



## Winter 2019

<b>Course Number:</b> SOWK 625 S02	<b>Classroom:</b> PF 3208
<b>Course Name:</b> Practice With Individuals, Families and Groups	
<b>Day &amp; Time:</b> Thursday 9-12	
<b>Instructor:</b> Les Jerome	<b>Office Hours:</b> by appointment
<b>Telephone:</b> 403- 220-4310	<b>Email:</b> ljerome@ucalgary.ca

## COURSE OUTLINE

### Syllabus Statement

A basic understanding of social work practice theory with respect to working with individuals, families, and groups.

### Course Description

This course will provide students with essential skills towards working effectively with individuals, families, and groups. Similarities and differences in working with these target populations will be discussed using content lectures, role plays, group presentations, discussions, and written assignments. The purpose of this course is to develop micro-skills through experiential learning using role plays and simulated case scenarios. This approach is predicated on the assumption that students must first learn to integrate generalist social work skills in working with individuals, families, and small groups before going on to fields of specialization with client populations. Half of each class will be dedicated to content while the other half will involve students in practicing the learned skills.

### Learning Objectives

#### Course-specific Learning Objectives

By the end of this course, each student will:

1. Understand theories and assumptions related to interviewing practice skills with individuals, families, and groups (PLO 3.2)
2. Demonstrate basic application of the gained skills in ways that distinguish the social work profession from others (PLOs 1.1, 2.2, 5.1, 5.2, 9.1, 9.3 )
3. Acquire basic knowledge and skills to evaluate social work interventions across fields and levels of practice using diverse and culturally relevant approaches (PLOs 1.2, 3.2, 9.2)
4. Demonstrate professional critical thinking about assessments and interventions with individuals, families, and groups (1.2, 2.1, 2.2, 5.1, 5.2)
5. Be able to conceptualize social justice issues at micro, mezzo, and macro levels in relation to practice theories and skills with individual, families, and groups (PLOs, 2.1, 5.2, 9.2, 9.5)
6. Demonstrate the links between direct practice, policy analysis, and research (2.1, 3.2, 5.2, 9.2)
7. Recognize diversity and justice issues and identify different theories that can be applied to meet the needs of diverse individuals, families and groups (PLOs 3.2, 5.1, 5.2, 9.2)

## **Program Level Learning Outcomes**

This course is designed to support students to achieve a number of core learning objectives outlined in the Canadian Association for Social Work Education Core Learning Objectives for Students Accreditation Standards [http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS\\_Standards.Oct2013.pdf](http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS_Standards.Oct2013.pdf).

**The course learning objectives align with the Program Level Learning Outcomes (PLOs) as outlined by the Canadian Association for Social Work Education Learning Objectives for Accreditation Standards as well as the Faculty of Social Work, University of Calgary, as listed below:**

### **Outlined MSW Program Learning Outcomes:**

- 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
- 2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
- 2.2) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
- 3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
- 5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
- 5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
- 9.1) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
- 9.2) Actively promote empowering and anti-oppressive practice.
- 9.5) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

### Relationship to Other Courses

This is a required course in the MSW foundational year for students with prior undergraduate degrees in disciplines other than Social Work. This course is envisioned as building directly upon the skills and theories learned in SOWK 629: Professional Communication and Interviewing.

### Course Text(s)

Required Reading:

Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. *Research on Social Work Practice*, 22(5), 578-589.

Shulman, L. (2016). *The skills of helping individuals, families, groups and communities* (8th ed.). Boston, MA: Cengage Learning.

### Class Schedule

Date	Topic(s)	Readings/Assignment Due Dates
January 10	Introduction, overview and work group organization.	Text Chapters 1 and 3
January 17	Social work with individuals: Therapeutic alliance, social work approaches to practice with individuals.	Text Chapters 4 - 6
January 24	Social work with families: Theories Social work with families practice simulation preparation.	Text Chapter 7 Assignment #1 due
January 31	Social work with families practice simulations	Text Chapter 8
February 7	Social work with families practice simulations	Text Chapter 9
February 14	Social work with families practice simulations.	Review previous chapters
February 21	Reading Week – no classes	
February 28	Guest speaker presentation: Group practice with children and youth. Social work with groups -mutual aid, group beginning stage Group preparation for group simulations	Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. <i>Research on Social Work Practice</i> , 22(5), 578-589.  Text Chapter 10 Assignment #2 due
March 7	Social work with groups	Text Chapter 11

	Group session simulations	
March 14	Social work with groups – Individuals within, design and evaluation of groups. Group session simulations.	Text Chapter 13
March 21	Social work with groups – Middle stages, managing conflict in groups Group work simulations.	Text Chapter 12
March 28	Social work with groups – endings and transitions. Group work simulations.	Text Chapter 14
April 4	Group Proposal presentations (5 -10 minutes for each group). Group work debrief discussions.	Assignment #3 due
April 11 <sup>th</sup>	Celebration of learning and group proposal assignment completion.	

### Assignments

Standard of writing will be a factor in grading students work.  
There will be no final exam in this course.

#### Assignment 1: Practice with Individuals: Therapeutic alliance and the helping relationship short paper

**Due Date:** January 21<sup>st</sup> by 11:59 pm in D2L Dropbox.

**Value:** 20%

**Affiliated CLOs (1, 2 3,4) and PLOs:** (1.1, 1.2, 9.5)

**Grading Criteria/ Rubrics:** Assignment will be graded using criteria outlined in SOWK 625 Reflective Writing Rubric.

**Purpose:** This written assignment will involve integrating your previous learning about practice with individuals with your learning in this course and establishing a foundation for your learning in the course. The development/initiation of relationship with clients is a fundamental element of social work practice that is relevant to practice with individuals, families and groups. Attending to this aspect of social work practice requires the complex coordination of interpersonal, helping and/or clinical skills. At the same time, every social worker will draw on the subjective meanings they associate with helping relationships and engage in the professional use of self. This assignment will require you to critically examine and reflect on the essential or relational core of helping relationships and to reflect on how your own knowledge, skills, experiences and assumptions influence your approach to helping relationships.

#### Description:

**Length:** 750-1000 words total for Parts 1 and 2.

This assignment includes two interrelated components: personal/critically reflexive and evidence-based practice.

**Part 1: 10%**

**Personal/reflexive:** Identify important factors, skills or factors related to establishing a therapeutic or working alliance. The following questions are provided to guide your critical reflection on initiating and nurturing helping relationships. Please note, you are not required to address all of these questions.

1. From your perspective, what is essential at “the beginning” to nurture the helping relationship?
2. What distinguishes social work approaches to helping relationships?
3. Are “therapeutic alliance” or “working alliance” terms that you would choose to capture the process of building relationships with clients. If not, what terms would you use?
4. What have your experiences as a social worker, volunteer, colleague or as a service consumer taught you about the helping relationship?
5. What specific interviewing skills are important at the beginning stages of the helping relationship?
6. What personal or professional skills or strengths do/will you apply to building helping relationships?
7. What skills related to initiating and maintaining the helping relationship would you like to learn or improve on?
8. What are some of the challenges or factors involved in maintaining in the helping relationship?
9. What factors might interfere with or challenge the development of the helping relationship?
10. What could happen at the beginning of the helping relationship that contributes to early termination or “dropping out”?

**Part 2: 10%**

**Evidence-based practice/critical analysis:** Locate one peer reviewed article or scholarly source (book chapter etc.) that discusses approaches to establishing the therapeutic alliance or relationship building within the helping relationship. The article can discuss the therapeutic alliance as it relates to a specific model of practice or a specific population. (e.g., motivational interviewing, solution-focused therapy, narrative therapy, cognitive-behavioral therapy, feminist therapy). In this part of the paper, you should explain/reflect on how the approach outlined or the ideas introduced by the author/s could inform your social work practice with individuals and/or how it enriches your understanding of the helping relationship. In this part of the paper, you should go beyond summarizing the author/s’ main points and demonstrate critical analysis and reflection.

**Assignment 2: Practice with Families: Applying theory to practice and skill development.**

**Due Date:** February 27th

**Value:** 30%

**Affiliated CLOs** (1, 2 3,4,6,7) **and PLOs** (1.2, 2.1, 2.2, 5.1, 9.1,9.2, 9.5)

**Grading Criteria/ Rubrics:** Assignment will be graded using criteria indicated in SOWK 625 Reflective Writing Rubric.

**Purpose:** The purpose of this assignment is to apply practice skills involved in working with families in the context of simulations of family sessions.

**Description:** By the second week of class, students will have formed groups of 4-5 to prepare for simulations of social work practice sessions with families. Each group will comprise a “nuclear family”, the composition of which will be determined by the group. Each group will designate an identified “client” (the “troubled” member of the family) and will decide on the nature of the problem, the context of the problem, and the history of the problem. The information about the family and their characteristics will be detailed on an intake form. The intake form that includes the family history, characteristics and presenting problem will be submitted to the instructor by January 31<sup>st</sup>.

Each family practice simulation session will involve the group members in a role play. Each group member shall have at least one opportunity to fulfill the role of the social worker. At the end of each simulation session, group members will provide the “social worker” with feedback on their skills. The instructor will visit groups on a revolving basis as the sessions are in progress to provide feedback, playing the role of a “clinical supervisor” to consult and discuss questions and concerns with the group.

Assignment 2 includes 2 parts.

### **Part 1 (15%)**

Write an assessment of your perspective on the problem that is experienced by your group’s “family”. The assessment will be substantiated by references to the textbooks, theories, models of practice, lecture material and/or relevant scholarly literature.

### **Part 2 (15%)**

Write a critique of your practice skills that you applied/demonstrated when you played the role of the social worker in the family session simulation. You may draw from feedback shared by group members and instructors, but the feedback from others must be balanced with your own reflections and observations. You can reference text or lecture materials. You may consider the following guiding questions:

1. What skills are your strongest from your perspective and/or from the perspective of your fellow group members?
2. From your perspective, what are the most important skills involved in practice with families?
3. How did theories or text material inform your experiential learning? What theories or text material did you try to apply and what was it like to translate theory to practice?
4. What skills did you find challenging to apply and why?
5. What skills would you like to improve on in future practice? How will you practice the skills you would like to improve?
6. What aspects of practice with families did you find challenging when you fulfilled the social work role?
7. What was your most significant learning when you played the social worker role?

### **Assignment 3: Practice with Groups: Group program development, group session simulation and group debrief.**

**Due Date:** April 11th

**Value: 30% (15% proposal, 10% session plans and 5% debrief summary)**

**Affiliated CLOs (1,2, 3,4, 6, 7) and PLOs (1.1,1.2, 2.1, 2.2, 5.1, 9.1,9.2, 9.5)**

**Grading Criteria/ Rubrics:** Assignment will be graded using criteria indicated in SOWK 625 Group Proposal and Session Rubric

### **Assignment 3 has 3 parts**

#### **Assignment 3: Part 1 Group Program Proposal**

**Purpose:** This assignment will involve you in the processes of planning group programs and planning and implementing a group session. Planning a group session in the context of a group program is conducive to understanding the “process” elements of groups as well as the practical, planning elements. This assignment also requires you to critically reflect on what distinguishes social work focus groups and how ethical principles and social justice priorities influence social work group practice.

**Description:**

You will work with your group of 4-5 to create a proposal for a group program (6 to 8 week program) that includes the following components.

1. Overview of the proposed group program. (approximately 200 words)
2. Rationale substantiated by relevant scholarly literature that explains why a group program may be effective with the population of interest. The rationale should also explain how the purpose of the group is aligned with ethical principles and values that define the social work profession. (200-250 words)
3. Description/characteristics of target participants. (50-100 words)
4. 3 - 4 program objectives. (50-100 words)
5. Outline of sequence of individual sessions included in the program (session topics accompanied by a brief description of what will happen during each session).
6. A description of how the program will be evaluated. (100-150 words)

Please note: You may use an existing program as a model. If you choose this option, ensure that the program you are basing your proposal on is clearly cited and that the outline and detailed session plan are original work and not extracted directly from an existing program.

**Part 2: Group Session Plans**

Each group member will plan, facilitate and evaluate one 30-40 minute group session related to the topic, practice issue or theme chosen by the group. Each group member will create a detailed written plan for their session using the template provided. The session plans should be included in the proposal package.

**Part 3: Group Process Collective Reflection:**

Each group will debrief their overall experience after all group members have lead/facilitated their sessions. The debrief discussion should provide individuals with opportunities to share personal reflections and insights related to fulfilling facilitator or participant roles and to make connections between what occurred during the group sessions and concepts featured in the text or class lectures. The debrief session should be briefly summarized according to key themes and highlights (150-200 words). One debrief discussion summary should be submitted with the proposal. Questions your group can consider in the debrief discussion can include but are not limited to:

1. How were the group sessions structured and how did the structure contribute to effectiveness or challenges?
2. How did the group process relate to our CASW Code of Ethics (2005) and/or ACSW standards of Practice (2013)?
3. How does your group program/session contribute to social justice for participants or address a social justice issue?
4. What was it like to be a participant in the group sessions?
5. Did the group members understand and or fulfill their responsibilities to the group?
6. What did group facilitators do to foster mutual aid in the group?
7. What skills did group facilitators demonstrate?
8. What facilitator skills were easier/more challenging?
9. What role did facilitator preparation play in the success of the sessions?
10. How did the group address conflicts?
11. Were all group members able to contribute/participate equally?
12. What "types" of group member roles did you experiment with and how the presence of those characters impact the group dynamic (quiet group member, dominating group member etc.)?

**Assignment 4: Journal entries (total weight: 20%, 5% each journal entry)**

**Due Dates:** January 24<sup>th</sup>, February 14<sup>th</sup>, March 7<sup>th</sup>; March 28<sup>th</sup>

**Value:** 20% (5% per journal entry)

**Affiliated CLOs** (4,5,6,7) **and PLOs** (1.2, 3.2, 5.1, 5.2, 7.1)

**Grading Criteria/ Rubrics:** Assignment will be graded using criteria indicated in SOWK 625 Reflective Writing Rubric.

**Length:** Each entry should be 1.5 - 2 pages double-spaced maximum, excluding references Format: 12-point font, Arial or New Times Roman, double-spaced References: Not required

**Purpose:** You will contribute to individual journals throughout the course to reflect on and assess your own learning progress. Journaling throughout the term will encourage you to reflect on connections between course material and the experiential learning that you are engaging in throughout the course. Prompts and guiding questions will be suggested throughout the course.

**Description:** You are required to select and submit 4 journal entries that represent their reflective learning and practice throughout the course. Journal entries can relate to skills, reflections, questions or topics covered in class.

The journals must be **submitted in d2l before midnight of the due date**. The due dates are highlighted above. Journals submitted after the due date (past midnight) will not be accepted. No "make up" entries will be accepted. Students who fail to submit their journal by due date will receive a mark of "0" for that entry. It is the student's responsibility to ensure that all journal entries are submitted on time.

### Recommended Readings

Alberta College of Social Workers. (2013). *Standards of practice*. ACSW. Retrieved from [https://www.acsw.ab.ca/document/1327/final\\_standardsofpractice\\_20131104.pdf](https://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf)

American Group Psychotherapy Association (AGPA). (2013). *AGPA practice guidelines for group psychotherapy*. New York, NY: AGPA. Retrieved from <http://www.agpa.org/guidelines/index.html>

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Canadian Association of Social Workers. (2005). *Code of ethics*. Ottawa, ON: CASW. Retrieved from [https://www.casw-acts.ca/sites/default/files/documents/casw\\_code\\_of\\_ethics.pdf](https://www.casw-acts.ca/sites/default/files/documents/casw_code_of_ethics.pdf)

Burlingame, G.M., Fuhriman, A., & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. *Group Dynamics: Theory, Research, and Practice*, 7(1), 3-12.  
<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00066945-200303000-00001&LSLINK=80&D=ovft>

Drumm, D.E. (2003). The essential power of group work. *Social Work with Groups*, 29(2-3), 17-31.  
[http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1300/J009v29n02\\_02](http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1300/J009v29n02_02)

Shulman, L. (1986). The dynamics of mutual aid. *Social Work with Groups*, 8(4), 57-70.  
[http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1300/J009v08n04\\_06](http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1300/J009v08n04_06)



## Grading

The University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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.

## Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

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

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html> Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): [http://www.acsw.ab.ca/document/1327/final\\_standardsofpractice\\_20131104.pdf](http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf). Students are expected to ensure they are both familiar with, and comply with these standards.

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) *before* beginning the assignment."

### WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at <http://www.ucalgary.ca/ssc/>

### IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

#### **Wellness Centre Phone Support (403) 210-9355 24 hours/day**

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Students Union is to be determined ([swsa@ucalgary.ca](mailto:swsa@ucalgary.ca)).

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the

instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

### **STUDENTS WITH DISABILITIES**

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

### **SAFEWALK (403) 220-5333**

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths

### **Building Evacuations**

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

### **Supports for Mental Health**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, [ucalgary.ca/wellnesscentre/counselling/personal/](http://ucalgary.ca/wellnesscentre/counselling/personal/) ) and the Campus Mental Health Strategy website ([ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth)).

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>