



Course & Session Number	SOWK 553.15 S02.	Classroom	Online
Course Name	Mental Health		
Day(s) & Time	Asynchronous via D2L		
Instructor	Dr. Heather M Boynton HBPE, MSW, RSW, PhD	Office Hours	By appointment and Via Zoom: Tuesdays 6:30 p.m. - 8:30 p.m. MST
UCalgary E-mail	hboynto@ucalgary.ca	UCalgary Phone	780-492-2520

SYLLABUS STATEMENT

Examines contexts, theories, practice models and skill development in specialized fields of practice.

COURSE DESCRIPTION

This course offers 39 hours of formal instruction which will be provided through ongoing review of D2L module discussion posts (18 hours); review and comments regarding thematic summaries, additional resources, current events and media, and review of mini group assignments (9 hours); pre-recorded lectures and the 2 zoom sessions (12 hours)

This course combines an introduction to social work practice in mental health with critical perspectives examining dominant and common approaches to practice. The focus of this asynchronous course will be on developing foundational knowledge, or building on existing knowledge and experience, for generalist social work practice in mental health. Historical, contextual, and professional factors influencing social work practice in mental health will be considered and current assessment, diagnostic and treatment approaches will be examined. Equal emphasis will be placed on the significant and growing body of literature that seeks to understand the social, cultural, and historical factors that have shaped our understanding of mental health and current diagnostic and treatment practices. Cultural and spiritual humility and competence will be highlighted as critical components of practice. Students will be required to demonstrate an understanding of the growing and sustained critiques in social work practice in mental health.

Important Note: This course covers topics and issues that may create distress or trigger strong emotions. You may find yourself engaging in reflection on your own experiences or those of others you know. You also may find that you are taking an honest look at your feelings and beliefs related to content in the course. For some students, this may be emotionally challenging because it may bring up unresolved grief

from the past or it may relate to current life issues that are emotionally difficult. Please ensure you access supports through the university or in your community as required.

This course will take place asynchronously **online** via Desire2Learn (D2L). To best succeed in the course, students are encouraged to first read the texts for the module, read the module instructions and listen to the pre-recorded module lectures, prior to participating in the other asynchronous learning tasks outlined in the D2L learning environment.

There will be 2 synchronous Zoom sessions (link found in D2L) throughout the term on January 18th 6:30-8:30 p.m. to get to know the instructor and to review of syllabus and an opportunity to ask questions or clarify items, and February 15th 6:30-8:30 p.m. where students can interact with the instructor and ask questions regarding upcoming assignments or discuss course content.

COURSE LEARNING OUTCOMES

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

- 1) Understand and reflect on the important role(s) of social work in the mental health system and embrace a recovery model lens,
- 2) Examine and articulate the complexity of issues, and various contexts of mental health systems,
- 3) Understand and value the components and importance of a biopsychosocialspiritual assessment which includes intersecting contextual, racial, cultural, spiritual, religious, gender, and identity factors,
- 4) Demonstrate an ability to examine, compare, and contrast previous and ongoing critiques of mental health systems and mental health practices including but not limited to:
 - a) current models of treatment, including pharmacology, and evidence-based approaches: modular, group, individual, family, integrative, holistic, cultural, spiritual etc.
 - b) professional, political, economic, corporate, and commercial influences in the provision of mental health services,
 - c) research and emerging literature evaluating social work practice in mental health.
- 5) Evaluate the benefits and challenges of a diagnosis for an individual; examine the history, validity, and reliability of the DSM and classifications and its utility, and apply critical thinking and evaluative skills to diagnostic areas of mental health and the use of the medical model for social work practice
- 6) Develop, refine, and enhance collaborative teamwork skills including developing group work contracts, leadership, decision making, problem solving, and conflict resolution through the application of Tuckman's model of group dynamics (forming, storming, norming, performing and adjourning),

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Regehr, C. & Glancy, G. (2022). *Mental health social work practice in Canada*, (3rd edition). Oxford University Press.

The required and recommended reading lists can be found in D2L. Students will be required to access these required and additional readings using their UC IT accounts.

Use APA (7th edition) formatting for citations. Refer to (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

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

This course is offered as an elective in the Bachelor of Social Work program at the University of Calgary. It complements other electives and required social work courses intended to provide foundational knowledge for generalist social work practice at the undergraduate level and critical approaches that emphasize social justice and inclusion.

CLASS SCHEDULE

Module 1: Context, Policy, and Law, Assessment and Diagnoses, & SMARTER GOALS January 10th to 23rd

Biomedical notions of mental health and illness have dominated mental health services, and social workers rank among the professionals most often providing services in the mental health field, often practicing on interprofessional teams with psychiatrists, psychologists, and registered nurses, and other allied health professionals. Diagnosis and treatment decisions are typically framed by the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association, and social workers share a language and notions developed by psychiatry in the latter half of the twentieth century. Even those not directly employed in mental health settings often encounter or perpetuate psychiatric and biomedical notions on a regular basis. The DSM will also be considered as a social and political document that has shaped current and professional understandings of mental health and illness, and students will examine the history of the DSM, along with current critiques of the use of the DSM in social work practice. Although social work seeks to understand the multiple contexts that influence individual, family, and community experience, assessment in mental health typically focuses on individual level factors and diagnoses are typically made using the DSM. As such, students are expected to become familiar with the organization and use of the DSM as a clinical manual, as they may be required to offer a proposed differential diagnosis or query a diagnosis in practice. This module will consider the close alliance that developed between psychiatry and social work in the twentieth century and the national and professional context for social work in mental health currently, including current policy and legislative frameworks, along with other contextual factors that include the work of the Mental Health Commission of Canada. The recovery approach to mental health and promoting hope and optimism will be examined. Society, culture, and spirituality will be presented as important factors. **Chapters 1-3** focus on these aspects.

Suicide and self-harm are critical aspects of assessment. Safety contracting will be discussed from multiple lenses. Current evidence-based practices rely on a biopsychosocial assessment which often ignores the spiritual and cultural components of importance for individuals, families, and communities. Newer models of treatment however are beginning to integrate holistic and spiritual aspects necessitating a biopsychosocialspiritual approach to assessment. Goal setting is also highlighted and students will set a personal goal of their own for the duration of the class. **Chapters 4-5 and readings in D2L** will focus on these aspects of mental health and social work practice.

Module 2: Mood Disorders, Anxiety & Substance Related Disorders: Assessment, Diagnosis, Treatment

January 24th to February 6th

This module looks at the various types of mood and anxiety disorders, including the factors that contribute to a diagnosis. Symptoms and challenges of anxiety and mood disorders are discussed. Biomedical approaches to diagnosis and treatment are commonly considered to dominate mental health practice today, particularly as the use of psychotropic medications has increased across disorders and across the lifespan, and their effectiveness is often proclaimed without question or critique. Individuals often use substances as a means of self-medicating for various symptoms and struggles. Many complex factors can contribute to substance use. There are many substances of abuse which are accessed legally and illegally and have varying levels of harm. Students will examine current treatment approaches alongside evidence for, or statements about, their effectiveness for anxiety, mood disorders and substance use. Non-pharmacological treatments have also proliferated in recent years and students will be invited to examine evidence for their effectiveness and factors contributing to their use and popularity. Therefore, evidenced based practice will be examined and critiqued from individual, contextual, and cultural lenses. Harm reduction, holistic, and recovery approaches will be emphasized. **Chapters 8, 9 & 11 and readings** in D2L will be the focus of this module.

Module 3: Culture and Spirituality and Mental Health

February 7th to 19th

Culture and spirituality are critical aspects of mental health and wellbeing and are often either ignored or minimally mentioned in assessment and intervention approaches. This module introduces students to the spiritual dimension of being human and how culture and spirituality and religion are significant factors for individuals experiencing mental health challenges. In some cultures, mental health is a taboo topic, and it may be viewed as a negative spiritual experience or event, or the individual is deemed to be under the influence of spirits or demonic beings or curses. Spiritual experiences historically have been deemed as mental health psychoses, although in some cultures spiritual experiences are revered. The importance of cultural and spiritual humility in developing a culturally and spiritually sensitive social work framework for practice is emphasized. **Readings on D2L** will be the focus.

Term Break Feb 20th to 26th

Module 4: Adverse childhood events, trauma, grief and loss, and posttraumatic growth
Feb 28th-March 13th

This module addresses how adverse events in early childhood can have long lasting impacts on mental health, physical health, and overall wellbeing. It offers insight into the experiences of trauma, grief, and loss at various developmental stages across the lifespan. Various terms and types of grief and loss are examined along with stigmatized and disenfranchised loss which is often pertinent in mental health. Students will develop an awareness and appreciation of life cycle issues, the client's spiritual worldview, and spirituality as a source of strength and/or struggle in relation to trauma, grief, and loss. Posttraumatic growth is often experienced by individuals who encounter trauma, grief and loss, and there is potential for it to be facilitated through awareness and a focus on spirituality and strengths and resources and holds potential for hope for both clinician and client. **Chapter 6 and readings** in D2L will be the focus.

Module 5: Schizophrenia, Psychosis, Neurocognitive Disorders, and Personality Disturbance
March 14th to 27th

The multiple factors contributing to schizophrenia and recent findings of neurobiology are reviewed. The symptoms and challenges of schizophrenia, other psychosis, neurocognitive disorders, as well as personality disturbance are conveyed. Assessment, intervention, and recovery approaches are focused on. Personality disturbance is viewed through attachment and environmental lenses. Medication and the medical model are critically analyzed. Current evidence-based practices are reviewed and critically analyzed. **Chapters 7, 10, & 12 and readings** in D2L will be the focus.

Module 6: Critical Perspectives for Social Work Practice in Mental Health
March 28th to April 12th

Despite the profession's commitment to social justice, social workers are often unfamiliar with the growing and substantial body of literature that is critical of the DSM and current practice approaches. Cultural and spiritual perspectives are beginning to be recognized as necessary in mental health. This module will provide an opportunity to consider critical perspectives introduced in the other modules in greater detail, including Indigenous considerations, development factors in children and adolescents, gender and LGBTQ, historical, social, political factors, social and cultural determinants of health and mental health. Students will be required to evaluate current mental health practice considering the growing and sustained critique of that practice and consider strategies for reshaping social work practice in mental health. Students will co-create learning in this module through presentations of chosen critical perspective topics in mental health. **Resources on D2L and student presentations** will be the focus.

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

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed 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 systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, 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 into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are invited and encouraged to attend the 2 Zoom sessions. Students are required to participate in the asynchronous individual and group activities. All students are expected to behave in a professional manner during these Zoom sessions and in the course activities.

ZOOM RECORDING FOR NON-MANDATORY SESSIONS

The instructor may record the Zoom 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

Evaluation of student performance in this course will be based on participation in the ongoing small group discussions and group mini assignments due on the last day of the module where indicated in D2L. Group discussion and mini assignment instructions for each module will be provided in D2L. Mini assignments may include individual or group activities such as compiling a summary of their small group discussion or debates and themes, preparing short written assignments, themes, developing infographics or resource lists etc.

1: Individual postings, small group discussions and experiential learning-activities for each module

Weight: 60% (10% for each module)

Students are required to respond to questions or debate issues as outlined in the instructions for each module. Individual posts are required along with a response to a post by at least one other student. To facilitate experiential learning, engagement with other students, and authentic learning small groups of 4-5 students have been set up for the course in D2L. These group discussions are intended to replicate study or seminar groups to offer the opportunity to share individual perspectives and to learn with, from and about one another, and they are to simulate turning around in a class to form a small group for a discussion and to report back to the larger classroom.

Instructions are provided in each 2-week module by the instructor with a description of the resources to review for the module and discussion questions or tasks that students are to reflect upon and complete. Critical reflection and analysis on the content and application to the questions posted are required. Individual posts do not need to be APA formatted unless you are citing directly from a source. Critical responses to one (or more) students are considered in the marks for each module. Responses should advance the conversation, and critical reflection questions may be posed.

You will be introduced to Tuckman's model of group development to enhance and support the collaborative discussions and class work together. Each small group will develop a group charter (samples forms provided) with guidelines for participation and timelines for individual work to be completed (ie. 3 days before end of module to allow for responses), and how you will engage in problem solving and conflict resolution. This experiential learning is intended to simulate collaborative work, foster engaging dialogue around course content, and offer practical tools that can hold utility for use in the practice realm. Some modules may include activities such as compiling a summary of your discussion to be posted in the main classroom, creating a resource list that can be used in practice, creating an infographic etc. At the end of the term, you will also be evaluating your own participation and that of your group (see assignment 2). This process has been used by the instructor in previous courses and it has immensely supported the process of discussions as well as individual and group learning.

Core Learning Objectives: 1, 2, 3, 4, 5, 6

2. Group Participation Evaluation:

Weight: 5% (completed form due last day of class)

Each student will submit a group participation form at the end of the term that provides a mark and rationale for each group member including themselves. This offers students an experience to self-reflect and attain practice with evaluation of self and other. These will be anonymous and only submitted to the instructor. A template for the participation mark is provided in D2L, as well as a rubric for participation in the small class discussion groups. This is due the last day of class.

Core Learning Objectives: 2,4,6

3. SMARTER Goal setting and evaluation

Weight: 5% (goal plan due at the end of module 1; final reflection due last day of class)

Each student will set a personal goal in the first module for the duration of the course. This can be related to a personal health and wellness goal, or an educational or learning goal. Students will share their goal with their small group and will submit a SMARTER goal plan that outlines the goal, the strategies, and timelines to achieve these in the drop box in D2L. Instructions will be further outlined in D2L. A final reflection will also be submitted in the drop box and instructions will be posted in D2L. The goal plan is due at the end of module 1, the reflection is due the last day of class.

Core Learning Objectives: 1,3,4

4: Developing Critical Perspective for Social Work Practice in Mental Health

Individual or Group Presentation (student choice): 10 to 15 minutes maximum

Weight: 30% (5% topic abstract and outline due on March 4th; 25% presentation due on March 28th)

In this assignment students are to select a mental health topic or issue to present to the class either individually or as a group. Topics should be identified and shared with the instructor via email. A 250 word abstract that overviews the presentation will be submitted along with an outline of the content including such things as an introduction, possible definitions or concepts, the argument or thesis statement that the presentation is focused on, the key points, implications for practice and discussion, and conclusion and some key references to be used (the outline can have the headings with the ideas in bullet form). This portion of the assignment is due March 4th.

The final 10-15 minute presentation is to be recorded and uploaded on to D2L. The presentation can be delivered via a PowerPoint, Prezi, animated video, digital story, similar to a TED talk, or other media format. The presentation should include a clear agenda of the presentation and an introduction of the topic (may include questions for the audience), a progression of ideas that clearly articulate the topic/critical perspectives/framework and/or critiques or arguments are presented with a logical flow, implications for practice should be discussed, and the presentation should have a conclusion that offers key points, considerations, further questions, or areas of need/research for the audience (think about what you want the audience to take away). A separate reference list can be submitted in APA format in a Word document. Submission will be via links or uploaded to the designated class discussion area as well as in the course drobox. A rubric will be provided in D2L. This portion is due March 28th to allow for students to view in Module 6 and to be able to watch/listen and respond to the presentations in the module.

Core Learning Objectives (depending on topic): 1, 2, 3, 4, 5, 6 (if done as a group)

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to participate in module assignments and to communicate with their group members and the instructor if they are going to be absent or unavailable for a period of time.

Emergencies, illness, mental health, or unforeseen circumstances may be cause for missing of assignments. Discussions for potential options can be discussed with the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Assignments are to be uploaded with a file name: **Last name, first name, name of assignment**. Assignments are due by 11:59pm on their due date in the drop box in D2L or as specified in the modules in the discussion areas in D2L. Word is the preferred method, although PDF is also accepted. 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 of the instructor. If exceptional circumstances arise the student should contact the instructor in advance if possible.

EXPECTATIONS FOR WRITING

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 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>

ACADEMIC MISCONDUCT

Recommended: "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. 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. Final grades will be rounded up if the percentage is greater than 0.5. 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

Recommended (not required) secondary text:

Goldner, E., Jenkins, E., Bilsker, D. (2016). *A Concise Introduction to Mental Health in Canada* (2nd edition). Canadian Scholars Press

Suggested readings also listed in D2L

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 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