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| Course & Session Number | SOWK 604 S03 | Classroom | Online |
| Course Name | Advanced Practice Theories in Context | | |
| Dates and Time | Start of Classes: September 3, 2024 End of Classes: December 6, 2024 Dates and Time: Online - Mondays 5:30 to 8:30 p.m. Asynchronous Sessions: Please refer to the schedule below. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ . | | |
| Instructor | Charlene Richard M.S.W, RSW | Office Hours | As Requested |
| UCalgary E-mail | Charlene.richard@ucalgary.ca | UCalgary Phone | Click or tap here to enter text. |

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

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

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

SYLLABUS STATEMENT

Examines theoretical models, philosophical frameworks and ethical foundations of social work practice as a means to facilitate change while locating social work's development and current practice in historical, economic, political, social and cultural contexts.

COURSE DESCRIPTION

This course will explore and examine various theories and clinical social work methods, assessing their underlying assumptions, values, and claims to effectiveness. You will compare, contrast, and critically assess multiple social work theories, philosophical frameworks, models, and approaches to change in social work practice and research. You will incorporate comparative approaches to change into your professional social work practice frameworks and identity.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. There will be 10 synchronous Zoom sessions throughout the term.

COURSE LEARNING OUTCOMES

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

1. Identify, understand, critically assess, and analyze the influence of historical, social, political, economic, environmental, and other developments on Social Work theory and practice;
2. Explore the relationship between Social Work and other theories, generating an awareness of your positioning in relation to theoretical approaches to change and application to your Social Work practice;
3. Evaluate, analyze, and critique the influence of "discipline-specific" and other theories on your practice;
4. Identify and critique dominant theories in your professional practice, and evaluate alternative theories and methods appropriate for your practice;
5. Create personal learning objectives relating to the development and evaluation of your professional practice framework and Social Work identity;
6. Understand the relationship between comparative approaches to change and social justice in Social Work practice at multiple levels; and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Bolton, K. W., Lehmann, P., & Hall, C. J. (2021). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. SPRINGER PUBLISHING.

The following resources are available online through the U of C Library and links have been provided inside D2L.

Atkins, R., & Oglesby, A. (2019). *Interrupting racism: Equity and social justice in school counseling*. Routledge.

Bernard, C. (2022). Chapter 2 Intersectionality theory. In *Intersectionality for social workers: A practical introduction to theory and Practice* (pp. 18–31). essay, Routledge, Taylor & Francis Group.

Coady, N., & Lehmann, P. (2016). *Theoretical perspectives for direct social work practice: a generalist-eclectic approach* (N. Coady & P. Lehmann, Eds.; Third edition.). Springer Publishing Company.

Condon, E. M., Holland, M. L., Slade, A., Redeker, N. S., Mayes, L. C., & Sadler, L. S. (2019). Associations between maternal experiences of discrimination and biomarkers of toxic stress in school-aged children. *Maternal and Child Health Journal, 23*(9), 1147–1151. <https://doi.org/10.1007/s10995-019-02779-4>

Denis, J. S. (2015). Contact theory in a small-town settler-colonial context. *American Sociological Review, 80*(1), 218–242. <https://doi.org/10.1177/0003122414564998>

Poole, N., & Greaves, L. (2012). *Becoming trauma informed*. Centre for Addiction and Mental Health.

Sukhera, J. (2023). Leveraging Implicit Bias Recognition and Management Curricula to Advance Trauma- and Violence-Informed Care. In *Implementing Trauma- and Violence-Informed Care: A Handbook* (pp. 39–57). essay, University of Toronto Press.

Wymer, B., Ohrt, J. H., Morey, D., & Swisher, S. (2020). Integrating expressive arts techniques into trauma-focused treatment with children. *Journal of Mental Health Counseling, 42*(2), 124–139. <https://doi.org/10.17744/mehc.42.2.03>

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 one of four core courses within Practice with Individuals, Families and Groups as well as Trauma Informed Practice

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#). Term Break, no classes: Sunday, November 10, 2024 to Saturday, November 16, 2024

| Date | Topic | Reading/Videos/Activity |
|-----------------------------------|--|---|
| Asynchronous 2 Hours | Sustainable caring in social work | Complete: D2L activity on compassion fatigue |
| Sept 9, 2024 5:30-8:30 | Introductions and review of syllabus Generalist-eclectic approach Problem solving model | Read: Bolton et al. Chapter 1 and 2 Excerpt of book chapter in D2L Watch: Recorded Lectures in D2L |
| Asynchronous 2 Hours | Trauma-informed practice: Direct and indirect racism | Complete: D2L Activity on direct and indirect racism |
| Sept 16, 2024 5:30-8:30 | Trauma-informed practice | Read: Bolton et al. Chapter 11 Poole & Greaves Chapter 1 Link in D2L Watch: Recorded lecture in D2L |
| Sept 23, 2024 5:30-8:30 | Critical Theories Anti-oppressive theory Feminist theory Intersectionality | Read: Bolton et al. Chapters 15 and 17 Sukhera (2023) in D2L Bernard, C. in D2L Watch: Recorded lectures in D2L. |
| Asynchronous 2 Hours | Anti-racism in social work | Complete: D2L Activity on anti-racism in social work. |
| Oct 7, 2024 5:30-8:30 | Meta Theories Systems theory Individual and family development | Read: Bolton et al. Chapters 3 and 4 Excerpt of book chapter in D2L Watch: Recorded lecture in D2L. |
| Asynchronous 3 Hours | Behavioural Theories Behavioural strategies | Complete: D2L Activity on Psychoeducational Strategies |
| Oct 21, 2024 5:30-8:30 | Behavioural Theories Cognitive behavioral theory Dialectical behavior therapy | Read: Bolton et al. chapters 8 and 10 Watch: Recorded lectures in D2L Video demonstration of thought record in D2L. |
| Oct 28, 2024 5:30-8:30 | Postmodern Theories Narrative therapy Eye moments and desensitization reprocessing (EMDR) Humanistic Theories | Read: Bolton et al. chapters 14, 18 and 22 Watch: Recorded lectures in D2L |

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| | Motivational Interviewing | |
| Nov 4, 2024 5:30-8:30 | Humanistic Theories Emotion-focused therapy Eclectic social work practice with youth. | Read: Bolton et al. chapter 13 Wymer et al. link in D2L Watch: Recorded lecture in D2L |
| Nov 18, 2024 5:30-8:30 | Assignment Three Part 1: Knowledge dissemination | |
| Nov 25, 2024 5:30-8:30 | Assignment Three Part 2: Knowledge dissemination | |
| Dec 2, 2024 5:30-8:30 | Revisiting Generalist Eclectic Practice Final Discussion | Read: Bolton et al. chapter 23 |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Reflection on Social Work Identity and Use of Theory

Due: September 20, 2024 by 11.59 p.m.

Weight distribution: 15% of final grade

Length: 500-600-words

Format: Written in Word or PDF format. Please adhere to APA 7th Ed. Publication Manual for Writing Style and Grammar. 12-point font. Double spaced.

Submission: Upload to dropbox in D2L

Aligned course learning outcome: 2, 3, 4, 5, 6

Eclectic social work practice allows for the use and integration of high, mid and low- level social work perspectives, theories and models. As you develop your practice and integrate more theories into your work with clients, it's important to be able to identify which theories and models you are using and why.

As part of your skill development in monitoring and evaluating your own experiences in social work practice, please reflect on the theories you use and the theories you want to learn more about in your advanced social work practice.

Please use 500-600-word to reflect on your social work identity, including the following:

- 1.What social work perspectives, theories or models have guided your practice until now?
- 2.Do you regularly identify which theory you are using? If you don't regularly identify which theory you are using, why do you think that is?
- 3.What social work theory do you want to deepen your area of understanding and practice in? What specific steps will you take to achieve this?

Grading: This assignment will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Assignment two: Critical Analysis of Theory in Social Work Practice

Outline is Due: October 18, 2024 by 11:59 p.m.

Paper is Due: November 8, 2024 by 11:59 p.m.

Weight distribution: 55% of final grade (outline is 5%, paper is 50%)

Length: 8-10 pages (excluding cover page and references)

Format: Submit in Word or PDF format. Please adhere to APA 7th ed. publication manual for writing style, grammar, citation and referencing. Include a cover page. Pages should be numbered and have 1-inch margins on all sides. Text should be double-spaced and in an easy to read 12-point font such as Times New Roman, Arial or Calibri. Sources used in research papers must be properly documented and referenced in APA 7th edition format.

Submission: Upload to dropbox in D2L

Aligned course learning outcome: 1, 2, 3, 4, 6, 7

Social work takes a critical approach to complex problems, recognizing structural injustice and how positional factors such as ethnicity, gender, class and ability are impacted by structural inequities. Many of the psychological theories or methods used in social work practice with individuals, families and groups lack acknowledgement of the effect these inequities have on people's lives and problems, and instead individualize problems. This assignment is an opportunity to deepen your knowledge of a theory and develop your critical thinking skills by analyzing the theory through a social work, which enables you to bring a social-psychological perspective to theories you use in social work practice.

For this paper, you will choose a theory that we do not cover in class (D2L will have a list of the theories that are not available for this assignment). You will research and provide a comprehensive explanation of the theory, using various sources. You will then complete an in-depth analysis of the theory by analysing, questioning and challenging information from a social work lens. You will differentiate your voice, reflections and ideas from the ideas of the scholars featured in your paper. Include a minimum of eight academic references.

Outline (5 points): Please submit a brief outline of your paper (maximum 1 page) including the theory you are focusing on and sources that will support your analysis. An optional template is provided in D2L.

Describe (25 points): Explain the historical development of the theory including the approximate time period and country it was developed in, along with the key people involved in its development. Consider what positional factors such as gender, ethnicity, class and ability were held by people who developed these theories in healthcare and academic settings and what level of privilege is associated with those factors.

Describe the early research and application of the theory including any known demographics (ethnicity, gender, age, socioeconomic status, ability) and issues that the theory was applied to. Did the early developers of this theory include people with lived experience in the early research? Was this a new theory developed or was it a theory that developed out of another theory? Has this theory changed over time? If so, how?

Explain the important principles or concepts of the theory including a summary of the types of interventions that are used within this theory. Did the developers of the theory note any limitations? As you learn about the important concepts and interventions, do you recognize any influence of prominent North American ideologies such as individualization and capitalism? If so, where?

Analyze (25 points): Consider social work values, concepts of anti-oppressive practice and intersectionality as you complete your analysis of the theory, including its development, concepts and interventions.

In 2024, the Canadian Association of Social Workers updated the code of ethics, values and guiding principles, which includes seven professional values. Where do you see the principles, concepts or interventions of this theory align with some of those social work values? Are there limitations within this theoretical approach as it relates to social work values? How might a social worker use/adapt this theory (it's concepts or interventions) in a way that clearly aligns with our professional values?

In class we review intersectionality where we explore the dynamics of intersecting identities and positions within society along with the corresponding levels of privilege. We also explore anti-oppressive practice and the way power is structurally distributed within our systems, such as education, health care and justice in order to maintain the way power and wealth is distributed. Does the theory acknowledge structural inequalities or positional factors such as ethnicity, gender, class and/or ability and how they impact people's experiences/problems? Do the interventions in this theory provide space for a social worker to explore these factors with a client? If so, how? If not, how might a social worker explore these factors while using an intervention from this theory? As you consider these questions and develop your ideas, reflect on the content and strategies/interventions we reviewed when discussing anti-oppressive practice and feminist theory.

Grading: This assignment will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Assignment 3: Knowledge Exchange

Due: November 18 + 25, 2024 in class, slides submitted in D2L by 11:59 p.m. on November 25th.

Weight distribution: 30% of final grade (10% visual aids, 10% peer feedback, 10% reflection post)

Format: Presentation to small group with visual aids (slides or academic poster) in PowerPoint or PDF format. Please adhere to APA 7th Ed. Publication Manual for Writing Style and Grammar. Provide group members with your visual aids prior to your presentation.

Length: 20 minutes (15-minute presentation and 5-minute questions/discussion)

Submission: Upload visual aids into dropbox in D2L.

Aligned course learning outcome: 1, 2, 3, 4, 6, 7

In class, students will be placed into small groups and will go into breakout room to present a summary of the paper submitted for assignment two. You will create visual aids (slides) that include the key points in your paper, including citations and references. The instructor will not be in the small groups with you and your grade will be based on the information contained on the slides, so please ensure you include the key points of both your description and analysis. You will have 10 minutes to present followed by 5 minutes with your peers for discussion.

Each student will give qualitative and quantitative feedback to their small group peers (template will be provided). You will submit your visual aids into dropbox in D2L.

Upon completion of the knowledge exchange, you will complete one brief (200-300 word) reflection post on the experience you had completing both assignments two and three including an analysis of the way theories will influence your social work practice. This reflection is located in D2L discussion posts.

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 p.m. 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 of the instructor. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements

with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).

EXPECTATIONS FOR WRITING

Please adhere to APA 7th ed. publication manual for writing style, grammar, citation and referencing. Include a cover page. Pages should be numbered and have 1-inch margins on all sides. Text should be double-spaced and in an easy to read 12-point font such as Times New Roman, Arial or Calibri. 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

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 |
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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. **Grades are not rounded up or down.**

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

| Grade | Grade Point | Description | Percentage Range |
|-------|-------------|---|------------------|
| A+ | 4.0 | Outstanding performance | 95-100 |
| A | 4.0 | Excellent performance | 95-100 |
| A- | 3.7 | Very good performance | 90-94 |
| B+ | 3.3 | Good performance | 85-89 |
| B | 3.0 | Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program. | 80-84 |
| B- | 2.7 | Minimum pass. Note: Students who accumulate two grades of “ B- ” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average. | 75-79 |
| C+ | 2.3 | All grades of “ C+ ” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. | 70-74 |

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| 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 |
| CR | | Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable. | |

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional readings will be recommended 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’s [Code of Conduct](#).

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

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

Academic Accommodation

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

Research Ethics

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

Academic Misconduct

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

Instructor Intellectual Property

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

Copyright Legislation

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

Freedom of Information and Protection of Privacy

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

Sexual and Gender-Based Violence Policy

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

Other Important Information

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

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk