

Course ID:	Course Title:	Winter 2023
BHS 400	Social Science Capstone	Prerequisite: Restricted to students in the BA: Behavioural Science (Concentration or Major) or Psychology (Major) programs in their final 15 credits of study. Permission of the department required. Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	Alex Sanderson, PhD	First Day of Class:	January 9 th
Days:	W/F	Email:	asanderson@ambrose.edu	Last Day to Add/Drop:	January 22nd
Time:	11:15 -12:30	Phone:	403-410-2000 ext. 5907	Last Day to Withdraw:	March 31 st
Room:	A1085-1	Office:	L2101	Last Day to Apply for Coursework Extension:	April 3 rd
Lab/Tutorial:	N/A	Office Hours:	By appointment	Last Day of Class:	April 14 th
Final Exam:	N/A				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An integrative capstone seminar based on the contributions of both sociology and psychology for understanding human behaviour. The course will integrate the method, academic content, and pragmatic application of those fields of knowledge to the social context of human behaviour and explore the ways this can lead to vocation and service in the world community. A variety of methodological, theoretical, and practical questions will be addressed.

Expected Learning Outcomes

1. To reflect on the cumulative achievement of your work in the social sciences field, considering how other liberal arts courses complemented, extended, or challenged your understanding from your major.
2. To reflect on how your degree has shaped your Christian worldview and vice versa, and how your worldview may have been challenged, modified, or expanded.
3. To reflect on assigned readings and to think critically about present academic experience and future vocation.
4. To reflect on what it means to hold ethically responsible attitudes toward social problems and, in particular, vulnerable populations in society, and be empowered to give voice to these issues in the public and professional arena.

Textbooks

Parks, Daloz, L.A., Keen, C.H., Keen, J.P., and Daloz Parks, S. 1996. *Common Fire: Leading Lives of Commitment in a Complex World*. Boston, MA: Beacon Press.

Assigned articles: The articles are housed on your BHS 400 Moodle site. All articles are to be read and your insights shared in your class contributions/ written conversation with coffee and paper responses.

Relevant readings: You are strongly encouraged to include in class discussion and written responses readings from other classes you have taken in your degree that were formative in nature and helped shaped your future strategies and goals.

Course Schedule

January 11	Course Introduction
January 13 th	“Leading with an Open Heart” (Heifetz & Linsky 2002) Gergen, K.J. (2016). Towards a Visionary Psychology.
January 18 th	Coffee with class – please see instructions outlined in your syllabus
January 20 th	Pattison, S. (2013). Religion, Spirituality and Health Care: Confusions, Tensions, Opportunities. <i>Health Care Analysis</i> , 21(3), 193–207. https://doi-org.ezproxy.acnuc.talonline.ca/10.1007/s10728-013-0245-4 Gergen, K.J., (2007). Relativism, Religion and Relational Being.
January 25 th	Gottlieb, M. (2020). The Case for a Cultural Humility Framework in Social Work Practice. <i>Journal of Ethnic & Cultural Diversity in Social Work</i> . DOI: 10.1080/15313204.2020.1753615 Jennifer Abe (2020) Beyond Cultural Competence, Toward Social Transformation: Liberation Psychologies and the Practice of Cultural Humility, <i>Journal of Social Work Education</i> , 56:4, 696-707, DOI: 10.1080/10437797.2019.1661911 Bennett, B., & Gates, T. G. (2019). Teaching cultural humility for social workers serving LGBTQI Aboriginal communities in Australia. <i>Social Work Education</i> , 38(5), 604–617. https://doi-org.ezproxy.acnuc.talonline.ca/10.1080/02615479.2019.1588872
January 27 th	Marsh TN, Coholic D, Cote-Meek S, Najavits LM. (2015) Blending Aboriginal and Western healing methods to treat intergenerational trauma with substance use disorder in Aboriginal peoples who live in northeastern Ontario, Canada. (2015). <i>Harm Reduction Journal</i> . (20);12:14. doi: 10.1186/s12954-015-0046-1. PMID: 25989833; PMCID: PMC4445297. Absolon, K. (2010). Indigenous wholistic theory: A knowledge set for practice. <i>First Peoples Child & Family Review</i> , Vol. 5, No. 2, 2010, pp. 74-87. Dennis, M. & Minor, M. (2019) Healing Through Storytelling: Indigenising Social Work with Stories. <i>British Journal of Social Work</i> .

	<p>Examples of how various fields are working to meet the Calls to Action. If interested, read the documents that are relevant to your interests.</p> <p>https://www.albertaschoolcouncils.ca/about/indigenous-awareness/trc-calls-to-action-for-education</p> <p>https://www.alberta.ca/reconciliation-in-alberta.aspx#justice</p> <p>https://ualbertalaw.typepad.com/faculty/2020/11/calls-to-action-on-justice-and-the-rcmp.html</p> <p>https://www.oci-bec.gc.ca/cnt/comm/press/press20200121-eng.aspx</p> <p>https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf</p>
February 1 st	<p>Ellis, A. E. (2020). Providing trauma-informed affirmative care: Introduction to special issue on evidence-based relationship variables in working with affectional and gender minorities. <i>Practice Innovations</i>, 5(3), 179-188. http://dx.doi.org/10.1037/pri0000133</p> <p>Judith A. Howard (2019) A Systemic Framework for Trauma-Informed Schooling: Complex but Necessary!, <i>Journal of Aggression, Maltreatment & Trauma</i>, 28:5, 545-565, DOI: 10.1080/10926771.2018.1479323</p> <p>Im, H., Rodriguez, C., & Grumbine, J. M. (2020, January 23). A Multitier Model of Refugee Mental Health and Psychosocial Support in Resettlement: Toward Trauma-Informed and Culture-Informed Systems of Care. <i>Psychological Services</i>. Advance online publication. http://dx.doi.org/10.1037/ser0000412</p>
February 3 rd	<p>Gergen, K.J. (2003). A Civil World Beyond Individual and Community</p> <p>Miller, P.M., Brown, T & Hopson, R (2011). Centering Love, Hope, and Trust in the Community: Transformative Urban Leadership Informed by Paulo Freire.</p> <p>Comstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., & Salazar, G. II. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. <i>Journal of Counseling & Development</i>, 86(3), 279–287. https://doi.org/10.1002/j.1556-6678.2008.tb00510.x</p>
February 8 th	Grip-Birkman – Mandatory class
February 10 th	Grip-Birkman – Mandatory class
February 15 th	<p><i>Common Fire</i> (Chapter 1, 2)</p> <p>Wissing, M.P., Schutte, L., Liversage, C. <i>et al.</i> Important Goals, Meanings, and Relationships in Flourishing and Languishing States: Towards Patterns of Well-being. <i>Applied Research Quality Life</i> 16, 573–609 (2021). https://doi.org/10.1007/s11482-019-09771-8</p>
February 17 th	<i>Common Fire</i> (Interlude, Chapters 3 & 4)
March 1 st	Coffee with class – please see instructions outlined in your syllabus
March 3 rd	<i>Common Fire</i> (Chapters 5 & 6)
March 8 th	<i>Common Fire</i> (Chapters 7 & Epilogue)
March 10 th	<p>Question: As you go forward into your profession, what ethical mandates do you think will be important for you to hold? Why?</p> <p>Maranzan, K. A., Kowatch, K. R., Mascioli, B. A., McGeown, L., Popowich, A. D., & Spiroiu, F. (2018). Self-care and the Canadian Code of Ethics: Implications for training in professional psychology. <i>Canadian Psychology / Psychologie canadienne</i>, 59(4), 361–368. https://doi.org/10.1037/cap0000153</p> <p>Ethics: Discussion/Resources. The following has links to many ethical frameworks to use as you walk forward into a particular career path:</p>

	https://kspope.com/ethcodes/index.php
March 15 th	Capstone Presentations
March 17 th	Capstone Presentations
March 22 nd	Capstone Presentations
March 24 th	Capstone Presentations
March 31 st	Capstone Presentations
April 5 th	Capstone Presentations
April 12 th	Capstone Presentations
April 14 th	Capstone Presentations

Requirements:

- | | |
|--|-------------|
| 1. Completion/Reflection Paper Grip-Birkman Inventory | 10% |
| 2. Critical Reading and Discussion (Peer learning paper + class participation + evaluation of peer contributions; 10% Peer Learning Paper; 5% professor's assessment of participation; 5% peer assessment of participation) | 20% |
| 3. Conversations over Coffee (Two written responses 10% each response; assigned questions for January 19th and March 2nd) | 20% |
| 4. Capstone Papers (15% each: please see rubric below) | 30% |
| 5. Capstone Presentation (please see rubric below) | 20% |
| <i>Total</i> | <i>100%</i> |

Grip-Birkman Inventory Response (10%):

As your time at Ambrose draws to a close, it is time to think more carefully and seriously about what is next for you career-wise. The Grip-Birkman shows our personality, strengths, giftings, interests, areas of needs as well as the stress behaviors we exhibit when our needs go unmet or our self-care slips.

Consider what this inventory has taught you about your skill sets and potential career interests. Discuss the following questions in a three-page response (APA formatting 7th edition; **Due Date Feb 17th, 2023**):

1. Consider specific jobs that you might begin to apply for given your skill sets/gifts. In doing so, consider how much you want your interests to be used in your careers, what unique strengths you will bring to any team individually and as a team member and last, what strength areas may require additional support, training, or management.
2. Examine strategies to successfully apply for and secure employment related to the expressed areas of interest.
3. Consider what stresses you may encounter and how to ameliorate the negative effects.

Students are also expected to incorporate the context of this learning into their second Seminar paper and presentation.

Critical Reading, Discussion and Peer Learning Paper (20%) – Throughout Course

The readings for the course are to encourage your reflection on your knowledge, skills, motivations, and future practice. Explore what the author(s) was trying to communicate and how the assigned informs your understanding of what best practice in your chosen field might look like.

Asking questions, articulating dissonance, and sharing insights during class discussions are a crucial component of the learning process and to the worth of this course. You will come to class having read the assigned reading and be ready to lead your group (approximately five students) in a discussion of the importance of the reading to your present academic experience and future vocational goals.

Peer Learning Paper: On **April 14**, each student will hand in an integrated summary report of their key learning from the class readings, peer insights and the discussions they engage in (**3 pages, double-spaced, APA format, 7th edition**). Included at the end of this report will be a self and peer evaluation focusing on the quality and quantity of contributions to your group.

Peer/Self-evaluation of the quality of participation in discussion/Peer group meetings:

Each student must complete the following evaluation elements for students in their discussion group, including themselves.

1. [Student name]: needs to talk more / talks about the right amount / needs to talk less
2. [Student name] 6-point rating of the quality of contributions to discussions based on: their knowledge of the readings, their education and relevant experience (1 = unacceptable, added nothing to discussions, 6 = outstanding, comments in every class have been helpful)
3. [Student name] was prepared for the discussion (true/false)
4. The [Student name] asked good questions (6-point rating scale)
5. Open-ended comment about the [Student name]'s role either as a discussion facilitator or participant.

Adapted from C. Stanley

<https://ctl.byu.edu/tip/peer-and-self-evaluation-participation-discussion>

Conversations over Coffee (20%; Email submission is due at the end of conversations over coffee class)

It is important to pause and consider how the assigned readings connect/disconnect and affirm/challenge your evolving thoughts, feelings, and identity. On two occasions, (**each associated paper worth 10%**), we will gather in your peer groups and discuss the assigned topic. During this time we will enjoy one another's company and wisdom. Given this, it is asked that you bring a dish (i.e., cookies, muffins etc.) to share with the class (potluck style). Your professor will provide the paper plates and napkins:

1. **January 18th**: How does what I am passionate about in this degree connect/disconnect and affirm/challenge the recent readings, and vice versa? How does what I have learned in Social Science courses connect/disconnect and affirm/challenge the recent readings, and vice versa? How does what I have learned in courses outside of my program connect/disconnect and affirm/challenge the recent readings, and vice versa? As I consider potential next steps in my life and career, how do the recent readings connect/disconnect and affirm/challenge me?
2. **March 1st**: Consider the Ambrose mission statement, the Social Science vision and mission statements. Ask and answer the question: Are you graduating having met the goals laid out in these statements? Why or why not? Consider what classes and experiences facilitated you gaining the outlined personal and professional attributes and/or what hindered your development on a specific outcome.

Ambrose Mission Statement: Ambrose University is a community of transformative Christian higher education with a vision for the welfare of our city and our world. We provide excellent Christian post-secondary education to prepare men and women for wise, joyful, and redemptive engagement in the church, society, and the created order.

Social Science Program Vision: The Behavioural Science Program exists to advance social scientific thinking, research, training, and application of knowledge for the redemptive engagement of individuals, groups, and society.

Social Science Program Mission: The Behavioural Science Program is committed to high quality teaching, rigorous social scientific research, applied learning experiences, the intersection between Christian faith and the social sciences, and preparing students to apply their undergraduate experience to their personal and professional contexts.

Students are expected to prepare a 3 page (double spaced, 12-point font, 1" margins all the way around) typed response (Word document) to the above questions, and then use that response to lead a 10 minute set of reflections in their breakout group. Your written response will be emailed to the professor by the end of the class period.

The expectation is that each group member will share their reflections as well as dialogue with their peers about each set of deliberations, cultivating a "conversational atmosphere" around these questions. Late written submissions and/or failure to share your reflections in the group will result in an automatic zero; written reflections are still required, however, in order to pass the course.

Capstone Papers

This seminar is an opportunity for you to engage in holistic reflection of your life and education, through the assigned readings, and with others in the class. You will be required to systematically examine your next steps after graduation and your motivations for engaging in these steps. This will require you to reflect on your past experiences and your undergraduate experience, considering significant information you have gained through texts and articles you have read, papers you have written, projects/testing you have participated in, and relationships you have made. In short, how has your academic experience at Ambrose intersected with your life story to shape your future?

Paper 1 (15%: Email submission. Due date March 3rd)

1. Define a key problem today that is important to you and plagues individuals or society. How do you think this problem could or should be addressed? Please incorporate relevant collective learning from across your Liberal Arts degree, along with some commentary on what difference, if any, a Christian perspective lends to your response (8 pages, APA 7th edition formatting required)

Paper 2 (15%: Email submission. Due the day of your presentation)

2. Using the book *Common Fire* and your value system as your guide, speak to the question "Where, with whom, and in what work does your own "heart's deep gladness" rest?" In your paper, discuss how your "passions" have developed as well as the future form your commitment to the common good will take. What ethical considerations will you need to consider as you go forward to engage your commitment? Last, consider why is it important to acknowledge and articulate your motivations in pursuing your life of commitment? (8 pages, APA 7th edition formatting required)

Papers should be in **Microsoft Word, double-spaced, with 1" (2.54cm) margins on all sides, 12 point font, and APA 7th edition formatting**. Please see the grading rubric below:

Capstone Presentation (20%) – Signup.com <https://signup.com/go/EHXJcUX>

As a capstone course, this is an integrative, interdisciplinary course, and as a result, you are asked to present on your educational experience as a whole. Each student will have **15 minutes** to present key elements from their capstone papers to the class.

Following your presentation, your peers will be given 5 minutes to pose questions and provide feedback. Please see the grading rubric below:

Attendance:

It is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being "present" at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience.

Grade Summary:

The available letters for course grades are as follows:

Percentage:	Letter Grade:	Grade Point Weight:
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0

60-62	C-	1.7
56-59	D+	1.3
50-55	D	1.0
0-49	F	

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g., percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Grading Rubric:

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., APA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations: Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation. Establishes order to ideas and points out relationships between them. Number and quality of main

						<p>points are sufficient</p> <p>Presentation of ideas develops to a logical conclusion and/or summary</p> <p>Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.</p>
<p>B 72-85</p>	<p>Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.</p>	<p>Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)</p>	<p>Clear central thesis</p> <p>Appropriate details/synthesis most of the time.</p> <p>Sentences/paragraph generally flow logically together</p>	<p>Some spelling, grammar, and writing errors</p> <p>Some awkward transitions between words, sentences, and paragraphs</p>	<p>Mostly achieved</p>	<p>Communicates to some degree the main theme, thesis, or primary focus of presentation.</p> <p>Ideas follow a general logical flow with presenter providing some synthesis between points</p> <p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary</p>

						<p>provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
C 60- 71	<p>Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.</p>	<p>Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research</p>	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	<p>Inconsistently achieved</p>	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p> <p>Weak conclusion and/or summary</p> <p>Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact</p>

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with

- General study skills (e.g., time management, note-taking),
- Research and communication skills (e.g., writing a paper, researching, giving a presentation), and
- Subject-specific skills (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are free to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.