays from 9.00 a.m. to 11.50 a.m.** | | |
| **Instructor** | **Judy Shine, MSW RSW** | **Office Hours** | **Upon request** |
| **UCalgary E-mail** | [**judy.shine@ucalgary.ca**](mailto:judy.shine@ucalgary.ca) | **UCalgary Phone** | **Please contact instructor via email** |

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| **EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM** |

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty’s [Statement on Anti-Black and Anti-Asian Racism](https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion), the work of the faculty’s [Anti-Black Racism Task Force](https://socialwork.ucalgary.ca/about/about-faculty/anti-black-racism-task-force-0), and the university’s [Indigenous strategy](https://socialwork.ucalgary.ca/about/strategic-plan/indigenous-strategy).

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| **SYLLABUS STATEMENT** |

This course explores the nature of human behavior and development in diverse environments and contexts (personal, community, social and environmental) and considers the implications for social work practice and theory.

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| **COURSE DESCRIPTION** |

The purpose of Human Development and Environments is to provide a basic conceptual framework for creating and organizing knowledge about human behavior across the lifespan as it interacts with various aspects of the larger environment. A series of fundamental theories and theoretical approaches, along with updated research will be introduced. Culture and environment as key influences on the behavioral expression of human development process are stressed in this class through related readings and classroom activities, particularly as they relate to social work assessment and practice. This course also focuses on the relationship between social determinants of health and wellbeing inequities. A set of core theories of human behavior and development will be introduced, and further explore the implication and application in social work practice with clients over the life course.

This course will be offered on-line in January via Zoom. The intention is to move to in person delivery in February. This will be determined based on direction from the University. Students will engage in interactive class discussions with regard to case studies, key course concepts and weekly readings. Guest speakers will also be included.

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| **COURSE LEARNING OUTCOMES** |

Upon completion of this course, students will:

1. Demonstrate an understanding of the history, focus and methods of the study of human development, while acknowledging the Western context of these theories.

2. Be introduced to leading models of human development and their application to social work practice with particular focus on ecological models.

3. Describe the major biological, psychological, environmental, social, economic and cultural factors influencing growth and behaviors across the lifespan.

4. Explore human adaptation and resilience within families, groups, organizations and communities over the lifespan.

5. Consider how various cultural and environmental influences affect the perception and role of developmental norms and the experience of the lifespan.

6. Consider how the social determinants of health as well as historical, cultural, political and economic factors influence human behavior and perceptions on norms and experience of development.

7. Explore strategies, tools and questions to assess social work problems across the lifespan, through the use of case studies and activities to apply learning to practice.

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| **LEARNING RESOURCES** |

**REQUIRED TEXTBOOKS AND/OR READINGS**

Rogers, A. T. (2019). *Human behavior in the social environment* (5th ed.). Routledge.

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course, which contains other relevant class resources and materials. Weekly updates and reminders will be posted on this site.

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| **RELATIONSHIP TO OTHER COURSES** |

This course is a required core course for students in the first professional social work degree program. It is a core course because it contributes to the scientific knowledge base necessary for understanding human growth and behavior in dynamic interaction within variety of environments.

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| **CLASS SCHEDULE** |

Please note that the dates scheduled for guest speakers are subject to change. The references for the additional required readings are listed at the end of this course outline.

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| Date | Topic | Readings/Assignments Due |
| January 14, 2022 | Course Introduction  Topics:   * Review course outline * Why does this course matter? * Critical thinking and assessment * Social location * Social determinants of health | Core Readings:  Rogers (2019) – Chapter 1  Mikkonen, J. & Raphael, D. (2020) |
| January 21, 2022 | Lenses for Conceptualizing Problems and Interventions: Person in the Environment  Topics:   * Micro, Mezzo, Macro * Systems Theory * Ecological Theory * Strengths Perspective * Genograms and Ecomaps | Core Readings:  Rogers (2019) - Chapter 2  Raphael, D (2010) |
| January 28, 2022 | Lenses for Conceptualizing Problems and Interventions: Biopsychosocial Dimensions  Topics:   * Medical Model * Brain Science * Cognitive development * Psychodynamic theories * Behavioral and Learning Theories | Core Readings:  Rogers (2019) - Chapter 3  Combs-Orme, T. (2013) |
| February 4, 2022 | Lenses for Conceptualizing Problems and Interventions: Sociocultural Dimensions Social Change Dimensions  Topics:   * Conflict theory/ critical practice theories * Feminist/ cultural perspectives * Racism, discrimination and oppression * Social change and social action   **Guest Speaker:** Monique Nutter, BSW RSW Multi – Cultural Health Brokers, Cultural Approaches in Practice. | Core Readings:  Rogers (2019) – Chapters 4 and 5  Blackstock, C. (2016) |
| February 11, 2022 | **IN CLASS EXAMINATION** |  |
| February 18, 2022 | Pre-Pregnancy and Prenatal Issues  Topics:   * Stages of the life-cycle * Prenatal process, birthing & newborns * Issues for social work at this lifecycle stage.   **Guest Speaker**: Barb Davis MSW RSW, Royal Alexandra Hospital, NICU: Social work in the NICU with new parents. | Core Readings:  Rogers (2019) – Chapter 6  Birch, J., Ruttan, L., Muth, T. and Baydala, L. (2009) |
| Feb 25, 2022 | **WINTER BREAK – NO CLASS** |  |
| March 4, 2022 | Development in Infancy and Early Childhood  Topics:   * Babies, toddlers, and early childhood development * Theories of attachment across cultures * FASD across the lifespan   **Guest Speaker:** Ladene Keith, BSW RSW. FASD across the Lifespan | Core Readings:  Rogers (2019)- Chapter 7  Pazderka, H., Desjarlais, B., Makokis, l., MacArthur, C., Steinhauer, S., Hapchyn, C., & Bodor, R. (2014) |
| March 4, 2022 – 11:59 p.m. | **REFLECTIVE PAPER DUE** |  |
| March 11, 2022 | Development in Middle Childhood  Topics:   * Middle childhood behaviors * Child Maltreatment * Adverse Childhood Experiences (ACES) | Core Readings:  Rogers (2019)- Chapter 8  Larkin, H., Felitti, V. J., & Anda, R. F. (2014) |
| March 18, 2022 | Development in Adolescence  Topics:   * Self and Identity * Resilience   **Guest Speaker**: Insights into the Indigenous lifecycle. | Core Readings:  Rogers (2019) - Chapter 9  Saewyc, E. M. (2011) |
| March 25, 2022 | Development in Early Adulthood  Topics:   * Transition to independence * Mental health * Family Violence   **Guest Speaker**: Erin Thornton and Susan McKenzie, City of Edmonton.  Family Violence across the lifespan | Core Readings:  Rogers (2019)- Chapter 10  Arnett, J. J. (2001) |
| March 25, 2022 – 11:59 p.m. | **D2L ASSIGNMENT DUE** |  |
| April 1, 2022 | Development in Middle Adulthood  Topics:   * Addictions * Retirement * Loss and Grief | Rogers (2019)- Chapter 11  Lachman, M.E., Teshale, S. & Agrigoroaei, S. ( 2015) |
| April 8, 2022 | Development in Late Adulthood  Topics:   * Aging and human behavior * Ageing in place * Grandparents as parents   **Guest Speaker:** Bernice Sewell, SAGE Association, Social Work with Seniors | Core Readings:  Rogers (2019)- Chapter 12  Mei, Z., Fast, J., & Eales, J. (2013) |
| April 11, 2022 – 11:59 p.m. | **PARTICIPATION SELF-ASSESSMENT DUE** |  |
| April 15, 2022 – 11:59 p.m. | **FINAL PAPER DUE** |  |

**Please note important dates for Winter 2022**:

* Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
* Block Week: Monday – Friday, January 3 – 7, 2022
* Start of Classes: Monday, January 10, 2022
* Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
* End of Classes: Tuesday, April 12, 2022
* End of Term: Friday, April 29, 2022
* Alberta Family Day, no classes: Monday, February 21, 2022
* Good Friday, no classes: Friday, April 15, 2022
* Easter Monday, no classes, Monday, April 18, 2022

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| **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION** |

**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. 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.

**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.

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| **ASSESSMENT COMPONENTS** |

**APA 7th ed. format is required for all assignments. All assignments will be submitted via drop box in D2L.**

**Assignment 1: In Class Exam**

This in-class exam will cover the theories introduced in the first four classes of the course and will ask the students to apply this learning to a case study. If classes remain on-line, the exam will be offered via an online format.

A short case study will be provided, and students will respond to questions relating to this case. Students will be provided with 90 minutes of class time to complete the case study activity.

If a student is unable to attend for medical or other reasons, please talk to the instructor to make an alternative arrangement.

**Due Date:** **February 11, 2022**

Weight: 20%

Learning Outcomes: 1, 2, 5, 6, 7

**Assignment 2: Reflective Writing – Short paper**

Students need to choose one of the articles (focusing on human behavior and development theories) from the reading list posted in D2L, and draft a short paper. In this short paper, students are expected to discuss the main content of the selected article, and provide reflection and critique based on the learning in this course, personal experience, and/or where possible working experience or volunteer work in social work or other helping professions.

A critique refers to critical examination or analysis, not simply negative criticism. The short paper should be 3-5 pages (double spaced, 12-point font) and use APA 7th ed. formatting (headings, in-text citations, and a reference list, are required.

*A detailed grading rubric will be placed on the D2L site for students for more information.*

**Due Date: March 4, 2022**

Weight: 20%

Learning Outcomes: 2, 3, 4, 5, 6

**Assignment 3: Discussion Board: Critical reflection on a social issue.**

Three separate discussion forums will be posted to D2L on March 11. Each discussion forum will be based on a journal article, documentary film, media posting, or advocacy document related to a contemporary social issue. Students are required to read/ review the content and to respond to one of them by starting a new thread in the forum. Students should consider the content from the course readings and classes and reflect upon various theories and concepts learned. Each comment in the new thread will end with questions being posed to fellow students. Each student is required to respond to two other students’ threads. This assignment will be evaluated on the evidence of critical thinking, reflection and integration of course content in the leading of the discussion and responses.

*More detailed description, expectations and evaluation can be found in the rubric in D2L.*

**Due Date: March 25, 2022**

Weight: 20%

Learning Outcomes: 3, 4, 5, 6

**Assignment 4: Final Paper**

This paper has two parts.

**Part 1**: Students need to address their own personal learning in the course and discuss at least three gains from this course that increase their confidence and competency in continuing learning and future practice in social work (2-3 pages).

**Part 2**: Students will choose one life-cycle stage that we have covered in this course and:

1. Discuss the key characteristics of the lifecycle stage and the potential social issues or challenges the individual or family system may face.
2. Identify two separate social work approaches through which to view and assess the one of the issues you identified. The student will briefly describe their two chosen approaches, using literature to support their descriptions.
3. Describe how you would apply the two chosen approaches in order to complete an assessment specific to this lifecycle stage.
4. Provide a comparison of the two approaches and how they would be applied differently or similarly when assessing the issue and the implications this might have for the resulting plan for action.

This section will be 3-4 pages.

This final paper should be at least 5 pages, but no more than 7 pages in total (double space, 12 fonts). APA format, such as headings, in-text citation, and reference list, is required. This assignment must include at least 5 references.

*A detailed grading rubric will be placed on the D2L site for students for more information.*

**Due date: April 15, 2022**

Weight: 30%

Learning Outcomes: 2, 4, 5, 6, 7

**Assignment 5: Course Participation – Self Assessment**

Students will complete a self-assessment of their participation. Students are expected to participate in class through regular attendance, critically analyzing the readings, sharing experiences and ideas in the small group break-out sessions, asking meaningful questions, responding to issues raised by their peers, and engaging in large group and small group discussions. Students will be respectful of others and contribute to a safe and inclusive learning experience. Active involvement in class activities and discussion is required in this course in order to facilitate the learning not only of theoretical and applied material but also to engage in a transformative learning process.

When, due to certain circumstances such as a family emergency or medical issue, students will not be able to attend class, please contact the instructor prior to the class time.

*A detailed grading rubric for this self-assessment will be placed on the D2L site for students for more information.*

**Due Date: April 11, 2022**

Weight: 10%

Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

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| **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 email the instructor prior to class if you will be absent. Students are expected to read the assigned readings for each class even if they are absent from class.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through the dropbox in D2L. Assignments may be submitted in Word or PDF format. 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**

Late assignments will be accepted only in exceptional circumstances and at the discretion or the instructor. Contact the instructor prior to the assignment due date if you require an extension due to extenuating circumstances.

If you do not contact the instructor to request an extension prior to the assignment due date, the assignment will be considered late, and you may be penalized with a grade reduction. If you do not have an approved extension, your grade will be reduced by one letter grade for every 2 days the assignment is overdue.

**EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Please see the rubrics provided for each assignment for details. 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>

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| **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 [Undergraduate Grading System](https://www.ucalgary.ca/pubs/calendar/current/f-1.html) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

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| **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 |

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| **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. The instructor will also provide opportunities for feedback during the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

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| **ADDITIONAL REQUIRED READINGS** |

**The readings below are the core readings, identified in the class schedule. A more comprehensive reading list will be provided and posted on D2L. Students can review the reading list on D2L and read articles that may be of interest or relevant to them. This extended reading list will be used to select an article for Assignment 2.**

Arnett, J. J. (2001). Conceptions of the transition to adulthood: Perspectives from adolescence through

midlife. *Journal of Adult Development*, *8*(2), 133-143.

Birch, J., Ruttan, L., Muth, T. and Baydala, L. (2009). Culturally competent care for Aboriginal women giving birth in hospitals. *Journal of Aboriginal Health*, *4*(2), 24-34.

Blackstock, C. (2016) Toward the full and proper implementation of Jordan’s Principle: An elusive goal to

date. *Paediatrics Child Health*, *21*(5), 245-246.

Combs-Orme, T. (2013). Epigenetics and the social work imperative. *Social Work*, *58*(1), 23-30.

Frohlich, K. L., Ross, N., Richmond, C. (2006). Health disparities in Canada today: Some evidence and a

theoretical framework. *Health Policy, 79*, 132–143.

Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social work and adverse childhood experiences research:

Implications for practice and health policy. *Social Work in Public Health*, *29*(1), 1-16.

Lachman, M.E., Teshale, S. and Agrigoroaei, S (2015) Midlife as a pivotal period in the life course: Balancing growh and decline at the crossroads of youth and old age. *International journal of behavioral development,* 39(1), 20-31.

Mei, Z., Fast, J., & Eales, J. (2013). *Gifts of a lifetime: The contributions of older Canadians.*

<http://www.mysage.ca/public/download/documents/4754>

Mikkonen, J. & Raphael, D. (2020). *Social determinants of health: The Canadian facts*.

<https://thecanadianfacts.org/The_Canadian_Facts.pdf>

Pazderka, H., Desjarlais, B., Makokis, l., MacArthur, C., Steinhauer, S., Hapchyn, C., & Bodor, R. (2014)

Nitsiyikkason: The brain science behind Cree teachings of early childhood attachment. *First Peoples Child and Family Review, Interdisciplinary Journal*, *9*(1), 53-65.

<https://fpcfr.com/index.php/FPCFR/article/view/194/217>

Raphael, D (2010) The health of Canada’s children: Part 1: Canadian children’s health in comparative perspective. *Paediatrics and Child Health*, *15*(1), 23-29

Saewyc, E. M. (2011). Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal of Research on Adolescence, 21*(1), 256-272.

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| **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/](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 <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 who use materials protected by copyright are expected to comply with 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.  **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 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/university-policies-procedures/sexual-and-gender-based-violence-policy>  **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 |