



<b>SPRING 2020</b>			
<b>Course Number</b>	<b>SOWK 621 S03</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>History and Foundation of the Profession</b>		
<b>Day(s) &amp; Time</b>	<b>May 6, 2020-May 22, 2020</b>		
<b>Instructor</b>	<b>Dr. Patricia Samson</b>	<b>Office Hours/Location</b>	<b>By appointment and Scheduled Zoom sessions (see class schedule)</b>
<b>E-mail</b>	<a href="mailto:patricia.samson@ucalgary.ca">patricia.samson@ucalgary.ca</a>	<b>Phone</b>	<b>780-492-0108</b>
<b>SYLLABUS STATEMENT</b>			
An examination of the relationships between knowledge, values, ethics, and power in social work.			
<b>COURSE DESCRIPTION</b>			
<p>This course examines social welfare and social work practice through an exploration of the history, philosophical foundations, diverse ways of knowing, values, and ethics of the social work profession. Students will be encouraged to reflect on and integrate beliefs, values, perspectives, and emotions in relation to social work approaches at various levels of practice. Learners will be encouraged to practice responsible, ethical, reflexive, and authentic participation and gather a foundational understanding of generalist social work practice. This course has no pre-requisite or co-requisite and is restricted to social work MSW students or with consent of the Faculty.</p> <p>Class Structure: This class will utilize short lectures, individual reflection, small group work, applied activities, guest lectures, and large group discussions. Prior to each class, please complete the assigned readings and reflect upon the questions to ponder. I also encourage you to develop additional questions for the class to consider and reflect upon in our work together. This course needs to meet the needs of students from a diversity of educational backgrounds and undergraduate degrees. Generating and responding to guiding questions is a way for you to direct the level/depth of your learning based on your prior learning.</p> <p>In our first class, we will mutually establish ground rules for our work together. Some of the material in this course (e.g., residential schools, child abuse, suicide, racism) is potentially challenging to explore and I encourage you to use my office hours if you need help accessing support as we work through this content. This syllabus may be revised.</p>			
<b>COURSE LEARNING OUTCOMES</b>			
<p><b>Upon completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand the value base of social work, including social justice as the framing value for social work practice, and to develop students' recognition of contextuality as the practice perspective that provides the foundation for understanding and acting within a social justice framework at all levels of practice (individual, interpersonal, organizational, community, policy, and research).</li> <li>2. Develop the intellectual foundations for critical review and understanding of the premises, tensions, and contradictions which have formulated the profession's history, and construct its</li> </ol>			

contemporary forms and potential future directions through exposure to these issues from multiple perspectives.

3. Develop a foundation for the growth of a critically reflexive professional self.
4. Analyze and critique the major theoretical frameworks operating in contemporary social work Practice, understanding the relationship between framing perspectives, theories, practice models, and interventions.
5. Develop an emerging understanding of the critical perspectives and theories that support socially just social work practice.
6. Demonstrate a beginning understanding of the historical, cultural, political, and philosophical underpinnings of the social work profession in Canada.
7. Describe and evaluate the contemporary fields of social work practice, current challenges facing the profession, and possible directions for social work practice in the future.

#### **LEARNING RESOURCES**

##### **REQUIRED TEXTBOOKS AND/OR READINGS**

**Textbook:** Hicks, S., & Stokes, J. (2016). *Social work in Canada: An introduction* (4th ed.). Thompson Educational.

##### **Required readings (available in D2L as a link, pdf, or via our library) include:**

Addams, J. (2002). Democracy and Social Ethics. Library of Congress Cataloging-in-Publication Data.

Case & cause in social work education: <http://www.socialworktoday.com/archive/031912p20.shtml>"

<http://www.socialworktoday.com/archive/031912p20.shtml>

CASW Code of Ethics at: <http://www.casw-acts.ca/en/what-social-work/casw-code-ethics/code-ethics>"

<http://www.casw-acts.ca/en/what-social-work/casw-code-ethics/code-ethics>

Comartin & Gozalez-Prendes. (2011). Dissonance Between Personal and Professional Values: Resolution of an Ethical Dilemma. *Journal of Social Work Values and Ethics*, 8 (2) pg?

Fook, J. (2016) (3<sup>rd</sup> Ed). *Social Work: A critical approach to practice*. London: SAGE.

Hick, S. (2010). *Social Work in Canada: An introduction* (3<sup>rd</sup> Edition). Toronto, ON: Thompson Educational Publishing, Inc.

Jennissen, T. & Lundy, C. (2011) *One Hundred Years of Social Work: A history of the profession in English Canada 1900-2000*. Wilfrid Laurier University Press.

Lesser, J. & Pope, D. (2<sup>nd</sup> Ed.) *An Integrating Framework for Human Behavior Theory and Social Work Practice. Human behavior and the social environment*. Boston: Allyn & Bacon.

McLaughlin, A. M. (2002). Social work's legacy: Irreconcilable differences? *Clinical Social Work Journal*, 30(2), 187-198.

Regehr, Stalker, Jacobs, & Pelech, W. (2001). The Gatekeeper and the Wounded Healer. *The Clinical Supervisor*, Vol. 20(1), 127-143.

Rodgers, D.T. (1998). *Atlantic crossings: Social politics in a progressive age*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Rondeau, G. (2001). Challenges that confront social work education in Canada. Conference presented at the *National Social Work Forum* in Montreal, (QC) (October 12, 2001).

Sklar, K.K. (1995). *Florence Kelly & the nation's work: The rise of women's' political culture, 1830-1900*. New Haven: Yale University.

##### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

- A D2L site is set up for this course which contains required readings and other relevant class resources and materials

- A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L access and all classes. A device with Internet access, microphone and speaker is required for Zoom access

**RELATIONSHIP TO OTHER COURSES**

This course is designed to provide a foundational background for other 600 level courses and an understanding of the context for engaging in the practice of social work at an advanced level

**CLASS SCHEDULE**

Date	Topic	Readings/Assignments Due
<p><b>Pre-session reading assignments</b> (Prior to May 6<sup>th</sup>, 2020)</p>	<p>Pre-session assignments</p>	<p><b>Pre-session reading:</b></p> <ol style="list-style-type: none"> <li>1. Jennison &amp; Lundy-Chap 1 &amp; 14 (eBook link on D2L)</li> <li>2. CASW Code of Ethics</li> <li>3. Sklar-Preface &amp; Chap 1 (D2L)</li> <li>4. Rodgers-Prologue &amp; Chap 1 (D2L)</li> <li>5. Lesser &amp; Pope: An Integrated Framework for Human Behavior Theory and Social Work Practice (Chap 1) (D2L)</li> </ol> <p><b>CASW Code of Ethics at:</b> <a href="http://www.casw-acts.ca/en/what-social-work/casw-code-ethics/code-ethics">http://www.casw-acts.ca/en/what-social-work/casw-code-ethics/code-ethics</a></p>
<p><b>May 6, 2020</b> (9:00-10:30 a.m. via Zoom- class session)</p>	<p><b>Social Work– The History</b></p>	<ol style="list-style-type: none"> <li>1. Hick &amp; Stokes (2016)-Chap 1 (Social Work and Social Welfare in Canada)</li> <li>2. Hick &amp; Stokes (2016)-Chap 2 (Toward a History of Social Work in Canada)</li> <li>3. Addams-Introduction to the Illinois Edition by Charlene-Haddock Seigfried (D2L)</li> <li>4. Sklar-Preface &amp; Chap 1 (D2L)</li> </ol> <p><b>Introductions</b> Share who you are and what brings you to social work.</p> <p><b>Review course outline and expectations</b> <b>Instructor presentation will be posted on D2L for you to engage with during the week</b></p>
<p><b>May 11, 2020</b> (9:00-10:00 via Zoom- class session)</p>	<p><b>Social Work–The Value Ba</b></p>	<ol style="list-style-type: none"> <li>1. Justice as value-D2L</li> <li>2. Jennison &amp; Lundy-Chap 14 (eBook)</li> <li>3. Comartin &amp; Gozalez-Prendes. (2011). <i>Journal of Social Work Values and Ethics</i>, 8(2).</li> </ol> <p><b>The value base of social work</b></p> <ul style="list-style-type: none"> <li>• Examination of the value base of social work</li> </ul> <p><b>The importance of Ethics in social work practice</b></p> <p>Comartin &amp; Gozalez-Prendes. (2011). Dissonance Between Personal and Professional Values: Resolution of an Ethical Dilemma. <i>Journal of Social Work Values and Ethics</i>, 8 (2) at the following link: <a href="https://jswve.org/download/2011-2/fall115-Dissonance-between-professional-personal-values.pdf">https://jswve.org/download/2011-2/fall115-Dissonance-between-professional-personal-values.pdf</a></p>

<p><b>May 14, 2020</b> (9:00-10:00 via Zoom-class session)</p>	<p><b>Social Work Practice- with Individuals, Families, Communities, and the Influence of Context</b></p>	<ol style="list-style-type: none"> <li>Hick &amp; Stokes (2016)-Chap 4 (Individuals, Groups and Communities)</li> <li>Hick &amp; Stokes-Chapter 3 (Social Work Theories and Practice Models)</li> <li>Fook-Chap 11: Contextual Practice</li> <li>Regehr, Stalker, Jacobs, &amp; Pelech. (2001). The Gatekeeper and the Wounded Healer. <i>The Clinical Supervisor</i>, Vol. 20(1), 127-143.</li> <li>Case &amp; cause in social work education: <a href="http://www.socialworktoday.com/archive/031912p20.shtml">http://www.socialworktoday.com/archive/031912p20.shtml</a></li> </ol> <p><b>Guest Speaker:</b> Rick Enns</p>		
<p><b>May 19, 2020</b> (6:30-7:30 p.m.- class session)</p>	<p><b>Social Work – the Dilemmas</b></p>	<ol style="list-style-type: none"> <li>Fook-Chapter 1: The critical tradition of social work (D2L)</li> <li>Jennison &amp; Lundy-Chap 13 (eBook)</li> <li>Lesser &amp; Pope: An Integrating Framework for Human Behavior Theory and Social Work Practice (D2L)</li> <li>Rondeau, G. (2001). Challenges that confront social work education in Canada. Conference presented at the <i>National Social Work Forum</i> in Montreal, (QC) (October 12, 2001). (D2L)</li> </ol>		
<p><b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b></p>				
<p><b><u>GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES</u></b> Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.</p> <p>The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.</p> <p><b><u>Media recording for assessment of student learning</u></b> The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.</p>				
<p><b>ASSESSMENT COMPONENTS</b></p>				
<p><b>Assessment Method</b></p>	<p><b>Assessment Description &amp; Criteria</b></p>	<p><b>Due Date</b></p>	<p><b>Weight</b></p>	<p><b>Aligned Course Learning Outcome</b></p>

<p><b>Assignment #1: Weekly Reflections</b></p>	<p><b>Weekly Reflections:</b>          You will write reflections on readings and classes each week, sharing your thoughts on the learning that has taken place. You are asked to consider the following questions: what key theme(s) represents what I have learned from this week's material? How does it impact me personally? How does/or might it impact me professionally as a social worker? You are free to pose any other questions and reflections you see as being relevant to your learning. The purpose of these reflections is to help you examine what you have learned from undertaking the recommended readings and participating in the course activities and assignments for each week of our course time together. You will use these weekly submissions as the basis for a final 8-10-page double spaced paper in APA (7<sup>th</sup> Edition) format to be submitted electronically in the D2L Dropbox by Sunday night of each course week (11:59 p.m.). A rubric will be posted on D2L</p>	<p><b>May 10<sup>th</sup>, May 17<sup>th</sup>, &amp; May 24<sup>th</sup>, 2020</b> respectively (one/week)</p>	<p><b>30%</b> (10% for each submission)</p>	<p>1,3,5,7</p>
<p><b>Assignment #2:</b></p>	<p>You are asked to participate in a weekly</p>	<p><b>May 13<sup>th</sup>, May 20<sup>th</sup>, &amp; May 27<sup>th</sup>, 2020</b> (One/week by</p>	<p><b>30%</b> (10% for each</p>	<p>1,2,3,4</p>

<p><b>Discussion Forum</b></p>	<p>Discussion Forum, where you will create and post one thread (Maximum word count of 600 words) that responds to the <i>Questions to Ponder</i> detailed for each week, as highlighted in the D2L Discussion Boards section. Base your threads and replies on the assigned readings for each class week, as described in the <i>Class Schedule</i>. Once your thread is posted, please circle back to reply to one other student's thread. In your reply, highlight what interested you from their post that prompted your response and provide an example from your personal or professional life that brings what resonates for you from the post of your classmate to life (maximum word count for replies is 350 words). A rubric will be posted on the D2L site</p>	<p>Wednesday of each week in the Discussion Forum in our course D2L site)</p>	<p>thread and reply)</p>	
<p><b>Assignment #3: Final Reflection Paper</b></p>	<p>The final paper should portray/summarize what you are taking away from the course, what influence they expect it may have on their future practice, and how they hope to deepen the social work values and principles that have been covered. This is where</p>	<p><b>June 10<sup>th</sup>, 2020</b> (via D2L Dropbox by 11:59 p.m.)</p>	<p><b>40%</b></p>	<p>1,3,5,6,7</p>

	<p>you will integrate their reflections from the course and synthesize what they have learned overall, highlighting how this will shape your next steps in the learning process and in the development of their emerging professional social work identity. You are encouraged to further integrate their knowledge by exploring scholarly literature, including the social work databases, and identifying potential literature that will be of benefit as you progress in your social work education. In your papers, be sure to include an analysis and integration of your understanding of social work and social justice. Examine how historical influences impact social work practice today, highlighting how these might influence or shape your social work practice and emerging social work identity.</p> <p>The final paper should be 8-10 pages (max.), double-spaced and follow APA (7<sup>th</sup> Edition). Grammar, sentence structure, spelling, and syntax are important components to effective professional writing and are expected in this</p>			
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	<p>assignment. Academic writing supports are available via the University of Calgary to assist/support you with this as you progress through your studies. A rubric will be posted on the D2L site</p>			
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**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through the Dropbox in D2L. Assignments should be submitted in Word. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due before midnight 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

**LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline may be penalized with a grade reduction of 5% per each day late, if you have not consulted the Instructor prior to the due date noted.

**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 format, using the **APA 7<sup>th</sup> Edition**. 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 your own work, written expressly by you for this course. You 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>



## 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.

**University of Calgary**  
Faculty of Social Work, Central and Northern Alberta Region  
**MSW Graduate Grading System**

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

## WITHDRAWAL DATES

No refunds for withdrawal from six-week **spring session half-courses** after May 12, 2020. The last day for registration and changes of registration for six-week spring session half-courses is May 12, 2020. The last day to withdraw with permission from six-week **spring session half-courses** is 4:00 p.m. on June 17, 2020. The deadline to withdraw with permission from spring session block courses is 4:00 p.m. on the last business day prior to the end of the block course. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>. The online version of the academic schedule supersedes the information on this course outline.

## 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.

## ADDITIONAL SUGGESTED READINGS

Andrews, J. & Reisch, M. (2002). The radical voices of social workers: Some lessons for the future. *Journal of Progressive Human Services*, 13(1), 5-30.  
Bistek, F. P. (1957). *The casework relationship*. Chicago, Illinois: Loyola University Press.

- Caputo, R. (2002). Social justice, the ethics of care, and the market economy. *Families in Society: The Journal of Contemporary Human Services*, 83(4), 355-364.
- Dietz, C. (2000a). Reshaping clinical practice for the new millennium. *Journal of Social Work Education*, 36(3), 503-520.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum International Publishing Group Inc.
- Goldstein, E. G. (1996). What is clinical social work? Looking back to move ahead. *Clinical Social Work Journal*, 24(1), 89-104.
- Hawkins, L., Fook, J., & Ryan, M. (2001). Social Workers' use of the language of social justice. *British Journal of Social Work*, 31, 1-13.
- Mullaly, R. (1997). *Structural Social Work: Ideology theory and practice* (2nd ed.). Don Mills:
- Pelton, L. (2001). Social justice and social work. *Journal of Social Work Education*, 37(3), 433-439.
- Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work*, 41(3), 296-306.
- Samson, P. L. (2015). Practice wisdom: The art and science of social work. *Journal of Social Work Practice*, 29(2), 119-131.

## 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 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 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 (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### 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. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

### 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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### 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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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>

### **SAFEWALK**

Safewalk provides a safe and reliable alternative to walking alone at nights around and on the U of A Campus located at 0-22 SUB, phone (780) 492 5563 or 4-WALK-ME. In addition to the UofA's Safewalk Program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 pm and 11:00 pm any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite to the elevators on the main floor at the time the escort is required; reservation ahead of time is not possible. Security will escort you within a two- block radius of Enterprise Square.

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**