

<b>Course Number</b>	<b>SOWK 602 S01 &amp; S02</b>	<b>Delivery</b>	<b>Online</b>
<b>Course Name</b>	<b>Research and Philosophy in Advanced Social Work Practice</b>		
<b>Day(s) &amp; Time</b>	<b>Mondays, Wednesdays &amp; Fridays, 9am to noon on June 1, 3, 5, 8, 10, 12, 15 &amp; 17</b>		
<b>Instructor</b>	<b>S01 Jennifer Hewson &amp; Jessica Ayala S02 Natalie St-Denis</b>	<b>Office Hours/Location</b>	<b>By appointment</b>
<b>E-mail</b>	<b>(JH) <a href="mailto:jahewson@ucalgary.ca">jahewson@ucalgary.ca</a> (JA) <a href="mailto:jayala@ucalgary.ca">jayala@ucalgary.ca</a> (NS) <a href="mailto:nstdeni@ucalgary.ca">nstdeni@ucalgary.ca</a></b>	<b>Phone</b>	<b>(JH) email only (JA) 403-874-9212 (NS) email only</b>

#### SYLLABUS STATEMENT

Explores social work research through examination of various approaches (qualitative and quantitative), paradigms and methods, and applies social work research to theories as students develop their professional practice model.

#### COURSE DESCRIPTION

In this course, you will develop your understanding of social work research through examining various approaches, paradigms, and methods. Competence in research is a foundational notion of social work practice and is highlighted in professional codes of ethics. As producers and consumers of research, often in collaboration with and across cognate disciplines, social workers must also ensure that research is conducted with and for the benefit of those served by the profession, across all levels and fields of social work practice, and that it aligns with the values of the profession. A thorough understanding of quantitative, qualitative and mixed methods research, and Indigenous and critical approaches, supports ethical practice. This course will consider the wider array of research methodologies, with a focus on quantitative and qualitative approaches.

#### COURSE LEARNING OUTCOMES

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

1. Understand the relationship between research methodologies and philosophical systems that create and maintain ontological frameworks and ways of knowing;
2. Understand the paradigms that inform and differentiate quantitative, qualitative, mixed methods, Indigenous and critical research approaches;
3. Recognize shared understandings and commitments across quantitative, qualitative, mixed methods, Indigenous and critical research approaches in social work practice;
4. Understand how research can inform the profession's efforts to promote social justice;
5. Understand the research design, data collection, and data analysis strategies used in quantitative and qualitative approaches;
6. Demonstrate skills necessary to incorporate quantitative, qualitative and critical research into social work practice irrespective of level or field of practice;

7. Critically evaluate research in social work practice; and
8. Apply course learnings to your specialization and the exit requirements of the MSW program.

## LEARNING RESOURCES

### **Textbooks**

Strega, S., & Brown, L. (Eds.) (2015). *Research as resistance: Revisiting critical, indigenous, and anti-oppressive approaches* (2<sup>nd</sup> ed.). Canadian Scholars' Press.

*Note:* Students can purchase the ebook from the publisher

<https://www.canadianscholars.ca/books/research-as-resistance-2nd-edition>

*The following textbook is also highly recommended for those who have not recently completed a university level research course:*

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5<sup>th</sup> ed.). Sage.

*Note:* Students can purchase the ebook from the publisher

<https://us.sagepub.com/en-us/nam/research-design/book255675>

For students who completed SOWK 645, the Marlow textbook is an appropriate substitute for Creswell & Creswell.

### **Additional Required Readings**

Canadian Association of Social Workers. (2005). *Code of Ethics*. [https://www.casw-acts.ca/sites/default/files/attachements/casw\\_code\\_of\\_ethics.pdf](https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf)

Gilgun, J. F. (2004). Qualitative methods and the development of clinical assessment tools. *Qualitative Health Research*, 14(7), 1008-1019.

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1049732304266819>

Hunsley, J., & Mash, E. J. (2007). Evidence-based assessment. *Annual Review of Clinical Psychology*, 3(29), 29-51.

<https://www.annualreviews.org/doi/full/10.1146/annurev.clinpsy.3.022806.091419>

Phipps, D., Cummins, J., Pepler, D. J., Craig, W., & Cardinal, S. (2016). The co-produced pathway to impact describes knowledge mobilization processes. *Journal of Community Engagement and Scholarship*, 9(1), 31-40. <https://digitalcommons.northgeorgia.edu/jices/vol9/iss1/5>

St. George, S., Wulff, D., & Tomm, K. (2015). Research as daily practice. *Journal of Systemic Therapies*, 34(2), 3-14.

<https://www.taoinstitute.net/images/AboutRelationalResearchNetwork/Wulff-St%20George-Tomm--Research%20as%20Daily%20Practice.pdf>

A D2L site is set up for each section of this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker (or headset such as apple earpods) is required for Zoom access.

## RELATIONSHIP TO OTHER COURSES

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing research skills necessary to critically evaluate existing practice research and identify strategies

to evaluate your practice. This course will assist you as you examine the profession’s commitment to social justice, inclusion, and anti-oppressive models of practice, and as you consider how these core values of the profession combine with an understanding of social policy and fundamental theories of change to frame social work’s unique contribution to change efforts and the promotion of social justice across all levels of practice.

**CLASS SCHEDULE**

The class will consist of 8 Zoom sessions and a few supplemental D2L activities – such as watching a video or recorded presentation prior to class. Please refer to the course D2L site for details and links to supplemental activities.

Date	Topic	Readings/Assignments Due
Monday, June 1 9am to Noon Lead: Natalie	<ul style="list-style-type: none"> <li>• Opening Circle: Introductions</li> <li>• Course Overview</li> <li>• Research as Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• St. George, Wulff &amp; Tomm (2015)</li> <li>• Strega &amp; Brown (2015) – Introduction &amp; Chapter 1</li> </ul>
Wednesday, June 3 9am to Noon Lead: Jessica	<ul style="list-style-type: none"> <li>• The Research Process</li> <li>• Worldviews, Theories &amp; Research Designs</li> <li>• Developing a Research Question</li> <li>• The Literature Review</li> <li>• Research Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Creswell &amp; Creswell (2018) – Chapters 1, 2 &amp; Chapter 7</li> <li>• CASWE Code of Ethics (2005)</li> </ul>
Friday, June 5 9am to Noon Lead: Jessica	<ul style="list-style-type: none"> <li>• Approaches to Sampling</li> <li>• Quantitative Research: Research designs, data collection, &amp; data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Creswell &amp; Creswell (2018) – Chapter 8</li> </ul>
Monday, June 8 9am to Noon Lead: Jessica/Natalie	<ul style="list-style-type: none"> <li>• Quantitative Research: Research designs, data collection, &amp; data analysis</li> <li>• Clinical Assessment Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Hunsley &amp; Mash (2007)</li> <li>• Gilgun (2004)</li> </ul>
Wednesday, June 10 9am to Noon Lead: Jennifer	<ul style="list-style-type: none"> <li>• Qualitative Research: Research designs, sampling, data collection &amp; analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Creswell &amp; Creswell (2018) – Chapter 9</li> </ul>
Friday, June 12 9am to Noon Lead: Natalie	<ul style="list-style-type: none"> <li>• Indigenous Approaches to Research</li> <li>• Storytelling as Research</li> </ul>	<ul style="list-style-type: none"> <li>• Strega &amp; Brown (2015) – Chapters 2 &amp; 7</li> </ul>
Monday, June 15 9am to Noon Lead: Natalie/Jennifer	<ul style="list-style-type: none"> <li>• Anti-Oppressive and Critical Approaches to Research</li> </ul>	<ul style="list-style-type: none"> <li>• Strega &amp; Brown (2015) – Chapters 3 &amp; 5</li> </ul>

Wednesday, June 17 9am to Noon Lead: Jennifer	<ul style="list-style-type: none"> <li>• Research Termination &amp; Sustainability</li> <li>• Knowledge Mobilization</li> <li>• Closing Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Phipps et al. (2016)</li> </ul>
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**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

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.

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.

**ASSESSMENT COMPONENTS**

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
<b>Assignment 1: Initial Reflections on Research</b>	<p>Write a 750-1000 words (approx. 3-4 pages, double spaced) reflection about your perspectives, thoughts, feelings and experiences on the following questions:</p> <ul style="list-style-type: none"> <li>• What are your thoughts and feelings about research in general?</li> <li>• What role, if any, does research play in your everyday practice as a social worker?</li> <li>• From your perspective, how do research, social justice, and social work practice relate to each other?</li> <li>• What one or two things (related to research) would you really like to get out of taking this class?</li> </ul> <p>Marks will be awarded based on depth of self-reflection (vs. description), comprehensive response to each question, and length. Submit your reflection in the D2L Dropbox.</p>	June 3 by 9am	20%	CLOs 4, 7 & 8
<b>Assignment 2: Complete the Research</b>	Complete the Tri-Council TCPS 2 Tutorial Course on Research Ethics (CORE), which can be found online at:	June 8 by 9am	20%	CLOs 1, 4, 6, 7, & 8

<p><b>Ethics TCPS2 CORE Tutorial</b></p>	<p><a href="https://research.ucalgary.ca/conduct-research/ethics-compliance/tcps2-core-tutorial">https://research.ucalgary.ca/conduct-research/ethics-compliance/tcps2-core-tutorial</a> and click on “Go to TCPS2 Core Tutorial” button.</p> <p>Self-register using your @ucalgary email address and complete the tutorial. Please note that this tutorial takes 2-3 hours to complete. Please submit your certificate of completion in the D2L Dropbox to receive marks for this assignment.</p>			
<p><b>Assignment 3: Participation</b></p>	<p>The participation 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 the following elements:</p> <ul style="list-style-type: none"> <li>• Your attendance and active participation in the eight Zoom sessions for the course. If you are unable to attend a Zoom session, please contact your instructor prior to class. A missed Zoom session will require that student review the Zoom recording of the class and complete a D2L post that summarizes their reactions and contributions to the topics that were discussed. This D2L post is due before the beginning of the next Zoom class.</li> <li>• Your active engagement, participation in and completion of any supplemental D2L activities for the course – for example, watching a required video or presentation before a session, as outlined by the instructor.</li> <li>• At the end of the term, submit a 1-page self-evaluation of course participation in which you assess your contribution to course activities – a rubric will be posted in D2L.</li> <li>• Your participation mark will be based on your ongoing timely presence in the different aspects of the course and your self-evaluation. Marks will be assigned as follows: <ul style="list-style-type: none"> <li>○ Zoom sessions: 2 marks x 8 sessions = 16 marks</li> <li>○ D2L activities: 4 marks</li> </ul> </li> </ul>	<p>June 18 by 9am</p>	<p>20%</p>	<p>CLOs 1, 2, 3, 4, 5, 6, 7, &amp; 8</p>

<b>Assignment 4: Article Appraisal</b>	<p>One of our major aims as social work practitioners and clinicians is to base our practice on current evidence – i.e., using best-available research evidence to guide our practice. Evidence-based practice requires that we have the knowledge and skills to be critical consumers of research. This assignment will help you to demonstrate your comprehension of research design elements and ability to apply critical research appraisal skills through the review of a quantitative, qualitative, mixed methods, or other research article.</p> <p>For this assignment, you will have an opportunity to search for and select a research article (peer reviewed) from a list provided or one of your own choice in a clinical area of interest to you. Then, you will critically appraise the article that you have chosen following the appraisal rubric which will be posted in D2L.</p> <p>Length: 3000-3500 words (approx. 12-15 pages, double-spaced).</p> <p>Submit your appraisal in the D2L Dropbox.</p>	June 22 by 9am	40%	CLOs 1, 2, 3, 4, 5, 6, 7, & 8
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**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**Guidelines for Submitting Assignments**

- Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). 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 at the discretion of the instructor -please contact the instructor prior to the assignment due date.

**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 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 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>

### **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** and Faculty of Social Work Percentage Conversion will be used.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage</b>
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

### **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(s).

## ADDITIONAL SUGGESTED READINGS

- Absolon, K. (2010). Indigenous wholistic theory: A knowledge set for practice. *First Peoples Child & Family Review*, 5(2), 74-87. <https://bit.ly/35pLW9G>
- Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada. (2014, December). *Tri-Council Policy Statement: Ethical conduct for research involving humans*. Secretariat on Responsible Conduct of Research. [https://ethics.gc.ca/eng/policy-politique\\_tcps2-eptc2\\_2018.html](https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html)
- Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous Research. *Research Ethics*, 14(2), 1-24. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1747016117733296>
- Fassinger, R., & Morrow, S. L. (2013). Toward best practices in quantitative, qualitative, and mixed-method research: A social justice perspective. *Journal for Social Action in Counselling and Psychology*, 5(2), 69-82. <https://openjournals.bsu.edu/jsacp/article/view/491/469>
- Hart, M. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. *Journal of Indigenous Voices in Social Work*, 1(1), 1-16. <https://scholarspace.manoa.hawaii.edu/handle/10125/15117>
- Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance. *Reflective Practice*, 6(3), 341-351. <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/14623940500220095>
- Kirkness, V. J., & Barnhardt, R. (2001). First Nations and higher education: The four Rs - respect, relevance, reciprocity, responsibility. *Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations*. Comparative Education Research Centre, The University of Hong Kong. <http://www.ankn.uaf.edu/IEW/winhec/FourRs2ndEd.html>
- Kovach, M., (2010). Conversational Method in Indigenous research. *First Peoples Child & Family Review*, 5(1), 40-48. [https://fncaringsociety.com/sites/default/files/online-journal/vol5num1/Kovach\\_pp40.pdf](https://fncaringsociety.com/sites/default/files/online-journal/vol5num1/Kovach_pp40.pdf)
- Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. University of London Press.
- Lenette, C., Cox, L., & Brough, M. (2015). Digital storytelling as a social work tool: Learning from ethnographic research with women and refugee backgrounds. *British Journal of Social Work*, 45, 988-1005. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/45/3/988/1667167>
- Molloy, J. (2007). Photovoice as a tool for social justice workers. *Journal of Progressive Human Services*, 18(2), 39-55. [https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J059v18n02\\_04](https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J059v18n02_04)
- McGregor, D. (2018). From 'decolonized' to reconciliation research in Canada: Drawing from Indigenous research paradigms. *ACME*, 17(3), 810-831. <https://acme-journal.org/index.php/acme/article/view/1335>



Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising social work research: Learning from critical Indigenous approaches. *Australian Social Work*, 68(3), 1-13. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/0312407X.2015.1024264>

Russell, A. C., & Diaz, N. D. (2011). Photography in social work research: Using visual image to humanize findings. *Qualitative Social Work*, 12(4), 433-453. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1473325011431859>

Van de Sand, A., & Schwartz, K. (2017). *Research for social justice: A community-based participatory approach* (2<sup>nd</sup> ed.). Fernwood.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Fernwood.

## 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>

### **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**
- **Safewalk**