



Winter 2019

<b>Course Number:</b>	SOWK 679.89 S04	<b>Classroom:</b>	PF 4261
<b>Course Name:</b>	Non-Violent Practice in Social Work		
<b>Day &amp; Time:</b>	January 14, 2019: 6-8PM (Adobe Connect); February 8 & 9 <sup>th</sup> , 2019 and (2) March 29 & 30, 2019, Friday Evening 5-8PM and Saturday 9AM-4PM (in class session); and online throughout the rest of the semester		
<b>Instructor:</b>	Regine King, PhD	<b>Office Hours:</b>	as requested
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### COURSE OUTLINE

#### Syllabus Statement

This course will carefully reflect on the ways in which violent actions can intrude into social work practice, in the ways clients and communities behave as well as in the behaviors of social work practitioners. Attention will be given on how to detect violent behaviors and how to build non-violent principles into one's social work identity and practice.

#### Course Description

Social workers engage with clients and situations that are oftentimes violent or trending toward violence. These situations are demanding on the skill sets of social workers to relate to these situations in ways that do not simply re-inscribe violent positions and actions. Clients or communities who have been marginalized or abused may relate to social workers in ways that lead the social workers to using "power over" strategies that may produce outcomes that look to be socially desirable. The question arises, "do the ends justify the means"? Situated within the context of social justice and human rights, this course will critically examine harmful practices at the micro, mezzo, and macro levels. Discourses of racism, power relations, social control, discrimination, globalization, humanitarianism, and neo-liberalism, among others will guide the discussions. This course will take a close look at the specific ways that social workers may take up violence (through words and/or deeds, or inaction) and offer alternative ways to engage in non-violent ways with clients, communities, institutions, or unjust circumstances. The focus is on the process as much as the outcome. Examples of non-violence exist in the lives of Mahatma Gandhi, Martin Luther King, Jr., and others. We will actively engage with how these examples of non-violent principles and practices can infuse social work identity and practice.

Through engagement with course materials, class activities, and online discussions, students will evolve a critical consciousness about the role of social workers and the implications of their professional identity and practices as it relates to violence. **Because this is a blended course format (one Adobe Connect session, and two weekends and the rest of the semester online)**, students are required to diligently invest themselves in the learning potential of this course. The course design is based on adult learning principles that emphasize student participation and engagement. Additionally, the course is meant to directly apply to the students' evolving identities and practices. This is not a course solely focused on knowledge accumulation. The ideas and themes discussed are meant to be embraced for what they can do to impact you as a person and your social work practice. Students are expected to practice these ideas in their lives (personal and professional) throughout the semester. As a professional school, social work intends to **prepare students for practice by practicing** in their courses.

## Course Learning Objectives

Students will:

1. Recognize violence in everyday interaction.
2. Understand how violence on the interpersonal level connects with violence on a societal level and vice versa.
3. Be able to honestly and courageously examine their behaviors (both personal and professional) to determine how violence can appear.
4. Recognize nonviolent strategies and how they operate.
5. Practice ways to incorporate non-violent strategies (resistance) into their lives and practices.

## Program Learning Outcomes Addressed in this Course

### 1. Professional Identity

- 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.
- 1.3 Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work services users.

### 2. Values and Ethics in Professional Practice

- 2.2 Demonstrate skills to monitor and evaluate their own behaviors in relation to the relevant codes of ethics.

### 3. Promote Human Rights and Social Justice

- 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.

### 4. Diversity

- 4.1 Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
- 4.2 Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
- 4.3 Generate plans that thrive to end injustice (identified above), social injustice, and oppression.

### 5. Critical Thinking in Professional Practice

- 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.
- 5.3 Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

### 7. Policy Analysis and Development

- 7.2 Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

### 8. Change

- 8.2 Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.
- 8.3 Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

9. Engage with Individuals, Families, Groups, and Communities through Professional Practice  
 9.4 Participate effectively in interprofessional practice, community collaboration, and team work.

**Relationship to Other Courses**

This course builds upon the practice courses (SOWK 653 and 657) as well as the theory courses that inform social work practice.

**Course Text(s)**

No course text. Readings will be recommended (but not required) on January 14. It is simply an introduction of the course, its different activities, and the recommended readings. Students will not be tested on these readings; they are to help the students learn and be prepared for the class discussions in face-to-face and online. The full citations of the articles cited in the Class Schedule are located in the Recommended Readings section.

Throughout the semester, students will be expected to locate articles/chapters/websites that relate to the biweekly topics, study those materials, and bring that information into the online discussions and reflections and to the face-to-face class activities. The instructor will also be bringing in other ideas from research and professional writings in the online class discussions. Using ideas from other sources is intended to develop the conversation among students and teacher, to broaden and deepen the dialogue.

**Class Schedule**

- Bi-weekly online schedule.
- One Adobe Connect introductory session scheduled on January 14, 6-8PM.
- Two in-class sessions scheduled:
  1. Friday February 8, 5-8PM and Saturday February 9, 9AM-4PM
  2. Friday March 29, 5-8PM and Saturday March 30, 9AM-4PM

Date	Topic	Assigned Readings/Activities
January 14-28, 2019	<b>January 14, 6-8PM</b> <b>-Introductions</b> - Who am I and how do I reconcile my different identities?  - How violence shows itself in our private, societal and professional lives	Adamowich et al. (2014); Butler & Tregaskis (2007).  Bourgois (2001); David & Van Soest (1999); Farmer (2004); Johansen (2007); Le Francois (2013); Pontara (1978); Siddharth (2012); Walz & Ritchie (2000)
January 29-February 12	- Conceptualizing violence at macro and meso levels	-Recommended and outside readings -Online discussions -Other learning activities to be posted on d2l

		<b>Reflection #1 is due on February 2<sup>nd</sup></b>
February 13-February 27	<p><b>Friday February 8, 5-8PM:</b> - Violence in relation to who I am in my private life</p> <p><b>Saturday February 9 morning:</b> - Violence in relation to my profession and practices</p> <p><b>Saturday February 9 afternoon:</b> -Is violence inevitable?</p>	<p>- Reflections and discussions on the selected readings, online discussions, and other materials selected by students</p> <p>-Other learning activities to be presented in class</p>
February 28-March 14	-Non-violent resistance at the macro and meso levels	<p>-Recommended and outside readings and materials</p> <p>-Online discussions</p> <p>-Other learning activities to be posted on d2l</p> <p><b>Reflection #2 is due on March 7</b></p>
March 15-31	<p><b>Friday March 29, 5-8PM:</b> -Nonviolent practices in relation to my private and professional life</p> <p><b>Saturday March 30</b> -Integration of non-violent principles and practices -Evaluation of nonviolence</p>	<p>-Reflections and discussions on the selected readings, online discussions, and other materials selected by students</p> <p>-Other learning activities to be presented during class</p>
April 1-14	-Future plans of nonviolence in my private and professional life	<p>-Recommended and outside readings</p> <p>-Participation on online discussion</p> <p>-Other learning activities to be posted on d2l</p> <p><b>Book review is due on April 7<sup>th</sup></b></p>

**Assignments**

**Assignment 1: Participation in the face-to-face class and Adobe Connect (20%) (January 14, February 8-9 and March 8-9).**

Level of participation will be noted through engagement with class activities, ability to contribute to discussions, respectful attention to others, and willingness to show leadership/initiative. (PLO 1.2, 1.3, 2.2, 4.1, 5.1, 9.4) (Course Objective 3)

**Assignment 2: Online discussions (20%) (evaluated throughout the semester). Guidelines for online discussions will available at the start of the class.**

Make significant biweekly contributions to the online discussions through D2L. For example, comments can be based on something you read, a violent professional practice observed, or information gained through other means, such as news reports. When commenting on violent actions or communications, be sure to include discussion of non-violent alternatives. Remember that in this course, we are placing the emphasis on nonviolence—we may need to discuss violence in order to do that, but our focus is to evolve our thinking about how to engage nonviolently. In adding to the online discussions, demonstrate making constructive comments that show respect for other viewpoints from yours. (PLO 1.2, 4.2, 5.1, 5.3, 7.2, 8.3) (Course Objectives 1, 2, 3)

**Assignment 3: Reflections, two in total (30% - 15% each) (due on February 02 and March 03).**

Base your reflections on the suggested biweekly topics, the Adobe Connect and the face-to-face meetings, personal and professional experiences and observations, online discussions, and outside readings. Find ways to integrate the course materials and discussions into practice contexts—report on your efforts to use these ideas in observed critical incidences and plans to try other ideas. Submit these reflections through D2L. Reflections should be 5 pages in length. (PLO 1.2, 2.2, 3.2, 4.2, 5.1, 5.2, 5.3, 7.2, 8.2, 8.3) (Course Objectives 4 and 5)

**Assignment 4: Critical book review/essay (30%) (Due on April 7)**

Select a book to read in this course that examines violence in everyday life. It could be nonfiction or fiction. Book selection should be made by March 01 and approved by the instructor. Write a concise summary (no more than 2 pages) of the book's content and answer the following questions (total length of paper should not exceed 7 pages double-spaced):

1. What kind of violence is portrayed and what is the context?
2. How does the violence get supported?
3. What are some social work theories that help you understand this violence and how it operates?
4. What roles do people play in violent acts and what do people do to try to contain or stop it?
5. What strategies could you envision that might prevent or stop this type of violence?

This assignment will be evaluated on clarity of writing and the degree to which the 5 questions are addressed. Ability to synthesize the online discussions, the three meeting sessions, and the two reflections into this review/essay will also be an evaluative consideration.

(PLO 4.3, 5.1, 5.3, 8.2, 8.3) (Course Objectives 1-5)

There will be no final exam in this course. Quality of writing will be a factor in grading student work. All writing assignments that utilize citations and references must adhere to APA (6<sup>th</sup> ed.) writing conventions.

**Recommended Readings**

- Adamowich, T., Kumsa, M. K., Rego, C., Stoddart, J., & Vito, R. (2014). Playing hide-and-seek: Searching for the use of self in reflective social work practice. *Reflective Practice, 15*(2), 131-143.
- Alon, N., & Omer, H. (2006). *The psychology of demonization: Promoting acceptance and reducing conflict*. Mahwah, NJ: Lawrence Erlbaum.

- Antony, W., Antony, J., & Samuelson, L. (Eds.). (2017). *Power and resistance: Critical thinking about Canadian social issues* (6<sup>th</sup> ed.). Winnipeg, MB: Fernwood.
- Argento, E., Reza-Paul, S., Lorway, R., Jain, J., Bhagya, M., Fathima, M. . . O'Neil, J. (2011). Confronting structural violence in sex work: Lessons from a community-led HIV prevention project in Mysore, India. *AIDS Care*, 23(1), 69-74.
- Blackburn, P. (2005). *Speaking the unspeakable: Bearing witness to the stories of political violence, war and terror. The International Journal of Narrative Therapy and Community Work*, 3 & 4, 97-105.
- Blackstock, C., Brown, I., & Bennett, M. (2007). Reconciliation: Rebuilding the Canadian child welfare system to better serve Aboriginal children and youth. In I. Brown, F. Chaze, D. Fuchs, J. Lafrance, S. McKay, & S. Thomas Prokop (Eds.), *Putting a human face on child welfare: Voices from the prairie* (pp. 59-87). Available from Prairie Child Welfare Consortium [www.uregina.ca/spr/prairechild/index.html](http://www.uregina.ca/spr/prairechild/index.html) / Centre of Excellence for Child Welfare [www.cecw-cepb.ca](http://www.cecw-cepb.ca)
- Bourgois, P. (2001). The power of violence in war and peace. Post-cold war lessons from El Salvador. *Ethnography*, 2(1), 5-34.
- Brocato, J., & Wagner, E. F. (2003). Harm reduction: A social work practice model and social justice agenda. *Health & Social Work*, 28(2), 117-125.
- Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work*, 6(3), 281-299.
- Chambers, R. (2003). *Whose reality counts? Putting the first last*. London, UK: Intermediate Technologies.
- Cramer, D. N., & McElveen, J. S. (2003). Undoing racism in social work practice. *Race, Gender & Class in Social Work*, 10(2), 41-57.
- David, G., & Van Soest, D. (1999). Relevance of Gandhi to a peaceful and just world society: Lessons for social work practice and education. *New Global Development*, 15(1), 8-22. doi:10.1080/17486839908415649
- de Leeuw, S., Greenwood, M., & Cameron, E. (2010). Deviant constructions: How governments preserve colonial narratives of addictions and poor mental health to intervene into the lives of Indigenous children and families in Canada. *International Journal of Mental Health Addiction*, 8, 282-295. doi:10.1007/s11469-009-9225-1
- Farmer, P. (2004). An anthropology of structural violence. *Current Anthropology*, 45(3), 305-325.
- Farmer, P. (2005). *Pathologies of power: Health, human rights and the new war on the poor*. Berkeley, CA: University of California Press.
- Godden, N. J. (2017). The love ethic: A radical theory for social work practice. *Australia Social Work*, 70(4), 405-416.
- Harvey, J. (2014). *Dear white Christians: For those still longing for racial reconciliation*. Grand Rapids, MI: William B. Eerdmans.
- Holmes, R. L., & Gan, B. L. (2012). *Nonviolence in theory and practice* (3<sup>rd</sup> ed.). Long Grove, IL: Weveland.
- Johansen, J. (2014). *Nonviolence—More than absence of violence*. Retrieved from <https://jjohansen.net/2014/01/05/nonviolence-more-than-absence-of-violence/>
- Jones, R. (2016). *Violent borders: Refugees and the right to move*. New York, NY: Verso.
- Kirmayer, L. J. (2006). Beyond the 'New cross-cultural psychiatry': Cultural biology, discursive psychology and the ironies of globalization. *Transcultural Psychiatry*, 43, 126-144.
- Le Francois, B. A. (2013). The psychiatrization of our children, or, an autoethnographic narrative of perpetuating First Nations genocide through 'benevolent' institutions. *Decolonization: Indigeneity, Education & Society*, 2(1), 108-123.
- Metcalfe-Chenail, D. (Ed.). (2016). *In this together: Fifteen stories of truth and reconciliation*. Victoria, BC: Brindle & Glass.
- Omer, H. (2000). *Parental presence: Reclaiming a leadership role in bringing up our children*. Phoenix, AZ: Zeig, Tucker.
- Omer, H. (2001). Helping parents deal with children's acute disciplinary problems without escalation: The principle of nonviolent resistance. *Family Process*, 40(1), 53-66.
- Omer, H. (2004). *Nonviolent resistance: A new approach to violent and self-destructive children*. New York, NY: Cambridge University Press.

Palmer, M. (2014). Beyond madness: Ways to foster nonviolence in human systems. *Social Alternatives*, 33(3), 60-64.

Papadopoulos, R. K. (1998). Destructiveness, atrocities and healing: Epistemological and clinical reflections. *Journal of Analytical Psychology*, 43, 455-477.

Pontara, G. (1978). The concept of violence. *Journal of Peace Research*, 1(15), 19-32.

Razack, N. (2005). "Bodies on the move": Spatialized locations, identities, and nationality in international work. *Social Justice*, 32(4-102), 87-104.

Sharp, G. (1973). *The politics of nonviolent action*. Boston, MA: Porter Sargent.

Sharp, G. (2005). *Waging nonviolent struggle: 20<sup>th</sup> century practice and 21<sup>st</sup> century potential*. Boston, MA: Porter Sargent.

Siddharth, A. S. (2012). Ethical standards for transnational mental health and psychosocial support (MHPSS): Do not harm, preventing, cross-cultural errors and inviting pushback. *Clinical Social Work Journal*, 40, 438-449.

Staub, E. (1992). The origins of caring, helping, and nonaggression: Parental socialization, the family system, schools and cultural influence. In S. Oliner, P. Oliner, L. Baron, L. A. Blu, D. L. Krebs, & M. Z. Smolenaska (Eds.), *Embracing the other: Philosophical, psychological and historical perspectives on altruism* (pp. 390-412). New York, NY: New York University Press.

Staub, E. (1996). Preventing genocide: Activating bystanders, helping victims, and the creation of caring. *Peace and Conflict: Journal of Peace Psychology*, 2(3), 189-200.

Stuart, G. (2012). Non-violence, a framework for youth work practice. *Youth Studies Australia*, 23(3), 26-32.

Summerfield, D. (1999). A critique of seven assumptions behind psychological trauma programmes in war-affected areas. *Social Science & Medicine*, 48, 1449-1562.

Walz, T., & Ritchie, H. (2000). Gandhian principles in social work practice: Ethics revisited. *Social Work*, 45(3), 213-223.

Webel, C., & Galtung, J. (2007). *Handbook of peace and conflict studies*. London, UK: Routledge.

### 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 will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	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 for students in Graduate Studies. 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 below "B-" are indicative of failure at the graduate level and cannot be counted towards 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

### 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 encouraged to discuss the process and content of the course at any time with the instructors.

#### 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 writing tutors, are available through the Student Success Centre (SSC) to assist graduate 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://ucalgary.ca/ssc/graduatestudent>

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

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.

The Social Work representative to the Students Union is to be determined ([swsacalgary@gmail.com](mailto:swsacalgary@gmail.com)).

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 of the Faculty of Graduate Studies Calendar.

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).

#### 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 Werklund School of 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>

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.

#### 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.

#### 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>