



# UNIVERSITY OF CALGARY

Winter 2022

FACULTY OF ARTS

Department of Sociology

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

COURSE TITLE: Seminar in Mixed Methods Research			
Course Number	SOC 601/701		
Pre/Co-Requisites	Consent of the Department of Sociology		
Instructor Name	Jean E. Wallace	Email	jwallace@ucalgary.ca
Instructor Email Policy	Feel free to contact me by email at any time. Please put the course number in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. I do not answer emails over the weekend. Please take that into account when emailing me questions about upcoming readings or assignments.		
Communication	Please check the course Home Page regularly (a couple times a week) for any news or updates and please email me immediately if there are problems accessing any of the course materials.		
Office Location	SS 914	Office Hours	TBA
Telephone No.	403-220-6515		
Class Dates	Wednesday		
Class Times	9:00 am – 11:45 am		
Class Location	Social Sciences 921		

## Course Description

This course will provide an introduction to mixed methods research to graduate students who are already familiar with quantitative and qualitative methods. It will introduce students to the emerging and ongoing challenges related to the application of mixed methods as experienced across various disciplines. The mixed methods approach will be discussed to inform and provide guidance in decision making about when and how to use mixed methods. Different types of mixed methods research designs will be examined and critical issues involving the use of mixed methods will be addressed.

## Course Objectives/Learning Outcomes

- **Asking Mixed Methods Questions:** Students will be able to formulate research questions appropriate for mixed methods and learn how and when to use mixed methods.

- **Using Mixed Methods Approaches:** Students will be able to differentiate between the different mainstream mixed methods designs and approaches.
- **Communicating Mixed Methods Results:** Students will be able to identify avenues for dissemination of mixed methods findings and translate mixed methods results into publishable manuscripts and/or practical applications.

### Methods of Assessment and Grading Weights

Method	Due	Grade Percentage
Reflective Notes + Discussion Questions	Due Mondays @ 5:00pm for Weeks 2 through 12 (you select 10 of the 11 weeks)	10 x 2.5% = <b>25%</b>
Bits and Pieces	February 11, February 18, March 11, March 18 and March 25 @ 5:00 pm via D2L	5 x 5% = <b>25%</b>
Final Project (Oral)	April 6 in class	<b>15%</b>
Final Project (Written)	April 15 @ 5:00pm via D2L	<b>25%</b>
Class Participation	Weeks 1 to 12	<b>10%</b>

**Final Exam Information:** There is no final exam for this course.

### Required Textbooks, Readings, Materials, Electronic Resources

1. **Creswell, J.W., and Plano Clark, V.L. (2018).** *Designing and Conducting Mixed Methods Research*. SAGE Publications Inc. (Third Edition), Thousand Oaks, CA.
2. **Morgan, D.L. (2014).** *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. SAGE Publications Inc.: Thousand Oaks, CA. Note that the e-book version is available for no cost. <http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach>
3. **DeCuir-Gunby, J.T., and Schutz, P.A. (2017).** *Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers*. SAGE Publications Inc.: Thousand Oaks, CA. Selected chapters and the e-book version are available for no cost. <http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/Book/developing-a-mixed-methods-proposal>

### Schedule of Lectures and Readings

SEMINAR WEEK/DATE	SEMINAR TOPIC	REQUIRED AND RECOMMENDED READINGS
<b>Week 1</b> Jan. 12	<b>Introduction &amp; welcome to the course</b> <i>Today's class is an introduction to the dialog of mixed-methods research. Along with the typical first-day-of-class business, I will present an overview of the rest of the term.</i>	Morgan, D.L. (2014). "An Introduction and Overview" (Chapter 1, pp. 3-23)  Morgan, D.L. (2014). "Pragmatism as a Paradigm for Mixed Methods Research" (Chapter 2, pp. 25-44). <a href="http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach">http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</a>  Creswell, J.W., & Plano Clark, V.L. (2018). "The Nature of Mixed Methods Research" (Chapter 1, pp. 1-20).

<p><b>Week 2</b> Jan. 19</p>	<p><b>Qualitative Methods</b> <i>We will review an overview of different qualitative approaches to inquiry.</i></p> <p><b>Guest Speaker:</b> <b>Dr. Pallavi Banerjee</b></p>	<p>Creswell, J.W. (2013). <i>Qualitative Inquiry &amp; Research Design: Choosing Among Five Approaches</i>. SAGE Publications, Inc.: Thousand Oaks, CA. pp. 69-110. <a href="#">PDF posted on D2L</a></p> <p>Curry, L.A., Nembhard, I.M., &amp; Bradley, E.H. (2009). Qualitative and Mixed Methods Provide Unique Contributions to Outcomes Research. <i>Circulation</i>, 119: 1442-1452. <a href="http://bit.ly/2vXvqP4">http://bit.ly/2vXvqP4</a></p> <p>Banerjee, P. (2018). Subversive Self-Employment: Intersectionality and Self-Employment among Dependent Visa Holders in the United States. <i>American Behavioral Scientist</i>, 63(2):186-207. <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0002764218793685">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0002764218793685</a></p> <p>Ryan, F., Coughlan, M., &amp; P. Cronin (2007). Step-by-Step Guide to Critiquing Research. Part 2: Qualitative Research. <i>Journal of British Nursing</i>, 16(12): 738-744. <a href="https://bit.ly/38cNxSB">https://bit.ly/38cNxSB</a></p>
<p><b>Week 3</b> Jan. 26</p>	<p><b>Quantitative Methods</b> <i>We will explore different quantitative approaches to survey research that rely on primary and secondary data sources.</i></p> <p><b>Guest Speaker:</b> <b>Dr. Naomi Lightman</b></p>	<p>Burns, K.E.A. et al. (2008). A Guide for the Design and Conduct of Self-Administered Surveys of Clinicians. <i>Canadian Medical Association Journal</i>, 179(3): 245-252. <a href="http://bit.ly/2wPE53s">http://bit.ly/2wPE53s</a></p> <p>Johnson, R.L., &amp; Morgan, G.B. (2016). <i>Survey Scales: A Guide to Development, Analysis and Reporting</i>. Guilford Press: New York. pp. 1-16; 18-32. <a href="http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4584953">http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4584953</a></p> <p>Shultz, K.S., Hoffman, Calvin C., &amp; Reiter-Palmon, R. (2005). <i>Using Archival Data for I-O Research: Advantages, Pitfalls, Sources, and Examples</i>, Psychology Faculty Publications, 5. <a href="https://digitalcommons.unomaha.edu/psychfacpub/5">https://digitalcommons.unomaha.edu/psychfacpub/5</a></p> <p>Coughlan, M., Cronin, P. &amp; F. Ryan (2007). Step-by-Step Guide to Critiquing Research. Part 1: Quantitative Research. <i>Journal of British Nursing</i>, 16(11): 658-663. <a href="https://bit.ly/3gXb79S">https://bit.ly/3gXb79S</a></p>
<p><b>Week 4</b> Feb. 2</p>	<p><b>Positivist, Naturalistic and Pragmatist Paradigms: Where is Mixed Methods?</b> <i>Today's discussion focuses on the history of 'mixing' methods. A major piece of this history involves a variety of paradigms, or</i></p>	<p>Morgan, D.L. (2014). "Research Design and Research Methods" (Chapter 3, pp. 45-62). <a href="http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach">http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</a></p> <p>Creswell, J.W., &amp; Plano Clark, V.L. (2018). "The Foundations of Mixed Methods Research" (Chapter 2, pp. 21-50).</p> <p><b>Recommended Readings:</b></p>

	<p><i>philosophical frameworks, for thinking about research. We will compare these paradigms and discuss the implications of adopting a pragmatic approach to mixed methods.</i></p>	<p>Bryman, A. (2006). Paradigm Peace and the Implications for Quality. <i>International Journal of Social Research Methodology</i>, 9(2):111-126 <a href="http://bit.ly/2hQInVw">http://bit.ly/2hQInVw</a></p> <p>Johnson, R.B., &amp; Onwuegbuzie, A.J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. <i>Educational Researcher</i>, 33(7):14-26 <a href="http://bit.ly/2vuikqi">http://bit.ly/2vuikqi</a></p> <p>DeCuir-Gunby, J.T., &amp; Schutz, P.A. (2017). "The Role of Theory in Mixed Methods Research" in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc,; Thousand Oaks, CA. (Chapter 2, pp. 17-32). <a href="https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal">https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal</a></p>
<p><b>Week 5</b> Feb. 9</p>	<p><b>Identifying a problem and developing mixed methods research questions</b> <i>Today we will discuss research questions as we learned them in the mono-method traditions. We also examine how research questions may be posed for different types of mixed methods depending on their data collection strategies.</i> <b>BP (1) Developing Research Questions due Friday February 11</b></p>	<p>Creswell, J.W., &amp; Plano Clark, V.L. (2018). "Introducing a Mixed Methods Study" (Chapter 5, pp. 143-152).</p> <p>DeCuir-Gunby, J.T., &amp; Schutz, P.A. (2017). "Asking Appropriate Research Questions" in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc,; Thousand Oaks, CA. (Chapter 3, pp. 33-43). <a href="https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal">https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal</a></p> <p><b>Recommended Reading:</b> Onwuegbuzie, A.J. &amp; Leech, N.J. (2006). Linking Research Questions to Mixed Methods Data Analysis Procedures, <i>The Qualitative Report</i>, 11(3):474-498. <a href="https://nsuworks.nova.edu/tqr/vol11/iss3/3/">https://nsuworks.nova.edu/tqr/vol11/iss3/3/</a></p>
<p><b>Week 6</b> Feb. 16</p>	<p><b>Understanding the Rationale for Mixing Methods</b> <i>There is little consensus about how to summarize the different motivations for using mixed methods, which may partly explain why the rationale for mixing methods is often absent in many research articles. We will explore and classifying rationales for employing mixed methods research and whether they are useful in helping researchers articulate their reasons more explicitly.</i></p>	<p>Morgan, D.L. (2014). "Motivations for Using Mixed Methods Research" (Chapter 4, pp. 63-84). <a href="http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach">http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</a></p> <p>Plano Clark, V.L., &amp; Ivankova, N.V. (2016) Why use Mixed Methods Research? In <i>Mixed Methods Research: A Guide to the Field</i>, SAGE Publications Inc.: Thousand Oaks, CA. pp. 79-104. <a href="http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/mixed-methods-research-a-guide-to-the-field">http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/mixed-methods-research-a-guide-to-the-field</a></p> <p>Bryman, A. (2006). Integrating Quantitative and Qualitative Research: How is it Done? <i>Qualitative Research</i>, 6(1):97-113. <a href="http://bit.ly/2vqG68a">http://bit.ly/2vqG68a</a></p> <p><b>Recommended Reading:</b> DeCuir-Gunby, J.T., &amp; Schutz, P.A. (2017). "The Mixed Methods Proposal Introduction" in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc,; Thousand Oaks, CA. (Chapter 4, pp. 45-62). <a href="https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal">https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal</a></p>

	<b>BP (2) Developing a Rationale for using MM due Friday February 18</b>	<a href="http://com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal">com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal</a>
<b>Feb. 23</b>	<b>Reading Week</b>	<b>Breathe.</b>
<b>Week 7</b> Mar. 2	<b>Overview and Introduction to Mixed Methods Typologies</b> <i>Today, we will discuss MM typologies and how they are useful in designing, describing and justifying a MM design. We will also discuss which designs might be useful for your research as you start thinking about your purpose statement for your proposed project.</i>	Morgan, D.L. (2014). "The Sequential Priorities Model" (Chapter 5, pp. 85-102). <a href="http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach">http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</a>  Creswell, J.W., & Plano Clark, V.L. (2018). "Core Mixed Methods Designs" (Chapter 3, pp. 51 – 100).  <b>Recommended Reading:</b> Bartholomew, T.T., & Lockard, A. (2018). Mixed Methods in Psychotherapy Research: A Review of Method(ology) Integration in Psychotherapy Science. <i>Journal of Clinical Psychology</i> , 74(10):1687-1709. <a href="http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach">Mixed methods in psychotherapy research: A review of method(ology) integration in psychotherapy science - Bartholomew - 2018 - Journal of Clinical Psychology - Wiley Online Library (ucalgary.ca)</a>  Creswell, J.W., & Plano Clark, V.L. (2018). "Complex Applications of Core Mixed Methods Designs" (Chapter 4, pp. 101 - 142).
<b>Week 8</b> Mar. 9	<b>Operationalizing and Extending the Mixed Methods Purpose Statement</b> <i>In today's class, you will focus on drafting a Purpose Statement for the specific Mixed Methods design that best fits your research question.</i> <b>BP (3) Purpose Statement due Friday March 11</b>	<b>**Skim the readings and select <i>one</i> chapter to read in depth that best fits with your MM proposal.**</b>  Morgan, D.L. (2014). Chapter 6 (pp. 105-122), <b>or</b> 7 (pp. 123-152), <b>or</b> 8 (pp. 153-178) <b>or</b> 9 (pp. 179- 194). <a href="http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach">http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</a>  <b>And/or</b> Creswell & Plano Clark (2018) Chapter 3 (pp. 51-100) from last week <b>or</b> Chapter 4 (pp. 101-142)  <b>**Please refer to Creswell &amp; Plano Clark (2018) Chapter 3 (pp. 51-100) from last week or Chapter 4 (pp. 101-142) for a Purpose Statement, Flowchart and Design Diagram templates for your MM design.**</b>
<b>Week 9</b> Mar. 16	<b>Developing Your Mixed Methods Design Diagram</b> <i>Today you will present your designs to the class for feedback and discussion.</i> <b>BP (4) Flowchart and Design Diagram due Friday March 18</b>	Creswell, J.W., & Plano Clark, V.L. (2018). "Collecting Data in Mixed Methods Research" (Chapter 6, pp. 173-208).  <i>From the Week 7 Handouts and Week 8 Readings, you will continue working on your Mixed Methods designs using your Purpose Statement, Flowchart and Mixed Methods Design Diagrams.</i>
<b>Week 10</b> Mar. 23	<b>Connecting, Merging and Integrating Qualitative and Quantitative Data</b> <i>We will examine different strategies that connect,</i>	Creswell, J.W., & Plano Clark, V.L. (2018). "Analyzing and Interpreting Data in Mixed Methods Research" (Chapter 7, pp. 209-258).  Guetterman, T.C., Feters, M.D., Creswell, J.W. (2015) Integrating Quantitative and Qualitative Results in Health Science Mixed Methods

	<p>merge and integrate different forms of data and how interpretations and inferences are drawn from them in answering the research questions posed.</p> <p><b>BP (5) Joint Display due Friday March 25</b></p>	<p>Research Through Joint Displays, <i>Annals of Family Medicine</i>, 13 (6):554-561. <a href="http://www.annfammed.org/content/13/6/554">http://www.annfammed.org/content/13/6/554</a></p> <p><b>Recommended Readings(Overview):</b>  Bazeley, P. (2012). Integrative Analysis Strategies for Mixed Data Sources. <i>American Behavioral Scientist</i>, 56(6):814-828. <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0002764211426330">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0002764211426330</a>  Curry, L., &amp; M. Nunez-Smith (2017). "Data Analysis and Integration in Mixed Methods Studies" (pp. 229-258). In <a href="https://dx-doi-org.ezproxy.lib.ucalgary.ca/10.4135/9781483390659.n9">https://dx-doi-org.ezproxy.lib.ucalgary.ca/10.4135/9781483390659.n9</a></p> <p><b>Recommended Reading (An Example):</b>  Woolley, C. (2009) Meeting the Mixed Methods Challenge of Integration in a Sociological Study of Structure and Agency, <i>Journal of Mixed Methods Research</i>, 3(1): 7-25. <a href="http://bit.ly/2uxX4yB">http://bit.ly/2uxX4yB</a></p>
<p><b>Week 11</b> Mar. 30</p>	<p><b>Putting Mixed Methods into Practice I</b>  We will discuss some of the challenges of carrying out and integrating data in MM research.</p>	<p>Morgan , D.L. (2014). "Conclusions: Further Thoughts about Research Design" (Chapter 12, pp. 225-234). <a href="http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach">http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</a></p> <p>Bryman, A. (2007). Barriers to Integrating Quantitative and Qualitative Research. <i>Journal of Mixed Methods Research</i>, 1(1):8-22. <a href="http://bit.ly/2vuwOS8">http://bit.ly/2vuwOS8</a></p>
<p><b>Week 12</b> Apr. 6</p>	<p><b>Putting Mixed Methods into Practice II</b>  We discuss some of the challenges of writing up and communicating MM results and proposals.</p> <p><b>Final Project Presentations</b></p>	<p>Creswell, J.W., &amp; Plano Clark, V.L. (2018). "Analyzing and Interpreting Data in Mixed Methods Research" (Chapter 8 pp. 259-286).</p> <p>Leech, N.L., Onwuegbuzie, A.J., and J.P. Combs (2011). Writing Publishable Mixed Research Articles: Guidelines for Emerging Scholars in the Health Sciences and Beyond. <i>International Journal of Multiple Research Approaches</i>, 5: 7-24. <a href="http://bit.ly/2vWCjB4">http://bit.ly/2vWCjB4</a></p> <p>DeCuir-Gunby, J.T., &amp; Schutz, P.A. (2017). "The Heart of the Mixed Methods Plan: Discussing your Methods Section" in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc,: Thousand Oaks, CA. (Chapter 7, pp. 107-128). <a href="https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal">https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/developing-a-mixed-methods-proposal</a></p>

### Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private

information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

3. Final grades are not posted by the Sociology Department. They are only available online.

## 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 - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89.99%	3.7	Very good performance
B+	80 – 84.99%	3.3	Good performance
B	75 – 79.99%	3.0	Satisfactory performance
B-	70 – 74.99%	2.7	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69.99%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

## Grade Reappraisal

Within two weeks 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.

## 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/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> 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.

### 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>

### Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

### 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/](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: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy> 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/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).



## Student Representation

The Graduate Student Association VP Academic can be contacted at [vpa.gsa@ucalgary.ca](mailto:vpa.gsa@ucalgary.ca)

For more information, and to contact other elected officials with the GSA, please visit this link:  
<https://www.ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html>

## 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.

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