



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 413 S03	Classroom	TBD
Course Name	Integrative Practice seminar		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 7, 2025 Dates and Time: Mondays 9:00 a.m. - 11:50 a.m. All classes will be online using Zoom. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jill Hoselton, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	jill.hoselton@ucalgary.ca	UCalgary Phone	As Requested

SYLLABUS STATEMENT

Advanced integration of concepts, perspectives and skills with experiences, developing conceptual frameworks for practice.

COURSE DESCRIPTION

SOWK 413 is a half credit course taken in one academic session concurrently with Social Work 412, Practicum II.

SOWK 413 is designed to facilitate the integration of knowledge, values and skills gained from other BSW courses, past experiences, and field placements. Within the supportive seminar context, students will have opportunities to discuss and critically reflect on social work practice drawing on their experiences in practicum. Students will enhance their ability to identify, apply, critique and evaluate social work theories, research, and conceptual frameworks. The course culminates with students' capstone written and oral expression of their professional practice framework.

COURSE LEARNING OUTCOMES

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

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

1. Identify, apply and reflect on their developing social work knowledge, values, and skills in the areas of generalist practice, reflective practice, competence with diversity, social policy and social justice, and professional identity/ethics;
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation;
3. Have an enhanced ability to identify the linkages between the personal experiences of individuals and issues of social structures, and to act appropriately in relation to these insights;
4. Examine, critically reflect on and discuss the applications of theory in practice and the suitability of various practice methods;
5. Demonstrate entry-level social work intervention/response skills in specific area(s) of focus
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions; and
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development;

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- There is no required textbook
- Readings and other material for the course will be made available through the course D2L site.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains relevant class resources and materials. A laptop, desktop or mobile device with Internet access is required for D2L.

RELATIONSHIP TO OTHER COURSES

The emphasis of SOWK 413 is on practice; that is, social work in action. Because students are expected to apply knowledge, skills and values to practice situations, this course is related to all other BSW courses. The seminar is directly linked to SOWK 412, Practicum II.

CLASS SCHEDULE

The initial seminar classes are intended to support students' as they settle into placement. The remaining seminars focus on the Practice/Learning Objectives articulated for the Practicum and Seminar. These objectives also form the 'outline' for the major assignments of the course related to the development of the student's professional practice framework. It is hoped that, through this schedule, students' work on their final papers/presentations will be supported throughout the semester. The seminar classes are intended to enhance and deepen students' knowledge of the range of practice models and foster their capacity to articulate knowledge and skills related to their preferred approach to practice. The final course meetings are intended to support students as they exit the BSW program and

enter professional social work practice. The format of classes will be in person, with some merging of the sections.

Week/Date	Topic	Assignment Due
January 13, 2025	<ul style="list-style-type: none"> • Introductions • Review of Course Outline • Preparing for practicum 	
January 20, 2025	<ul style="list-style-type: none"> • Initial Impressions; Learning Agreement • Wellness and Self-Care in SW Practice (Tentative Guest Speaker) • Discussion of practicum experiences 	
January 27, 2025	<ul style="list-style-type: none"> • Professional Social Work Identity and Ethical issues • Discussion of practicum experiences 	<i>Draft Learning Agreement due</i>
February 3, 2025	<ul style="list-style-type: none"> • Generalist Practice Models & Frameworks • Discussion of practicum experiences 	ITP loop assignment #1, Part A due on D2L February 4, 2025
February 10, 2025	<ul style="list-style-type: none"> • Reflective practice • Discussion of practicum experiences • ITP loop #1 groups 	ITP loop assignment #1, Part B due on D2L February 11, 2025 ITP loop assignment #1, Part C due February 13, 2025
February 17, 2025	No class (Term Break)	
February 24, 2025	<ul style="list-style-type: none"> • Decolonizing Social Work • Discussion of practicum experiences 	
March 3, 2025	<ul style="list-style-type: none"> • Anti-Oppressive Practice • Discussion of practicum experiences 	ITP loop assignment #2, Part A due on D2L March 4, 2025
March 10, 2025	<ul style="list-style-type: none"> • Competence with Diversity • Discussion of practicum experiences • ITP loop #2 groups 	ITP loop assignment #2, Part B due on D2L March 11, 2025 ITP loop assignment #2, Part C due March 13, 2025
March 17, 2025	<ul style="list-style-type: none"> • Discussion of practicum experiences • <i>Panel: TBD</i> 	
March 24, 2025	<ul style="list-style-type: none"> • Social Justice and Social Policy • Discussion of practicum experiences 	Professional Practice Framework paper due March 28, 2025

March 31, 2025	<ul style="list-style-type: none"> • Planning for Termination in Practicum • Preparation for capstone presentations • Discussion of practicum experiences 	
April 7, 2025 9:00am-4:00pm	<ul style="list-style-type: none"> • Capstone presentations 	
April 8, 2025 9:00am-4:00pm	<ul style="list-style-type: none"> • Capstone presentations 	

Important Dates for Winter 2025

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

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.

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: ITP Loops (30%)

The intent of this assignment is to engage in case formulation and consultation from a social work lens using the ITP Loop model and peer consultation. The ITP Loop Model provides a process for social workers to deconstruct their practice and break it down into its component parts. Practice is an amalgam of listening, feeling, thinking, and acting in which all these processes occur simultaneously. What appears at first glance holistic and intuitive can be unraveled and articulated with the goal of improving field education experience and social work practice. The ITP Loop model consists of the following phases: retrieval, reflection, linkage and professional response.

This assignment will be divided into 2 distinct loops – each loop has 3 parts. The assignment will take place both on the D2L discussion board and in class.

Part A: ITP Loop Process and Write Up: Each student will apply the ITP Loop to a practicum experience and, using the ITP template that will be provided in class, post a write-up in the discussion forum in D2L. The posting should be made up of the following sections: retrieval (250-500 words), reflections (max 250 words), linkage (max 250 words), professional response (max 250 words), and one question for peers that encourage critical reflection and reflexivity.

Please post directly onto the discussion board rather than attaching a document.

Part B: Responding to Others: Students are expected to offer helpful, supportive and resourceful consultation and feedback to their peers by responding to two other ITP Loop postings. Each response should be approximately 200 to 250 words. The responses will be assessed based on depth and helpfulness of response (i.e. illustrative of critical reflection and integration).

Part C: Integration of peer consultation: Reflecting on and integrating the feedback of peers is an important part of the reflective process. Shifts in thinking, new ideas and insights, which arise from peer collaboration, can enrich and bolster reflections about practice and the integration of personal and academic knowledge. The final integration should be approximately 200 to 250 words.

Students will be divided into small breakout groups on dates noted and will have the opportunity to present their ITP loops in class.

Rubrics detailing grading criteria for the ITP reflections will be posted on D2L within the first month of the semester.

Aligns with course learning outcomes: 1, 2, 3, 4, 5, 6, 7

Loop 1: Integrating Theory and Practice (ITP) Loop #1:

Part A: Due February 4, 2025, by midnight on D2L

Part B: Due February 11, 2025, by midnight on D2L

Part C: Due February 13, 2025, by midnight on D2L

Weight: 15%

Loop 2: Integrating Theory and Practice (ITP) Loop #2:

Part A: Due March 4, 2025, by midnight on D2L

Part B: Due March 11, 2025, by midnight on D2L

Part C: Due March 13, 2025, by midnight on D2L

Weight: 15%

Within the first month of the term detailed rubrics will be posted on D2L.
APA format & referencing is expected for this assignment.

Assignment 2: Professional Practice Framework – Written Component (30%) due March 28, 2025, at midnight

The Professional Practice Framework will normally be 10-12 double spaced pages (excluding references) in a combined academic/reflective style. The overarching intent of the assignment is to support your articulation of your unique perspectives, strengths, and aspirations relative to key components of social work practice.

The paper should incorporate content areas identified within the Practicum II and Seminar learning objectives. You are welcome to incorporate recommended readings, academic and peer-reviewed reading materials (a minimum of ten references). After an Introduction, the paper should encompass the following:

Professional Social Work Identity – Discuss “social work identity;” describe perspectives on, components of, and/or consequences of “social work identity,” including (but not restricted to) professional codes/standards of practice and ethical decision making. Describe how your practicum experience(s) have contributed to your developing professional identity.

Generalist Practice – Discuss generalist practice. Describe your preferred model of practice, identifying theories, knowledge and skills required for its implementation. Demonstrate application of theory to practice and/or research to practice using examples from your practicum and/or previous work experience. Reflect on why this model fits for you, and your current strengths and areas for improvement.

Reflexive Practice – Describe reflective practice and what it means to you. Describe the fit between your preferred models of practice and reflexive practice. Demonstrate how your reflexive practice could be integrated into your preferred practice model.

Competence with Diversity – Describe where “competence with diversity” fits within your own practice. Demonstrate your understanding of ongoing challenges related to individual and systemic oppression. Reflect on your growth in this area, including possible biases and/or anticipated future challenges.

Social Justice and Social Policy – Consider how your practice fits within the social work commitment to anti-oppressive practice (or an alternative social justice framework). Reflect on how your own personal practice framework is connected/disconnected with broader social justice goals related to sustainability/environmental justice, human rights and global issues. Articulate how you will integrate social justice principles into your practice.

Note that the paper does NOT have to follow the order in which the components are listed above. You are welcome/encouraged to talk with the instructor regarding their ideas about how to structure their paper (or alternative).

Aligns with course learning outcomes: 1, 2, 3, 4, 5, 6, 7

Papers will be submitted to Dropbox.

APA 7 format is expected.

Rubrics detailing grading criteria for the final paper will be posted on D2L within the first month of the semester.

Assignment 3: Professional Practice Framework – Capstone Presentation (25%)

You will present in a conference-style format between April 7th & 8th, 2025. You will be pre-assigned a date and time for your presentation. A full presentation schedule will be posted on D2L in advance.

Each student will have 30 minutes, with the expectation that 20 minutes be used for presenting and 10 minutes for responding to questions/comments from audience members. You are welcome to select the mode of presentation that works best for you. You are expected to attend presentation days, which are April 7th and 8th. Extended hours on April 7th & additional hours on April 8th will be considered practicum hours (10 hrs).

The following are suggested as guidelines for the presentation. You may choose to adapt these guidelines to suit individual circumstances. You are also expected to adjust the number of minutes devoted to each area (indicated in parentheses).

- Presentation introduction (2 minutes)
- Your professional identity (3 minutes)
- The meaning of generalist practice and your preferred model(s) of practice within or extending the generalist model (7 minutes)
- How reflexivity fits in your practice (3 minutes)
- Locate yourself within social justice/anti-oppressive social work generally (4 minutes)
- Conclude with comments about your hopes/dreams/aspirations for the future (1 minute)

The rubric detailing the grading criteria for the presentation will be posted on D2L within the first month of the semester.

Aligns with course learning outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment 4: Course Participation: 15%

Due date: Ongoing

The participant grade awards you marks for your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on your ongoing participation in zoom sessions/class discussions. You are expected to attend and participate in class by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by your peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. Additionally, you may be asked to participate in other reflective exercises as part of the course. Participation marks will be given based on overall participation, which may include a written self-assessment. More information, and a detailed rubric will be provided on D2L.

Aligns with course learning outcomes: 1, 2, 3, 4, 5, 6, 7

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

The format of SOWK 413 is intended to foster a supportive seminar environment in which students can share their experiences in practicum, extending and receiving peer support while working toward meeting the learning objectives of the course. To accomplish this, students will be encouraged to participate as professionals within the course. Specifically, students will be expected to:

1. Fully engage and participate in seminar discussions
2. Support classmates' engagement and participation in seminar discussions
3. Remain open to giving and receiving constructive and respectful feedback and consultation regarding experiences in practicum
4. Be prepared to critically reflect on theory and research and discuss its applications to practice

These expectations form part of the participation grade, as outlined in the assessment components section above.

Confidentiality: In Class and Course Assignments

Students are expected to adhere to the guidelines for confidentiality of the Social Work Code of Ethics* established by the Alberta College of Social Workers (ACSW). No information that could potentially identify a client in any capacity will be used in class discussions and written assignments. Furthermore, the seminar is a confidential teaching milieu. No issues discussed by participants in the seminar should be discussed outside of the seminar setting.

*6.7.12: The social worker must take reasonable care to thoroughly disguise confidential information when using it for teaching, public education, accountability and research purposes. (ACSW Code of Ethics).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word (preferred for papers) or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

MISSED OR LATE ASSIGNMENTS

- 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

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Restricted use

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the university's academic misconduct policy. <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. Because this course is designed to foster integration of your practice, with theory and self-reflection, it is important that your work be authored, analysed and articulated by you.

- The use of AI tools for assignments may be considered an academic offense.
- Students must not copy or paraphrase from AI applications for assignments

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 [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys>

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

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (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

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without

permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk