



UNIVERSITY OF CALGARY

Winter 2021

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Qualitative Research Methods			
Course Number	SOC 413		
Pre-Requisite	Sociology 313		
Instructor Name	Scott McLean	Email	smclean@ucalgary.ca
Instructor Email Policy	D2L is the primary platform for communication in this course. Questions regarding course content, assignments, and examinations should be posted to the appropriate location on D2L. Instructions will be provided as to what types of communication are appropriate for various locations on D2L. You are free to email me if you have questions or concerns that you do not wish to communicate publicly. Note that I will respond to emails as quickly as feasible and according to their urgency.		
TA Name	Sepideh Borzoo	TA Email	sepideh.borzoo@ucalgary.ca
Class Dates	Zoom sessions on Thursdays, with weekly details given below.		
Class Times	14:00 to 15:15 (Thursdays)		
Class Location	Online		

Course Description

Calendar description: “Research methods such as participant observation, naturalistic observation, interviewing, non-reactive techniques, and life histories, and methodological issues such as gaining access to subjects, and issues pertaining to the ethics of research.”

There are three teaching and learning strategies for this course, each of which contributes to the overall learning outcome of building students’ knowledge and skills for conducting and assessing qualitative social research. First, students **read a textbook and a collection of essays**. The textbook provides a concise overview of key concepts and processes in the conduct of qualitative research, while the essays provide coherent examples of qualitative research in practice. Both books may be purchased through the University of Calgary bookstore in digital format or hard copy.

- Deborah van den Hoonaard (2019) *Qualitative Research in Action: A Canadian Primer*, Third Edition. Don Mills: Oxford University Press.

- Steven Kleinknecht, Lisa-Jo van den Scott, and Carrie Sanders, Editors (2018) *The Craft of Qualitative Research: A Handbook*. Toronto: Canadian Scholars.

Second, students **listen to pre-recorded lectures** and **participate in weekly Zoom conversations**. The lectures are designed to illustrate qualitative research processes through describing the instructor's own research experiences and by summarizing other exemplary qualitative research projects. The Zoom conversations (on Thursdays at 14:00) are designed to allow students to ask questions regarding lectures, readings, and assignments. Textbook readings and lectures are the foundation for seven quizzes worth 35% of the final grade for the course. Quizzes will be conducted via D2L during regularly scheduled class times (sometime between 14:00 and 15:15) on the following Thursday afternoons: January 21, February 4, February 11, March 4, March 18, April 1, and April 15.

Third, students **complete three assignments** that address three different forms of data gathering: using official statistics to set the stage for qualitative research; qualitative interviewing; and unobtrusive research. Substantively, this hands-on work focuses on understanding the impact of the COVID-19 pandemic on people's lives. Detailed instructions for each of the three assignments will be provided through D2L. These assignments account for 65% of the final grade.

Course Objectives/Learning Outcomes

1. To understand key differences between qualitative and quantitative social research.
2. To learn the major elements of qualitative research design.
3. To become aware of ethical issues in qualitative research.
4. To compare three modes of observation in social research (qualitative interviews, unobtrusive research, and field research).
5. To practice the analysis of existing statistics in setting the stage for qualitative research.
6. To practice the analysis of qualitative data.
7. To practice two strategies for gathering qualitative data:
 - i. Qualitative interviews.
 - ii. Unobtrusive online research.

Course Format

Due to the COVID-19 pandemic, this course will be delivered without face-to-face instruction. Students are required to participate in sessions to be facilitated via Zoom on Thursdays from 14:00 to 15:15. All other instruction will take place via D2L.

Learning Resources

The textbooks, identified above, may be purchased through the University of Calgary bookstore in eBook or in hard copy format.

Learning Technologies and Requirements

There is a D2L site for this course, which contains all relevant class resources and materials. Given that this course is delivered remotely, you must have reliable access to the following technology:

- A computer with a supported operating system
- A current and updated web browser
- Webcam (built-in or external)
- Microphone and speaker (built-in or external), or headset with microphone
- Current security, malware, antivirus and/or firewall software enabled
- Broadband (stable) internet connection

Note that most current laptops will have a built-in webcam, speaker, and microphone.

Schedule of Lectures and Readings

Synopsis

Week / theme	Readings	Recorded lectures	Assignments
1. Introduction to qualitative research	<i>In Action</i> (Ch. 1 and 2); <i>Craft</i> (Introduction)		
2. Planning qualitative research projects	<i>In Action</i> (Ch. 3); <i>Craft</i> (Ch. 1 through 4)	Illustration of planning qualitative interviews	Quiz 1
3. Ethics and qualitative research	<i>In Action</i> (Ch. 4); <i>Craft</i> (Ch. 5 through 8)		Assignment 1 due
4. Doing qualitative interviews	<i>In Action</i> (Ch. 6); <i>Craft</i> (Ch. 22 through 26)	Understanding intersectionality	Quiz 2
5. Data analysis	<i>In Action</i> (Ch. 9); <i>Craft</i> (Ch. 32 through 36)	Illustration of data analysis	Quiz 3
6. Writing up results	<i>In Action</i> (Ch. 10); <i>Craft</i> (Ch. 41 through 45)		
7. Qualitative interviews			Assignment 2 due
8. Doing unobtrusive research	<i>In Action</i> (Ch. 8); <i>Craft</i> (Ch. 27 through 29)	Illustration of unobtrusive research	Quiz 4
9. Doing unobtrusive & field research	<i>In Action</i> (Ch. 5); <i>Craft</i> (Ch. 18 through 21)	Understanding school shootings	
10. Doing field research	<i>Craft</i> (Ch. 9 through 12)	Understanding racism at high school	Quiz 5
11. Unobtrusive research			Assignment 3 due
12. Doing field research	<i>Craft</i> (Ch. 13 through 17)	Understanding the homeless	Quiz 6
13. Other qualitative methods	<i>In Action</i> (Ch. 7); <i>Craft</i> (Ch. 30 and 31)	Illustration of program evaluation	Quiz 7
14. Conclusion		Course wrap-up	

Note to schedule: all synchronous sessions are on Thursday afternoons. Students will be expected to have completed the assigned readings and viewed the pre-recorded lectures prior to the videoconference session for each week. Videoconference sessions provide an opportunity for students to ask questions about the readings, lectures, and assignments.

Week 1 (January 11 – 17): Introduction to Qualitative Research

- No pre-recorded lecture for this week.
- Videoconference session on January 14 at 14:00.
 - Course overview
 - Introduction to Assignment 1
- Reading from *Qualitative Research in Action* (33 pages):
 - Chapter 1: Introduction
 - Chapter 2: Asking Questions and Identifying Goals
- Reading from *The Craft of Qualitative Research* (5 pages):
 - Introduction: Invitation to the Craft of Qualitative Research

Week 2 (January 18 – 24): Planning Qualitative Research Projects

- Pre-recorded lecture: An illustration of planning qualitative research, through the instructor's experience with interviewing readers of self-help books.
- **Quiz 1: To be written through D2L. Quiz will take place during the 14:00 through 15:15 class period on January 21, with exact timing to be announced via D2L.**
- Videoconference session on January 21 at 14:00.
 - Questions regarding readings, lectures, and assignments
- Reading from *Qualitative Research in Action* (22 pages):
 - Chapter 3: Strategies for Designing Research
- Reading from *The Craft of Qualitative Research* (31 pages):
 - Chapter 1: Reflexivity and the Qualitative Research Process
 - Chapter 2: The Role of Unpredictability in Ethnographic Fieldwork
 - Chapter 3: Collateral Damage: Preparing Your Friends and Family for Your Ethnography
 - Chapter 4: The Story of Dr. Charles Smith: An Exercise in Rolling Thematic Analysis

Week 3 (January 25 – 31): Ethics and Qualitative Research

- No pre-recorded lecture for this week, due to Assignment 1 deadline.
- **Assignment 1: To be submitted via the associated Dropbox folder in D2L by no later than noon on Thursday, January 28.**
- Videoconference session on January 28 at 14:00.
 - Questions regarding readings, lectures, and assignments
 - Introduction to Assignment 2
- Reading from *Qualitative Research in Action* (20 pages):
 - Chapter 4: Ethics on the Ground: A Moral Compass
- Reading from *The Craft of Qualitative Research* (29 pages):
 - Chapter 5: Living Your Ethics: "It's Not Just a Dusty Document"

- Chapter 6: Observing Teens: Negotiating Power and Opportunity During Field Research
- Chapter 7: Doing Research Undercover: Interviewing Protesters
- Chapter 8: Social Regulation and Ethics in Research

Week 4 (February 1 – 7): Doing Qualitative Interviews

- Pre-recorded lecture: Illustration of qualitative interview research, through an article about the inclusion / exclusion of visible minority students in junior high school.
- **Quiz 2: To be written through D2L. Quiz will take place during the 14:00 through 15:15 class period on February 4, with exact timing to be announced via D2L.**
- Videoconference session on February 4 at 14:00.
 - Questions regarding readings, lectures, and assignments
- Reading from *Qualitative Research in Action* (24 pages):
 - Chapter 6: In-depth Interviewing
- Reading from *The Craft of Qualitative Research* (40 pages):
 - Chapter 22: Using Objects as Visual Interview Guides in Qualitative Interviewing
 - Chapter 23: Interactional Strategies of Interview Participants and Their Sense of Self
 - Chapter 24: Communication Technologies in Long Distance Interviewing
 - Chapter 25: Conducting Phenomenological Interviews
 - Chapter 26: A Reflection on Challenges and Negotiation in the Context of International Fieldwork

Week 5 (February 8 – 14): Data Analysis

- Pre-recorded lecture: An illustration of qualitative data analysis, through the instructor's experience with interviewing readers of self-help books.
- **Quiz 3: To be written through D2L. Quiz will take place during the 14:00 through 15:15 class period on February 11, with exact timing to be announced via D2L.**
- Videoconference session on February 11 at 14:00.
 - Questions regarding readings, lectures, and assignments
- Reading from *Qualitative Research in Action* (24 pages):
 - Chapter 9: Trust the Process: Analyzing Qualitative Data
- Reading from *The Craft of Qualitative Research* (45 pages):
 - Chapter 32: A Comparison of Two Analytic Strategies for Being Reflexive
 - Chapter 33: Making Sense of Your Data: From Paralysis to Theoretical Engagement
 - Chapter 34: "Dilemmas of Voice" in Community-Based HIV Research
 - Chapter 35: Analyzing Materiality
 - Chapter 36: Visual Analysis and Representation of Queer Activist Life History Research

Week 6 (February 15 – 21): Writing Up Results

- No pre-recorded lecture for this week, due to term break (reading week).
- No videoconference session February 18 due to term break (reading week).

- Reading from *Qualitative Research in Action* (22 pages):
 - Chapter 10: Writing Up Qualitative Research
- Reading from *The Craft of Qualitative Research* (37 pages):
 - Chapter 41: Communicating Your Ideas and Publishing Readable Texts
 - Chapter 42: Dissemination and Social Justice
 - Chapter 43: Promoting Qualitative Research in the Public Sphere
 - Chapter 44: After the Fine Cut: Disseminating Video-Based Research
 - Chapter 45: Disseminating Qualitative Research in Media

Week 7 (February 22 – 28): Qualitative Interviews – focus on Assignment 2

- No pre-recorded lecture for this week, due to Assignment 2 deadline.
- **Assignment 2: To be submitted via the associated Dropbox folder in D2L by no later than noon on Thursday, February 25.**
- Videoconference session on February 25 at 14:00.
 - Questions regarding readings, lectures, and assignments
 - Introduction to Assignment 3
- No readings this week, due to Assignment 2 deadline.

Week 8 (March 1 – 7): Doing Unobtrusive Research

- Pre-recorded lecture: An illustration of content analysis, through the instructor's experience studying the websites of university continuing education units.
- **Quiz 4: To be written through D2L. Quiz will take place during the 14:00 through 15:15 class period on March 4, with exact timing to be announced via D2L.**
- Videoconference session on March 4 at 14:00.
 - Questions regarding readings, lectures, and assignments
- Reading from *Qualitative Research in Action* (24 pages):
 - Chapter 8: Unobtrusive Research
- Reading from *The Craft of Qualitative Research* (19 pages):
 - Chapter 27: Listening to Streets and Watching Paint Dry: Collecting Other Forms of Data
 - Chapter 28: Doing Archival Research
 - Chapter 29: Every Corner tells a Story

Week 9 (March 8 – 14): Doing Unobtrusive and Field Research

- Pre-recorded lecture: An illustration of content analysis, through an article about high school shootings in the USA.
- Videoconference session on March 11 at 14:00.
 - Questions regarding readings, lectures, and assignments
- Reading from *Qualitative Research in Action* (26 pages):
 - Chapter 8: Observing Social Life through Field Research
- Reading from *The Craft of Qualitative Research* (31 pages):

- Chapter 18: Attending to Social Location and Emotionality in Observational Studies
- Chapter 19: Attending to Dominance Processes in the Ethnographic Encounter
- Chapter 20: Minding the Gap at the Limits of Observation
- Chapter 21: Tips and Tricks for Writing Reflexive Field Notes

Week 10 (March 15 – 21): Doing Field Research

- Pre-recorded lecture: An illustration of field research, through an article about racial conflict at high school.
- **Quiz 5: To be written through D2L. Quiz will take place during the 14:00 through 15:15 class period on March 18, with exact timing to be announced via D2L.**
- Videoconference session on March 18 at 14:00.
 - Questions regarding readings, lectures, and assignments
- Reading from *Qualitative Research in Action* (0 pages):
 - n/a
- Reading from *The Craft of Qualitative Research* (27 pages):
 - Chapter 9: An Insider's Perspective on Research with Policewomen in Canada
 - Chapter 10: Politics and Tensions of Doing Transgender Research
 - Chapter 11: Researching Truck Drivers
 - Chapter 12: Autoethnographic Accounts of Two Researchers' Experiences

Week 11 (March 22 – 28): Unobtrusive Research – focus on Assignment 3

- No pre-recorded lecture for this week, due to Assignment 3 deadline.
- **Assignment 3: To be submitted via the associated Dropbox folder in D2L by no later than noon on Thursday, March 25.**
- Videoconference session on February 25 at 14:00.
 - Questions regarding readings, lectures, and assignments
- No readings this week, due to Assignment 3 deadline.

Week 12 (March 29 – April 4): Doing Field Research

- Pre-recorded lecture: An illustration of field research, through an article about understanding homeless people.
- **Quiz 6: To be written through D2L. Quiz will take place during the 14:00 through 15:15 class period on April 1, with exact timing to be announced via D2L.**
- Videoconference session on April 1 at 14:00.
 - Questions regarding readings, lectures, and assignments
- Reading from *Qualitative Research in Action* (0 pages):
 - n/a
- Reading from *The Craft of Qualitative Research* (34 pages):
 - Chapter 13: Using a Qualitative Approach in Applied Military Personnel Research
 - Chapter 14: Navigating Emotions While Establishing Trust and Rapport
 - Chapter 15: Personal Reputation as an "In" to Field Research Settings

- Chapter 16: Ethnography of Rejection, Shame, and Hurt
- Chapter 17: Doing Research on Behind-the-Scenes Phenomena

Week 13 (April 5 – 11): Other forms of Qualitative Research

- Pre-recorded lecture: An illustration of program evaluation research, through the instructor's experience with a leadership development program.
- **Quiz 7: To be written through D2L. Quiz will take place during the 14:00 through 15:15 class period on April 8, with exact timing to be announced via D2L.**
- Videoconference session on April 8 at 14:00.
 - Questions regarding readings, lectures, and assignments
- Reading from *Qualitative Research in Action* (20 pages):
 - Chapter 7: Focus Groups
- Reading from *The Craft of Qualitative Research* (16 pages):
 - Chapter 30: Ethnography in Inaccessible Fields
 - Chapter 31: Collecting Social Media Data in Qualitative Research

Week 14 (April 12 – 15): Course wrap-up

- Pre-recorded lecture: Course wrap-up.
- Videoconference session on April 15 at 14:00.
 - Student vignettes of learning accomplished during the course.
- End of classes on April 15.

Methods of Assessment and Grading Weights

Students should complete required readings on time. Students should read each chapter by the Thursday of the week on which it is assigned above. All assignments and examinations must be submitted via the D2L site associated with this course. Follow the instructions provided on D2L. All quizzes will be written via D2L. Assignments may not be submitted late. To ensure fairness to all students, no extensions will be granted.

Requests for changing the time of a quiz must be submitted by email to the instructor at least one week prior to the time of the quiz. Such requests must be accompanied by a solid rationale, since the times below are those of scheduled class sessions.

Grades in this class will be based on the completion of the following requirements:

- Quizzes (7 x 5% = 35%) to be held between 14:00 and 15:15 on January 21, February 4, February 11, March 4, March 18, April 1, and April 15.
- Assignment 1 (15%) to be submitted by noon on January 28.
- Assignment 2 (25%) to be submitted by noon on February 25.
- Assignment 3 (25%) to be submitted by noon on March 25.

Notes for synchronous assessments

Quizzes for this course will be written during regularly scheduled class sessions on Thursdays. Quizzes will be written via the D2L platform. As such, students must have reliable access to the technologies listed above under “Learning Technologies and Requirements.”

Scheduling: If you are not available to write the quizzes at the dates and times specified above, you must inform your instructor by email no later than noon on January 15. If you provide a compelling reason why you cannot write the quizzes at the dates and times specified, then alternative arrangements will be made.

Contingency plan in case of emergency: If you experience a disruption in your ability to complete a quiz, then you are to email the instructor (smclean@ucalgary.ca) at your earliest convenience to explain the circumstances of the disruption and make alternative arrangements.

Final Exam Information

There is no registrar-scheduled final examination for this course.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale.

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Absences and Deferrals

Students who do not submit an assignment or examination should inform the instructor as soon as possible. If the reason provided is acceptable, the instructor may approve an alternative arrangement.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within one week of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

1. All quizzes must be written via D2L in accordance with instructions. All assignments must be submitted via the pertinent Dropbox folder in D2L.
2. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
3. Final grades are not posted by the Sociology Department. They are only available online.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Materials presented in Zoom, including any teaching materials, must not be shared, distributed, or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom, you play a role in helping create an effective, safe, and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g., Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For

more information on how to get the most out of your zoom sessions visit:

<https://elearn.ucalgary.ca/guidelines-for-zoom>.

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. Zoom sessions for this course will not be recorded.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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 unauthorized 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.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, 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.

Recording of Lectures

The audio or video recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the

UofC Student Non-Academic Misconduct Policy. For more information, click here:
<https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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/. 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>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that 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 support 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 Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suypaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.