



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](#).

Course & Session Number	SOWK 602 S02	Classroom	Online
Course Name	Research & Philosophy in Advanced Social Work Practice		
Dates and Time	Start of Classes: June 30, 2025 End of Classes: August 12, 2025 Dates and Time: Tuesdays and Thursdays on Zoom: 5:30-8:30PM MST		
Instructor	Dr. Alysia Wright, RSW MSW PhD	Office Hours	By appointment
UCalgary E-mail	acwright@ucalgary.ca	UCalgary Phone	NA

SYLLABUS STATEMENT

Explores social work research through examination of various paradigms, methods, and approaches (e.g., qualitative, quantitative, Indigenous methodologies, mixed methods, participatory action research), and applies social work research to practice.

COURSE DESCRIPTION

In this online course, you will develop your understanding of social work research through examining and appreciating various approaches (qualitative and quantitative), paradigms, and methods. Competence in research is a foundational notion of social work practice and is highlighted in professional codes of ethics. As producers and consumers of research, often in collaboration with and across cognate disciplines, social workers must also ensure that research is conducted with and for the benefit of those served by the profession, across all levels and fields of social work practice, and that it aligns with the values of the profession. A thorough understanding of quantitative, qualitative, and mixed methods research, and Indigenous and critical approaches, supports ethical practice. This course will engage with critical thinking of a variety of research methodologies, with a focus on quantitative and qualitative approaches.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

We meet on Tuesdays and Thursdays from 5:30PM to 8:30PM MST.

COURSE LEARNING OUTCOMES

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

1. Understand the relationship between research methodologies and philosophical systems that create and maintain ontological frameworks and ways of knowing from a critical perspective;
2. Understand the paradigms that inform and differentiate quantitative, qualitative, mixed methods, Indigenous and critical research approaches;
3. Recognize shared understandings and commitments across quantitative, qualitative, mixed methods, Indigenous and critical research approaches in social work practice;
4. Appreciate how research can inform the professions' efforts to promote social justice, support action-oriented and transformative research methodologies by critically evaluating tendencies in social work research and practices;
5. Understand the research design, data collection, and data analysis strategies used in quantitative, qualitative, and mixed method approaches;
6. Examine skills necessary to incorporate quantitative, qualitative and mixed methods research into social work practice irrespective of level or field of practice; and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Required Textbook

Creswell, J. W., & Creswell, J. D. (2020). Research design (6th ed.). SAGE Publications.

Additional Readings (available through the UCalgary Library and/or D2L Reading List)

** indicates use for in-class learning activities*

- * Datta, R., & Starlight, T. (2024). Building a meaningful bridge between indigenous and western worldviews: Through decolonial conversation. *International Journal of Qualitative Methods*, 23, 1-9. <https://doi.org/10.1177/16094069241235564>
- * De Backer, M. (2022). Co-constructing participatory ethics to address hierarchy and inequality: Social work ethics in research practice. *Qualitative Research*, 22(5), 712-728. <https://doi.org/10.1177/14687941221098931>
- * Fine, M., Torre, M. E., Oswald, A. G., & Avory, S. (2021). Critical participatory action research: Methods and praxis for intersectional knowledge production. *Journal of Counseling Psychology*, 68(3), 344-356. <https://doi.org/10.1037/cou0000445>
- * Fraser, H., & Jarldorn, M. (2015). Narrative research as resistance: A cautionary tale. In S. Strega & L. Brown (Eds.), *Research as resistance: Revisiting critical, indigenous, and anti-oppressive approaches* (2nd ed., pp. 153-176). Canadian Scholars Press.
- * Gottlieb, M., & Shibusawa, T. (2020). The impact of self-compassion on cultural competence: Results from a quantitative study of MSW students. *Journal of Social Work Education*, 56(1), 30-40. <https://doi.org/10.1080/10437797.2019.1633976>

- * Gris-Owens, E. (2024). Trustworthiness versus trust: An important distinction with significant ethical implications for social work. *International Journal of Social Work Values and Ethics*, 21(2), 64-85. 10.55521/10-021-207
- * Ide, Y., & Beddoe, L. (2023). Challenging perspectives: Reflexivity as a critical approach to qualitative social work research. *Qualitative Social Work*, 23(4), 725-740.
<https://doi.org/10.1177/14733250231173522> (Original work published 2024)
- * Lippold, M.A., Kainz, K., & Sabatine, E. (2017). Using advanced quantitative methods to study the prevention of social problems. *The British Journal of Social Work*, 47(8), 2238–2255.
<https://doi.org/10.1093/bjsw/bcw172>
- * Lynch, A., Newlands, F., & Forrester, D. (2019). What does empathy sound like in social work communication? A mixed-methods study of empathy in child protection social work practice. *Child & Family Social Work*, 24(1), 139–147. <https://doi.org/10.1111/cfs.12591>
- Rogers, M., & Brown, C. (2023). Critical ethical reflexivity (CER) in feminist narrative inquiry: Reflections from cis researchers doing social work research with trans and non-binary people. *International Journal of Social Research Methodology*, 27(4), 447–461.
<https://doi.org/10.1080/13645579.2023.2187007>
- * Rogers, J., & Evans, A. (2023). Homelessness and mental illness: Using participatory action research to inform mental health counseling. *International Journal on Homelessness*, 3(3), 214–229.
<https://doi.org/10.5206/ijoh.2023.3.15670>
- Tracy, S. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.
- * Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1-40.
<https://jps.library.utoronto.ca/index.php/des/article/view/18630>
- Wilson, S. (2008a). The elements of an Indigenous research paradigm. In *Research is Ceremony* (pp. 62-77). Fernwood Publishing.
- Wilson, S. (2008b). Relational accountability. In *Research is Ceremony* (pp. 97-122). Fernwood Publishing.

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

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing research skills necessary to critically evaluate existing practice research and identify strategies to evaluate your practice. This course will assist you as you examine the profession’s commitment to social justice, inclusion, and anti-oppressive models of practice, and as you consider how these core values of the profession combine with an understanding of social policy and fundamental theories of change to frame social work’s unique contribution to change efforts and the promotion of social justice across all levels of practice.

CLASS SCHEDULE

Important Dates for Summer 2025

- Start of Term: Monday, June 30
- First Day of Class: Monday, June 30
- End of Term: Sunday, August 24
- Last Day of Class: Tuesday, August 12
- Fee Deadline: Wednesday, July 9
- Canada Day, no classes: Tuesday, July 1
- Alberta Heritage Day, no classes: Monday, August 4

Class Schedule

Date & Times	Topics	Readings and Assignments
July 3, 2025	Introduction to Research <ul style="list-style-type: none"> ● Overview of research and its purpose ● The relationship between research and practice 	Ch. 1: The Selection of a Research Approach Ch. 2: Review of the Literature * Tuck & Wang (2012)
July 8, 2025	Philosophical Foundations <ul style="list-style-type: none"> ● Exploring worldviews in research ● The connection between philosophy and research design 	Ch. 3: The Use of Theory Ch. 4: Research Questions and Hypotheses Wilson (2008a) * Datta & Starlight (2024)
July 10, 2025	Ethical Considerations in Research <ul style="list-style-type: none"> ● Understanding research ethics Ethical issues in social work research ● Relational accountability and trustworthiness in research 	Ch. 6: Research Ethics Wilson (2008b) * De Backer (2022)
July 15, 2025	Qualitative Research Design <ul style="list-style-type: none"> ● Overview of qualitative research ● Approaches to qualitative data collection 	Ch. 9: Qualitative Research * Rogers & brown (2023)
July 17, 2025	Data Collection in Qualitative Research <ul style="list-style-type: none"> ● Techniques for sampling, interviewing, and observation 	Ch. 10: Collecting Data
July 22, 2025	Data Analysis in Qualitative Research <ul style="list-style-type: none"> ● Analyzing qualitative data: coding and interpretation 	Ch. 12: Data Analysis and Representation * Fraser & Jarldorn (2015)

July 24, 2025	Quantitative Research Design <ul style="list-style-type: none"> • Overview of quantitative approaches • Key aspects of research questions and hypotheses 	Ch. 7: Quantitative Designs * Lippold et al. (2017)
July 29, 2025	Sampling, Data Collection, and Analysis in Quantitative Research <ul style="list-style-type: none"> • Strategies for selecting samples and collecting data 	Ch. 8: Collecting Quantitative Data Ch. 13: Writing Up the Research * Gottlieb et al. (2020) * Lynch et al. (2019) * Rogers et al. (2023)
July 31, 2025	Mixed Methods Research <ul style="list-style-type: none"> • The basics of mixed methods research Integrating qualitative and quantitative data 	Ch. 11: Mixed Methods Designs * Fine et al. (2021)
August 5, 2025	Student Presentations	
August 7, 2025	Student Presentations	
August 12, 2025	Student Presentations	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails 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: Reflection on Paradigms and Worldviews in Social Work Practice

Weight: 30%

Due Date: July 11, 2025 by 5pm MST

Type: Individual (Paper)

Alignment with Course Outcomes: CLO 1, CLO 2, CLO 3, CLO 4

Assessment Criteria: See criteria posted in D2L on the first day of class

Description: In this assignment, students will work individually to critically reflect on their paradigm/worldview and how it influences their social work practice. They will also engage with a research article relevant to their workplace and assess its applicability in informing their practice decisions.

Key Components:

- **Paradigm/Worldview Reflection:** Identify your worldview and explain how it shapes your decision-making in practice.
- **Critical Appraisal of Research:** Critically appraise a research article relevant to your social work context, considering the quality of evidence, methodology, and relevance to your workplace.
- **Actionable Insights:** Propose one actionable change in your workplace practice based on the research.
- **Reflection on Decision-Making:** Provide rationales for your decisions, explaining how your worldview and the research insights influence your practice.

Assignment 2: Research-Based Program Assessment Plan for Workplace Improvement

Weight: 30%

Due Date: July 25, 2025 by 5pm MST

Type: Individual (Evaluation Plan)

Alignment with Course Outcomes: CLO 1, CLO 5, CLO 6, CLO 7

Assessment Criteria: See criteria posted in D2L on the first day of class

Description: In this assignment, students will identify a workplace issue or opportunity for improvement and develop a research-based assessment plan. The plan will integrate critical insights from research, considering aspects such as quality of evidence, paradigms, assumptions, transferability, and outcomes.

Key Components:

- **Workplace Issue or Opportunity:** Identify a workplace issue or opportunity that can benefit from program assessment.

- **Critical Review of Research:** Conduct a literature review and critically engage with the research.
- **Evaluation Plan:** Develop a research-based assessment plan with clear research questions, methodology, data collection methods, and outcome indicators for measuring success.
- **Rationale for Decision-Making:** Provide detailed rationales for your decisions, particularly regarding research methods and outcome indicators.

Assignment 3: Action Plan for Program Integration and Stakeholder Engagement

Weight: 40%

Due Date: August 5, 7, or 12, 2025

Type: Group (Presentation to Peers)

Alignment with Course Outcomes: CLO 2, CLO 3, CLO 7

Assessment Criteria: See criteria posted in D2L on the first day of class

Description: In this group assignment, students will refine the assessment plan developed in Assignment 2 into a comprehensive action plan that integrates program improvements, focusing on stakeholder engagement, sustainability, and long-term impact. Groups will present their action plan to peers in a 30-minute professional presentation.

Key Components:

- **Refining the Assessment Plan:** Refine your evaluation plan from Assignment 2 into a leadership action plan, focusing on program integration, leadership decisions, and sustainability.
- **Stakeholder Engagement Strategy:** Develop a strategy to engage relevant stakeholders and ensure buy-in for the program improvements.
- **Sustainability and Impact:** Plan for the long-term sustainability of the program and outline metrics for success.
- **Peer Presentation:** Present your strategic action plan in a 30-minute group presentation, followed by a Q&A session for peer feedback.
- **Rationale for Leadership Decisions:** Provide reflective rationales for your leadership decisions, incorporating your worldview and approach to program implementation.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

If you miss classes, there is no option for “make up” participation. Students are expected to be present in class, with the only exception of students with approved accommodations.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

File Format: All assignments must be submitted in Word format (DOC or DOCX).

Naming Conventions: Assignments should be named using the following format:

SOWK602_Assignment#_FirstName_LastName

For example: SOWK602_Assignment1_John_Doe.

Submission Location: Submit all assignments electronically through their respective Dropbox on D2L.

Due Date: Assignments are due by 5:00 PM MST on the assigned due date. Late submissions will not be accepted unless prior arrangements are made.

Student Responsibility: It is the student's responsibility to ensure that the correct version of the assignment is submitted and to retain a copy of the assignment for their own records.

MISSED OR 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).

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.

EXPECTATIONS FOR WRITING

Students are required to adhere to APA 7th edition formatting for all written work. 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.

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.

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.

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 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

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