Winter 2024

Course & Session Number	SOWK 629_S01	Classroom	Calgary – to be communicated
Course Name	Professional Communication & Interviewing		
Dates and Time	Block Week courses: January 2 – 6, 2024. **Start of Classes**: January 2, 2024 **End of Classes:** January 6, 2024 **Dates and Time:** In-person instruction | Tuesday – Saturday, 9am – 11:50am and 1:00 - 3:50pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	**Ajwang' Warria, PhD**	**Office Hours**	4:00-4:30pm (after class) **OR** As Requested
UCalgary E-mail	Ajwang.Warria@ucalgary.ca	**UCalgary Phone**	Email preferred

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

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

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), 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

Offers experiential learning aimed at developing basic professional competencies and practice skills along with critical self-reflection, including attention to issues of social work ethics, power, and intersectionality.

COURSE DESCRIPTION

Social work is relational at its core. This course adopts a relational lens, whilst acknowledging that the empowerment, mutuality, and authenticity are critical dimensions of the complex and dynamic clinical relationship. The course, offered in-person, engages with fundamental communication and interviewing skills and a framework for understanding the social worker's role in a helping professional relationship. The format of the class will ensure that the content is covered but also permit students to integrate knowledge through guided activities and experiential exercises. Learning will occur through: (i) engagement with the readings; (ii) warm-up and introduction to the skill (iii); example of the skill in action; (iv) student-student practice in dyads; (v) assessment of the performance and (vi) critical reflection and the identification of plans for improvement and regular monitoring of progress. In class discussions, small group sessions, critical readings and role plays will contribute to critical awareness of personal-professional styles and socio-cultural limitations as an interviewer. Participation in in-class activities is a strong expectation as one of the ways to master skills. Self care and cultural humility will feature in discussions.
Prerequisite(s): Admission to the MSW program

COURSE LEARNING OUTCOMES

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

1. Articulate a foundational knowledge of interviewing and use of self within a social work interview
2. Build professional relationships: Relational interviewing skills
3. Explore and assess with service users: Assessment skills
4. Define the focus of an interview: Goal setting
5. Evaluate and give feedback: Strengthening interviewing skills
6. Articulate and demonstrate termination strategies

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook.

Links to the readings are provided in the course outline. The readings will be posted on D2L, on Leganto. Here is the link to the additional reading list on Leganto [which can be found under My Tools in D2L https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/21197300350004336?auth =SAML]

Students are also, generally, expected to be proactive learners and independently seek out readings and other knowledge/s as the course proceeds and to integrate this with the concepts presented in class.

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 is a required course within the foundation stream MSW program - towards the achievement of success in future practicums and specialization courses.

CLASS SCHEDULE

Date and Time	Themes and Readings
Tuesday Jan. 2, 2024 9:00am- 3:50pm	**Introduction | Overview of the course | Review of assignments** **Foundations: Values, Ethics, and Legal Obligations** 　　　　　　**Professionalism and Professional Practice** CASW-ACTS. (2005). Code of Ethics. https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf CASW-ACTS. (2005). Guidelines for ethical practice. https://www.casw-acts.ca/files/attachements/casw_guidelines_for_ethical_practice.pdf Millar, R., Crute, V. & Hargie, O. *Professional interviewing*. London: Routledge. (ebook). Chap. 1 - Professional interviewing https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315230955 **Relational Theory | Interpersonal Skills**

	Miehls, D. (2017). Relational theory and social work treatment. In Francis J. Turner (ed.), *Social Work Treatment*, pp. 428-440. Oxford University Press: New York. Chap. 28 Kennedy-Kish, B., Sinclair, R., Carniol, B. & Baines, D. (2017). Ntamkidwinan first words. In Kennedy-Kish, B., Sinclair, R., Carniol, B. & Baines, D. (eds), *Case Critical: Social services and social justice in Canada* (7th ed.) pp. 1-10. Between the Lines: Toronto. Chap. 1 – Ntamkidwinan https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=30285835&ppg=18 Osborn, P.R. & Karandikar, S. (2023). Practice-based knowledge perspectives of cultural competence in social work. Journal of Ethnic & Cultural Diversity in Social Work, 32(6), 285-297, DOI: 10.1080/15313204.2022.2046228 What is cultural humility? Watch: https://www.youtube.com/watch?v=c_wOnJJEfxE **Communication and Attending Skills** Veach, P.M., LeRoy, B.S. & Bartels, D.M. (2003). Listening to Clients: Attending Skills. In: Facilitating the Genetic Counseling Process. Springer, New York, NY. https://doi.org/10.1007/0-387-21774-6_3 Chap. 3 van der Molen, H.T., Lang, G., Tower, P. & Look, R. (2014). Psychological Communication: Theories, roles, and skills for counsellors. Eleven International Publishing. ProQuest Ebook Central. http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=1922218 Chap. 6
Wednesday Jan. 3, 2024 9:00am-3:50pm	**Assessments** Sheafor B.W. & Horejsi, C. (2014). *Techniques and guidelines for social work practice*. Pearson: Boston. Chap 11 – Data collection and Assessment **Goal Setting** Higham, P. (2021): Information-giving: An approach for contemporary practice. *Journal of Social Work Practice*. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02650533.2021.2000948 Millar, R., Crute, V. & Hargie, O. (2014). *Professional interviewing*. London: Routledge. (ebook). Chap. 5 - Goals, goal setting and feedback https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315230955
Thursday Jan. 4, 2024 9:00am-3:50pm	**Evaluation** Kivipelto, M. & Yliruka, L. (2012). Mirror method as an approach for critical evaluation in Social Work. *Critical Social Work, 13*(2), 1010-118. https://ojs.uwindsor.ca/index.php/csw/article/view/5868/4846 **Termination**

	Anthony, S. & Pagano, G. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work, 26*, 281-296. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1023/A:1022872011238

Knox, S., Adrians, N., Everson, E., Hess, S., Hill, C. & Crook-Lyon, R. (2011). Clients' perspectives on therapy termination. *Psychotherapy Research, 21*(2), 154-167, DOI: 10.1080/10503307.2010.534509 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10503307.2010.534509

Engagement with Indigenous Populations: "Talking Stick"
Circle Facilitator: Charlotte, Indigenous Elder
Linklater, R. (2014). Colonialism, indigenous trauma, and healing: In *Decolonizing trauma work: Indigenous stories and strategies* (pp. 19-50). Fernwood.

Ranjbar, N., Erb, M., Mohammad, O. & Moreno, F.A. (2020). Trauma-informed care and cultural humility in the mental health care of people from minoritized communities. *FOCUS*, *18*(1), 8-15. https://www-ncbi-nlm-nih-gov.ezproxy.lib.ucalgary.ca/pmc/articles/PMC7011220/

Circle of Life – Bringing Community Together
Watch: https://indigenousknowingeducation.weebly.com/circle.html |
| Friday Jan. 5, 2024 9:00am-3.50pm | **Topical Issues for Consideration**
Working with Interpreters
Warria, A. (2016). Integration of interpreters in social work interventions with child victims of trafficking: Proposed guidelines. *Child Abuse Research: A South African Journal, 17*(1), 83-93. https://journals-co-za.ezproxy.lib.ucalgary.ca/doi/10.10520/EJC188018

Inclusion of Persons with Disabilities
Guest Lecture (TBC)
American Psychological Association, APA Task Force on Guidelines for Assessment and Intervention with Persons with Disabilities. (2022). *Guidelines for Assessment and Intervention with Persons with Disabilities.* https://www.apa.org/about/policy/guidelines-assessment-intervention-disabilities.pdf

Professional Online Engagement
Guest Lecture (TBC)
Martinez-Brawley, E.E. (2017). Emerging theories: Electronic exchanges. In Francis J. Turner (ed.), *Social Work Treatment* pp. 574-585. Oxford University Press: New York. Chap. 38

Engagement with Indigenous Populations: "Sharing Circle"
Circle Facilitator: Deandra Neufeld, Indigenous Elder |

Saturday Jan. 6, 2024 9:00am-3:50pm	**A Day of Practice** Application and demonstration of skills **Practising Social/Collective and Self-Care** Watch: How to practice emotional hygiene. https://www.youtube.com/watch?v=rni41c9iq54 Watch: Self-care for helping professionals with a trauma Lens: It's more than just bubble baths! https://www.youtube.com/watch?v=y_574WwA-7c

Important Dates for Winter 2024
- o Start of Term: Tuesday, January 2, 2024
- o First Day of Class: Monday, January 8, 2024
- o End of Term: Tuesday, April 30, 2024
- o Last Day of Class: Tuesday, April 9, 2024
- o Term Break: Sunday to Saturday, February 18 - 24, 2024
- o Fee Deadline: Friday, January 26, 2024
- o Alberta Family Day, no classes: Monday, February 19, 2024
- o Good Friday, no classes: Friday, March 29, 2024
- o Easter Monday, no classes: Monday, April 1, 2024

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES*

You are expected to participate actively in any Zoom sessions scheduled to accommodate the guest lecturers. Please be prepared, be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, the video camera will be turned on during class**. Please reach out to your instructor if you experience challenges that prevent you from being part of the zoom session. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links (if applicable) with anyone who is not registered in this course.

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: Recorded Practice, Review, Reflection, and Presentation (100% total)

This activity has interconnected parts as follows:

Part 1: Recorded interview (20%) | Due: January 6, 2024, at 11:59pm (Dyad)

Aligned Course Learning Outcomes: All

Assignment Description: In dyads, prepare a 10-minute recording of an interview between you and your peer. Students will interview the other and change roles as interviewer and interviewee, with a focus on ongoing interview skills. This will be a mock interview and the focus of the interview will be on an agreed upon topic between you and your partner that is related to a social issue that would lend to seeking support. Students will have practice interviewing opportunities in class.

Assessment Criteria: No references are required. The recording should be uploaded on D2L. The video of the interview should not be edited prior to submission. A brief half-a-page synopsis of the context should be included as part of the submission i.e., roles, focus of interview, topic etc.

Part 2: Reflective Exercise (20%) | Due: January 6, 2024, at 11:59pm (Individual & Dyad)

Aligned Course Learning Outcomes: 1, 2, 5

Assignment Description: This is assignment has three compulsory sections.

(i)   Individual: Draft a one-page reflection on how you believe you did in your recording. Here, identify what you thought was good work, any biases which influenced the process, what you would like to see yourself improve on next time, and how you will accomplish this growth (self-assessment). In addition, what kind of learning would be helpful to you in your growth, as aligned to communication and interviewing, going forward as a social work practitioner. Link this reflection to a clause in the CASW Code of Ethics (15%).

(ii)   Dyad: Your partner should provide you with half-a-page constructive criticism of how you performed as an interviewer and provide at least one suggestion on how you could improve in the area identified. Cut-and-paste this written piece provided by your peer. Please note that a prior discussion of this feedback should have taken place before its inclusion in the paper (5%).

(iii)   Individual: Provide a brief half-a-page written response to the constructive criticism, based on the mutual discussion that the two of you had when they provided you with feedback (5%).

Assessment Criteria: The grading will be based on identification of strengths and areas of future growth. Please note that the area of growth could be linked to the bias identified. Clear identification of the required learning and alignments to the Code of Ethics are required. The submitted assignment should be a total of two pages long (excluding references). Writing and references used in the reflective pieces they should be cited appropriately using APA. Refer to assessment rubric that will be posted on D2L.

Assignment 3: Participation/Self-Assessment (20% - Student Evaluation (10%); Instructor Evaluation (10%) | Due Date: Jan. 8, 2024, at 11:59pm MT (Individual)

Aligned Course Learning Outcomes: All

Assignment Description: The objective of this assignment is to evaluate your dedication to being an active and engaged learner in the course. You are expected to submit a 500 (+/- 50 word) self-evaluation to the designated D2L Dropbox in which you assess your participation and contribution to the class. Your assessment should include attendance, punctuality, sharing in small and large group discussions, communication skills used, openness to feedback, review of readings and integration in class discussion, humility, professional behaviour in the class, empathy, participating in community building activities, practice of self-social care. Be sure to include critical reflections on how your participation challenged you personally (e.g., did you take any risks?), contributed to promoting a more caring, respectful, inclusive class environment, and were aligned with social work values and the social justice mission of social work.

Assignment Criteria: There is no grading rubric for this assignment. Standard of writing will be a factor in grading students work. Include a grade for yourself out of 10.

Part 4: Review of the Interview (40%) | Due: January 15, 2024 at 11:59pm MT (Individual)

Aligned Course Learning Outcomes: All

Assignment Description: Select a 4–5-minute portion of your recording and transcript it (writing verbatim what happened in the recording) and create a process recording of your four to five-minute transcript. In the left column you will use the minute-by-minute transcript verbatim (Interviewer: Interviewee:). In the middle column you will note your thoughts and feelings as they were occurring during the interview, to the best of your recollection. Try to put yourself back in that time and reflect on what was happening for you and think about why you asked or did what you did. The third column is for your critical analysis of what happened, i.e., did your intervention give you the desired outcome and for possible comments by the instructor and what would you do differently if you could do it again or in similar circumstances in the future?

Assignment Criteria: Grading will be awarded on the transcript verbatim, reflections in the middle column and critical analysis of the incidents in the third column. The length of the assignment will be based on the transcript. Paper formatting and references used in compiling the assignment should be cited appropriately using APA. An assessment rubric might be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to engage with the assigned readings, to be fully present and involved in the class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

- Students are also expected to adhere to social work ethical guidelines and professional conduct during class participation.
- Students should work together on their group projects and assignments and the assignments should be submitted on time.
- Kindly notify the instructor ahead of time if you are unable to attend the class, will be late or plan to leave early. In these circumstances, make-up options will be provided as participation is a component that will be graded.
- This course is based on experiential work; thus, participation and attendance are essential! Students who miss two or more classes, with no compelling reasons, will have 5% of their course mark deducted for each missed class.
- **Communication** among peers and to the instructor should always reflect professionalism and respect. As per University policy, all communication with the instructor should be via the official UCalgary email address and the instructor maintains the right not to respond to communication through personal email addresses. Kindly allow for up to 48 hours response time to the email communication.

- Please refer to the Ucalgary calendar for more information on attendance **and** supporting documentation and the use of a statutory declaration.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L.
- Assignments should be submitted in Word format.
- Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith_Assignment 1).
- Assignments are due by 11:59pm MT 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.
- 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). Students may request for additional time, prior to the due date, to complete the assignment.
- Make up assignments are subject to the discretion of the instructor, and it is students' responsibility to make any necessary arrangements with the instructor for any missed assignments.
- There is a 7-day maximum limit by which to accept late assignments for students who have not requested for an extension. No assignments will be accepted after the 7-day limit.

EXPECTATIONS FOR WRITING

- The instructor will create opportunities to discuss the assignments in depth during the block.
- Assessment rubrics will be posted on D2L, where applicable.

- 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 in-text and on the reference list and referenced in APA 7th edition format. Failure to do so will result in grade deduction. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

***For accommodation requests, students are not required to disclose to the instructor. I am approachable, available, and flexible if the need arises – to support your learning and the successful completion of the course.

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary Graduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

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
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 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 suggested readings for the course will be provided 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