



## **LAND ACKNOWLEDGEMENT**

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

## **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.

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](#).

<b>Course &amp; Session Number</b>	<b>SOWK 629 S01</b>	<b>Classroom</b>	Online & In Person Residency
<b>Course Name</b>	Professional Communication & Interviewing		
<b>Dates and Time</b>	Start of Classes: May 27, 2025 End of Classes: June 16, 2025 Dates and Time: <b>Online Zoom sessions:</b> May 28, 2025 & June 11, 2025, 5:30 p.m. – 8:30 p.m. <b>In Person Residency:</b> June 3-6, 2025, 9:00 a.m. – 4:00 p.m. (with an hour break for lunch) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Anna Harland MSW, RCSW Clinical Supervisor	<b>Office Hours</b>	By Appointment
<b>UCalgary E-mail</b>	<a href="mailto:anna.harland@ucalgary.ca">anna.harland@ucalgary.ca</a>	<b>UCalgary Phone</b>	Given out in class

#### 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

This course will give you a framework for understanding your role as a social worker in a clinical interview. You will gain skills and knowledge of how to conduct a basic interview. You will have opportunities to practice these skills in a variety of simulated, interview situations. You will gain

a critical awareness of your personal style and limitations as an interviewer, which will include cultural considerations, personal biases, ethical issues and transference & counter transference experiences. You will have multiple opportunities to engage in conversations about decolonization and anti-oppressive social work and how to create space for exploration of social justice within a social work interview.

This course is very interactive both in its online and in person formats. You will learn through presentations of content material, participation in large and small group discussion, and engaging in dyadic and small group activities. There are also required course content that you will be expected to have read, viewed or listened to before class time.

A D2L site exists for this course and you are expected to use this site for communication and submitting assignments. This course has no pre-requisites or co-requisites.

### COURSE LEARNING OUTCOMES

Upon completion of this course, you 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
7. Demonstrate appropriate use of self in the interview process
8. Demonstrate anti-oppressive and decolonizing interviewing skills

### LEARNING RESOURCES

#### REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Barstow, C. (2005). Right Use of Power: The Heart of Ethics: A Resource for the Helping Professional. Many Realms Publishing – will be posted on D2L

EPM. (January 26, 2022). The Stages of Change Model [video]. YouTube.

<https://www.youtube.com/watch?v=-2OI6LRpRto> – will be posted on D2L

Shebib, B. (2023). Choices: Interviewing and Counselling Skills for Canadians, (8<sup>th</sup> ed.). Pearson Canada – **required text** – obtain through bookstore

Siegel, D. (2010). The Mindful Therapist: A Clinician's Guide to Mindsight and Neural Integration. W.W. Norton Inc. – will be posted on D2L

Self-Help Toons. (July 19, 2022). Change Habits and Treat Addiction: The 6 Stages of Change [video].

YouTube. <https://www.youtube.com/watch?v=JitQP2neMFk> – will be posted on D2L

Self-Help Toons. (August 16, 2022). How to Set SMART Goals More Effectively [video]. YouTube.

<https://www.youtube.com/watch?v=E9cGTp-4c34> – will be posted on D2L

St. Aime, F. (2025). Anti-Oppressive Psychotherapeutic Practice: Finding Liberation Through Unlearning. Routledge – will be posted on D2L

Vasquez, Melba J. T.; Bingham, Rosie P.; Barnett, Jeffrey E. Psychotherapy Termination: clinical and ethical responsibilities. Journal of clinical psychology, 2008-05, Vol.64 (5), p.653-665 – will be posted on D2L

### **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. It offers a foundation for the developing effective communication and interviewing skills for all courses that are clinical in their intent. It is a foundational course for success in upcoming practicum and specialization courses that require a knowledge and skill to interact with those seeking services.

### **CLASS SCHEDULE**

#### **Important Dates for Spring 2025**

- Start of Term: Thursday, May 1
- First Day of Class: Monday, May 1
- End of Term: Sunday, June 29
- Last Day of Class: Monday, June 16
- Fee Deadline: Tuesday, May 13
- Victoria Day, no classes: Monday, May 19

#### **Class Schedule**

<b>Week</b>	<b>Topic</b>	<b>Learning Activity</b>	<b>Assessment and Due Dates</b>
May 28 <sup>th</sup> , 2025 Zoom Session (5:30 p.m.- 8:30 p.m.)	Overview of course expectations and material Introductions and community building  Understanding yourself	<b>Read:</b> Siegel, D. (2010). The Mindful Therapist: A Clinician's Guide to Mindsight and Neural Integration. W.W. Norton Inc. (Chapter 1: Presence)  Read: St. Aime, F. (2025). Anti-Oppressive Psychotherapeutic Practice: Finding Liberation Through Unlearning. Routledge (Chapter 1: Welcome to the Is-Ness)	<b>Please post an introduction of yourself on D2L before May 28<sup>th</sup>, 2025.</b>

June 3 <sup>rd</sup> , 2025 Residency (9:00 a.m. – 12:00 p.m.)	Values, Ethics, and Legal Obligations Professionalism and Professional Relationships	Read: Shebib, B. (2023). Choices: Interviewing and Counselling Skills for Canadians, (8 <sup>th</sup> ed.). Pearson Canada (Chapter 1: Professional Identity: Ethics, Values and Self- Awareness)  Read: Barstow, C. (2005). Right Use of Power: The Heart of Ethics: A Resource for the Helping Professional. Many Realms Publishing (Touch, Sexuality & Transference. pp. 107- 135)	
June 3 <sup>rd</sup> , 2025 Residency (1:00 p.m. – 4:00 p.m.)	Developing Working Relationships Foundational Interpersonal Skills – Active Attending Skills      Empathic Statements	Read: Shebib (2023) Chapter 3 – The Skills, Process & Pitfalls of Counselling Chapter 4 – Relationship: The Foundation for Change Chapter 5 – Listening & Responding: The Basis of Understanding Chapter 7 – Empathic Connections	
June 4 <sup>th</sup> , 2025 Residency (9:00 a.m. –12:00 p.m.)	Asking & Responding to Questions	Read: Shebib (2023) Chapter 6 – Asking Questions: The Search for Meaning	
June 4 <sup>th</sup> , 2025 Residency (1:00p.m – 4:00 p.m.)	Working with Strong Emotion & Regulating Activation		<b>Assignment #3 Due</b>
June 5 <sup>th</sup> , 2025 Residency (9:00 a.m.– 12:00 p.m.)	Cultural Intelligence & Contacting Oppression	Read: Shebib (2023) Chapter 2 Read: St. Aime (2025) (Chapter 2)	

June 5 <sup>th</sup> , 2025 Residency (1:00p.m – 4:00 p.m.)	Assessing Readiness and Motivation for Change Working with Defenses	Watch: 1 of the Stages of Change videos on D2L Read: Shebib (2023) Chapter 8 - Supporting Empowerment & Change Chapter 9 – Engaging with Hard-to-Reach Clients	
June 6 <sup>th</sup> , 2025 Residency (9:00 a.m.– 12:00 p.m.)	Identifying Key Problems or Challenges Establishing Goals & Taking Action –	Watch: How to Set SMART Goals More Effectively.	
June 11, 2025 Zoom Session (5:30 p.m.-8:30 p.m.)	Termination planning  Self-reflection, Peer feedback and appreciations, Review of learning	Read: Vasquez article	<b>Assignment #2 Both A &amp; B Parts Due</b>

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

##### INSTRUCTOR EMAIL POLICY

All course communication must occur through our @ucalgary emails. I will respond to emails sent via my anna.harland@ucalgary email within 48 hours excluding weekends and statutory holidays.

##### 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. **When possible, it is desirable for students to have their cameras 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.

##### 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: Class Engagement (25%) Learning objectives 1,2,3,4,5,6,7,8 Due: June 11, 2025: in class.**

Class engagement includes participation in Zoom sessions, written (on D2L discussion board) and verbal contributions in class in both the large and small group formats. Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, use of electronics, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. Grades for participation are based on consistently demonstrating a thorough reading of the assigned material by asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes meeting with the instructor as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. If a class is to be missed, please speak to the instructor on how to meet the participation requirements.

### **Assignment #2: Recorded Practice and Review (50% total)**

This activity has two parts as follows:

#### **1. (a) Part A (10%) Objectives: 2,3,4,5,6,7,8, Due: June 11, 2025: 11:59 p.m.**

In teams of two, prepare a 15-minute recording of an interview between two class members. You will interview each other and change roles as interviewer and interviewee, with a focus on ongoing interview skills. The interview will be a mock interview and the focus of the interview will be on an agreed upon topic between the two of you that is related to a social issue that would lend to seeking support or counseling. This interview should demonstrate skills explored, learned during the class. You will have practice interviewing opportunities in class as identified in the course schedule.

#### **2. (c) Part B (40%) Objectives: 2,3,4,5,6,7, 8 Due: June 11,2025 11:59 p.m.**

Select a 5-minute portion of your recording and transcript it (writing verbatim what happened in the recording) and create a process recording of your five-minute transcript (3 column template on D2L). In the left column you will use the five-minute transcript verbatim (interviewer, interviewee, 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 (please give evidence for your belief and reasons for why or why not). What would you do differently if you could do it again or in similar circumstances in the future and what have you learned from the exchange. At the end of the transcript you will give a 500 word general reflection on your skills as an interviewer; what you

thought was good work, what you would like to see yourself improve on next time, how you will accomplish this growth (self-assessment) and what kind of learning would be helpful to you in your growth going forward.

**Assignment #3: Self-Reflection on Biases and Counter Transference Issues (25%) Objectives: 1,2,5,7,8**  
**Due: June 4<sup>th</sup>, 2025: 11:59 p.m.**

You will provide a written reflection on what you perceive as your biases and judgements in interviewing. This may be a critique of how you focus your questions you when you are interviewing, discomfort with certain topics, populations or presenting issues. This is meant to be an honest reflection of how biases and judgments whether conscious or unconscious, verbal, behavioural, or non-verbal impact service users. Please explore in 750-1000 words (double spaced) what are your bias(es), where you may have developed it/them, what you perceive as its/their impact both on your own practice and on service users who may interact with you, *and* how you shall address bias and judgment in your practice. You will also speak to how; with these biases you are still practicing within the social work code of ethics CASW Code of Ethics 2005 and the ACSW Standards of Practice 2019

Criteria for assessments shall be discussed in class prior to the deadline of the assignments and rubrics will be posted on D2L.

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS**

You are expected to attend all class sessions (both in the in person residency and the zoom sessions) and to be fully present with their cameras on, whenever possible and engaged in class activities and discussions. You will have the opportunity for alternative participation if direct participation in an activity is overwhelming or feels, to you, unsafe emotionally. A rich exchange of ideas is a key element of the learning process in this class. It is expected that you will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions. If you are unable to attend class please inform the instructor prior to the class.

Please refer to the Ucalgary calendar for more information on attendance.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Olatungie Edmonson Assignment 2). Assignments are due by 11:59pm 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.



## **MISSED OR LATE ASSIGNMENTS**

Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless arrangements for an extension have been made with the instructor (Anna Harland). It is the student's responsibility to request an extension at least 24 hours prior to the assignment due date from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration. There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

If you need to miss a class for any reason, please notify the instructor and inquire how class participation grades can be made up. Please refer to the [UCalgary calendar](#) for more information on [supporting documentation for absences](#).

## **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 7<sup>th</sup> edition format. If you need writing support, please connect with the [Student Success Centre](#).

## **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.

## **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to [Academic Misconduct](#) procedures.

## **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 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. ; The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.)

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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades 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 EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with

the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

#### ADDITIONAL SUGGESTED READINGS

Supplemental learning materials will be discussed in class and when available will be posted on the D2L site.

#### 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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

##### 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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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