

<b>Course ID:</b>	<b>Course Title:</b>	<b>Spring 2022</b>
<b>SC 507</b>	<b>Psychological Impacts of Poverty</b>	<b>Prerequisite:</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Alex Sanderson, PhD	<b>First Day of Class:</b>	May 8th
<b>Days:</b>	May 8-12 (M-F) May 15-19 (M-F)	<b>Email:</b>	asanderson@ambrose.edu	<b>Last Day to Add/Drop:</b>	End of the First Day of Class
<b>Time:</b>	9-12:30	<b>Phone:</b>	5907	<b>Last Day to Withdraw:</b>	End of the Last Day of Class
<b>Room:</b>	A2131	<b>Office:</b>	L2101	<b>Last Day to Apply for Coursework Extension:</b>	End of the Last Day of Class
		<b>Office Hours:</b>	By appointment	<b>Last Day of Class:</b>	May 19

### 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 exploration of the impacts of poverty on human psychological development. This course will examine the effects of poverty on the maturation of the brain; cognitive, social and emotional abilities; and health outcomes. Also considered will be the influence of living in poverty on the understanding of self and others and on how this influence contributes to risk and resilience. Instruction will consist of lectures, class activities and development of a targeted intervention strategy.

### Expected Learning Outcomes

1. Gain an understanding of how poverty plays a significant part in the development of key bio-psycho-social characteristics. (Assignments: Readings and Informed Participation, Learning Paper, Book Review, Intervention/Prevention Project, Term Paper)
2. Understand the necessity of examining the ongoing interactive impacts of poverty on physiological, social, cognitive, and emotional capabilities across the developmental spectrum. (Assignments: Readings and Informed Participation, Learning Paper, Book Review, Intervention/Prevention Project, Term Paper)
3. Gain an understanding of the risk and resilience research as it relates to the impacts of poverty. (Assignments: Readings and Informed Participation, Learning Paper, Book Review, Intervention/Prevention Project, Term Paper)

4. Become aware of the ways in which the church and society might mitigate the cascading negative effects of poverty. (Assignments: Readings and Informed Participation, Learning Paper, Book Review, Intervention/Prevention Project; Term Paper)

### **Required and Recommended Textbooks and Readings**

Cook, D., & Born, P. (2022). *The art of hope: healing the wounded city*. Tyndale Academic Press.

Forchuk, C. & Csiernik, R., (2021). *Poverty, mental health, and social inclusion*. Toronto, Ontario, Canada, Canadian Scholars, 440 pp.

#### **Day 1: Poverty in Canada**

Canadians for Public Justice (CPJ). (2021). Poverty Trends.

[Poverty Trends 2021 - The Change We Need \(cpj.ca\)](https://www.cpj.ca/poverty-trends-2021-the-change-we-need)

Yembilah, R (2018). What does poverty look like in Canada? The Angus Reid Institute's Study of Poverty in Canada A Response from the Canadian Poverty Institute, Ambrose University, Calgary  
<https://static1.squarespace.com/static/595d068b5016e12979fb11af/t/5b69b8ea70a6adeeee886a8da/1533655275392/Response+to+Angus+Reid+Report+July+23.docx.pdf>

#### **Day 2: Poverty and the Art of Hope: Derek Cook**

Chapter 3: Playing Musical Chairs: Understanding How to End Homelessness. Forchuk, C. & Csiernik, R., (2021). *Poverty, mental health, and social inclusion*. Toronto, Ontario, Canada, Canadian Scholars, 440 pp.

VCC., EFA., & CPI. (2020). The Risk and Depth of Poverty in Calgary: A Socio-Demographic Profile. 2016. October 2020 [The Risk and Depth of Poverty in Calgary: A Socio-Demographic Profile. 2016. \(squarespace.com\)](https://www.squarespace.com)

#### **Day 3: Poverty and the Developmental Context: Prenatal and Early Childhood**

Johnson, S.B., Riis, J.L., Noble, K.G. (2016). State of the art review: Poverty and the Developing Brain. *Pediatrics*, 137 (4) e20153075; DOI: 10.1542/peds.2015-3075  
<http://pediatrics.aappublications.org/content/137/4>

Roos, L. L., Wall-Wieler, E., & Lee, J. B. (2019). Poverty and early childhood outcomes. *Pediatrics*, 143(6).

#### **Day 4: Poverty and the Developmental Context: Childhood**

Yembilah, R & Lamb, C. (2017). *Rights, Capabilities and Obligations: New Perspectives on Child Poverty in Calgary* [Define Child Poverty Report.indd \(squarespace.com\)](https://www.squarespace.com)

Hambrick, E. P., Brawner, T. W., Perry, B. D., Brandt, K., Hofmeister, C., & Collins, J. O. (2019). Beyond the ACE score: Examining relationships between timing of developmental adversity, relational health and developmental outcomes in children. *Archives of Psychiatric Nursing*, 33(3), 238-247.

Sharkins, K. A., Leger, S. E., & Ernest, J. M. (2017). Examining effects of poverty, maternal depression, and children's self-regulation abilities on the development of language and cognition in early childhood: An early head start perspective. *Early Childhood Education Journal*, 45(4), 493-498.

#### **Day 5: Poverty and the Developmental Context: Adolescents**

Dupere, V., Leventhal, T., Dion, E., Crosnoe, R., Archambault, I., Janosz, M. (date). Stressors and Turning Points in High School and Dropout.

<https://papyrus.bib.umontreal.ca/xmlui/bitstream/handle/1866/13684/THEORETICAL%20PAPER%20REVISED%204.pdf?sequence=1>

Mazza, J. R. S., Lambert, J., Zunzunegui, M. V., Tremblay, R. E., Boivin, M., & Côté, S. M. (2017). Early adolescence behavior problems and timing of poverty during childhood: A comparison of life course models. *Social Science & Medicine*, 177, 35-42.

Kidd, S. A., Thistle, J., Beaulieu, T., O'Grady, B., & Gaetz, S. (2019). A national study of Indigenous youth homelessness in Canada. *Public Health*, 176, 163-171.

### **Day 6: Poverty and the Developmental Context: Adulthood**

**Chapter 15:** Seeking and Securing Work: Individual-Level Predictors of Employment of Mental Health Consumer-Survivors. Peter V. Hall, Phyllis Montgomery, Samantha Davie, Kevin Dickins, Cheryl Forchuk, Momodou Jeng, Melissa Kersey, Amanda Meier, Pam Lahey, Abraham Rudnick, Michelle Solomon, and Laura Warner

Kia, H., Robinson, M., MacKay, J., & Ross, L. E. (2021). Poverty in Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit, and Other Sexual and Gender Minority (LGBTQ2S+) Communities in Canada: Implications for Social Work Practice. *Research on social work practice*, 31(6), 584–598.

<https://doi.org/10.1177/1049731521996814>

Herd, Dean, Yuna Kim and Christine Carrasco. 2020. Canada's Forgotten Poor? Putting Singles Living in Deep Poverty on the Policy. IRPP Report (September). Montreal: Institute for Research on Public Policy

McIntyre, L., Kwok, J.C., Emery, H., & Dutton, D. J., (2016). Impact of a guaranteed annual income program on Canadian seniors' physical, mental and functional health. *Can J Public Health* Vol 107, No 2 (2016).

<http://journal.cpha.ca/index.php/cjph/article/view/5372/3399>

### **Day 7: Variables that Create and Maintain Poverty: Mental Health**

**Chapter 1:** The Unspoken Intersection of Mental Illness and Poverty: Social Exclusion Sebastian Gyamfi, Cheryl Forchuk, and Rick Csiernik

**Chapter 8:** Poverty Trajectories Experienced by Persons with Mental Illness. Cheryl Forchuk, Phyllis Montgomery, Abraham Rudnick, Pam Lahey, Benita Cohen, Ruth Schofield, Stewart E. Perry, Robin Coatsworth-Puspoky, Betty Edwards, Bethany Butzer, and Amanda Meier

### **Day 8: Variables that Create and Maintain Poverty: Homelessness**

**Chapter 2:** Creating Social Exclusion: The Disconnection between Housing, Income Support, and Mental Health Policies. Rick Csiernik, Cheryl Forchuk, Katherine Turner, Libbey Joplin, Ruth Schofield, and Carolyn Gorlick

**Chapter 10:** "Until You Hit Rock Bottom There's No Support": Contradictory Sources and Systems of Support for Mothers Experiencing Homelessness in Southwestern Ontario Sarah Benbow, Cheryl Forchuk, Carolyn Gorlick, Helene Berman, and Catherine Ward-Griffin

**Chapter 11:** Sheltering Indigenous Women with Mental Illness in Ontario, Canada: Being "Kicked" and Nurtured. Phyllis Montgomery, Sarah Benbow, Laura Hall, Denise Newton-Mathur, Cheryl Forchuk, and Sharolyn Mossey

## **Day 9: Poverty and Refugees/Immigration**

Ferrer, I., Lee, Y., & Khan, M. N. (2020). Understanding the Lived Experiences and Financial Realities of Older Immigrants. *Canadian Ethnic Studies*, 52(2), 53–78. <https://doi-org.ezproxy.acnuc.talonline.ca/10.1353/ces.2020.0013>

Fung, K., & Guzder, J. (2021). Canadian immigrant mental health. *Mental Health, Mental Illness and Migration*, 187-207.

Karimi, A. (2020). Limits of Social Capital for Refugee Integration: The Case of Gay Iranian Male Refugees' Integration in Canada. *International Migration*, 58(5), 87–102. <https://doi-org.ezproxy.acnuc.talonline.ca/10.1111/imig.12691>

## **Day 10: Variables that Create and Maintain Poverty: Mental Health and Veterans**

**Chapter 12:** The Mental Health of Those Who Serve Canada: A Reflection

Major Steven D. Pirie

**Chapter 13:** Addressing Homelessness among Canadian Veterans

Cheryl Forchuk, Jan Richardson, and Heather Atyeo

### **Requirements:**

Evaluation will be based on 1) Participation, 2) Key Learning Paper, 3) Prevention/Intervention project, 4) Book Review, and a 5) Term Paper focusing on the role of a chosen religious institution in poverty reduction. The grading will be based on the following criteria: 10% for Class Participation (5% assigned by peer group, 5% assigned by professor. Professor reserves the right to overturn participation marks by peers in extraordinary circumstances), 20% Learning Paper, 20% for Prevention/Intervention project, 30% Book Review, and 20% for the Term Paper on religious institutions poverty strategies.

### **Participation:**

Students are asked to come to class having read the material and having engaged in the assigned activities. Throughout the lectures you will be placed in structured groups to engage with the material through assigned questions and activities.

Daily, you and your group will consider Canadian society and the responses to Poverty within our borders. You will be asked to provide examples of, and reflections on, the nature and expression of poverty that are related to the topic of the day. In addition, you are to consider how your cultural or subcultural understanding of the phenomena lines up with the research in the domain and any theological understandings you find relevant.

Additionally, each student will work in groups utilizing discussed theory and research to engage with assigned questions and tasks, such as developing appropriate preventions/interventions for specific populations. Information arrived at within each group will be shared daily and will form the basis of your group term project.

### **Learning Paper:**

**On July 1st, each student will hand in a unique 3-page summary report** of their key learnings from their peers and the discussions they engaged in **(20%)**. This report will consist of a summary of the new learning that influenced your world view in relation to poverty. Report will follow APA formatting, seventh edition and will be uploaded on Moodle. At the end of the report, please provide a rating for each of your group member's participation during the course:

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

Each student must complete the following evaluation elements for every student 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 (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>

**Prevention/Intervention Project (20%)**

This group project should focus on ways to **enhance development** (i.e., physical, mental, social, emotional, spiritual) for a **specific population** who are impacted by poverty (e.g., expectant mothers, children, adolescents, adults, and so on). The first section of your paper should start by examining the research (a minimum of **10 articles, of which at least 7 will be peer reviewed**) on what variables should be targeted in prevention or helping modalities to best limit risk and enhance resilience for this specific population.

Following your discussion **of relevant and recent** research, you are to propose either a prevention or key interventions ensure the best possible outcomes for the specific population you are studying. Your proposed interventions should use existing and created services in the Calgary area and follow an ecological systems approach. The paper is to be 7 to 8 pages in length and formatted in the latest APA style ([APA Style \(7th Edition\) - Purdue OWL® - Purdue University](#)). **Due Date: July 15<sup>th</sup>, 2023**

**Term Paper (20%)**

A literature review should be conducted that considers the role of a chosen religious institution in poverty reduction. The review should consider: (1) the religious contexts of these practices, (2) how these intervention and prevention efforts have developed over time; and (3) the effectiveness of these practices in alleviating the impacts of poverty. Finally, the review should conclude with recommendations based on research to enhance the role of the religious organization in poverty prevention efforts. This review should be 5 to 7 pages in length. The format for the paper should follow the guidelines of the new *Publication Manual of the American Psychological Association (7<sup>th</sup> edition)*. **Due Date: July 15<sup>th</sup>, 2023** ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)).

**Project and Term Paper Grading Rubric:**

	<p><b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth</p>	<p><b>Analysis and Application:</b> Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)</p>	<p><b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.</p>	<p><b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas</p>	<p><b>Formatting:</b> Use of appropriate writing style (i.e., APA,) and other formatting particulars (i.e., page length, font size, margins)</p>
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	and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.				
<b>A</b> <b>86-100</b>	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
<b>B</b> <b>72-85</b>	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	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)	Clear central thesis  Appropriate details/synthesis most of the time.  Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors.  Some awkward transitions between words, sentences, and paragraphs	Mostly achieved
<b>C</b> <b>60-71</b>	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research.	Adequately limited central thesis  Details/synthesis may be repetitious or absent altogether.  Sentences/paragraphs rarely, if ever, flow logically together	Several spelling, grammar, and writing errors.  Several awkward transitions between words, sentences, and paragraphs	Inconsistently achieved  <i>And so on....</i>

### Book Review (30%)

Write a 4 to 5-page book review for *The art of hope: Healing the wounded city*. Tyndale Academic Press. Your book review should identify and summarize the key ideas and information provided by the author. Following your summary, please examine the ideas expressed related to research, intervention, and prevention knowledge and critically engage

with the points made by the authors. Speak to how the book contributes to our understanding of how to positively impact issues of poverty from academic, policy, and faith-based perspectives. **Due Date: July 15<sup>th</sup>** .

**Marking criteria: Book Review** (Adapted from Judy O’Connell [2.-Scholarly-book-review.pdf \(polyu.edu.hk\)](https://www.polyu.edu.hk/~joc2000/2.-Scholarly-book-review.pdf))

Criteria	(86-100%)	(75-85%)	(65-74%)	(50-64%)	(0-49%)
<p><b>Organisation:</b> Scholarly review provides information and commentary in an organized manner that has good flow. 10 marks</p>	<p>The review begins with a clear statement that identifies the correct details of the book (i.e., author/title). The body introduces and explains criteria used for the review, whether thematic or point based. Conclusion reaches beyond a summary providing the reader with an extension for the argument made in the body of the paper (i.e., memorable point).</p>	<p>The review begins with a clear statement that identifies the correct details of the book. The body introduces and explains criteria for the critical review, whether thematic and/or point based. The conclusion provides a concise and focused review of the book’s content and value.</p>	<p>The review begins with a clear statement that identifies the book by title and author. Body of the paper suggests a critical position on some aspect of the work. The body gives the criteria for critical review with some support from ideas drawn from the book. The conclusion provides a summary of what was discussed, bringing the review to an appropriate close.</p>	<p>The review begins by identifying the book. The paper does not provide a critical position to the book in their introduction. The body of the paper provides confusing criteria for the critical position being taken. Points from the book connected to the review are limited/confusing in their presentation. Conclusion is weak, only a summary, or not present.</p>	<p>The review fails to provide the correct details of the book. The body does not develop a critical position. No organisational plan is evident.</p>
<p><b>Comprehension and analysis:</b> Evidence of knowledge connected to theory and applied practice in the context of alleviating poverty. 10 marks</p>	<p>Draws from the literature beyond the subject material, demonstrating sophisticated critical research of ideas and principles beyond those introduced in the subject modules. Connections made to historical, current, and future methods to alleviate poverty. Accurate comparative and interpretive approaches provide complex</p>	<p>Draws from the literature beyond the book and is able to demonstrate understanding through interconnections made in the ideas explored. Evidence of understanding of current and future trends is demonstrated through provided details highlighting key points and themes. Evaluation shows evidence of reasoned judgment and accurate, comparative and interpretive</p>	<p>Draws from the literature beyond the book to support conceptualisation of ideas. While a sound level of research may be undertaken, comments about the theme/s or issues presented in the book may be descriptive rather than evaluative. Includes limited but accurate, comparative, and interpretive approaches. Limited questioning and evaluation of book provided.</p>	<p>Draws from publications related to the topic. Evidence of understanding is limited to accurate but descriptive summaries and review of popular ideas. Evidence of analysis and evaluation is at a superficial level with little evidence of interpretive or comparative approaches.</p>	<p>No evidence of research related to course literature and expressed understanding is poor or inaccurate.</p>

	analysis of the importance of the book.	approaches to analyze the book.			
<b>Written communication and presentation:</b> Written communication is scholarly in tone and purpose, and conforms to scholarly APA 7 <sup>th</sup> Edition writing and referencing style. 10 marks	Tone and style are exemplary and is appropriate to the content of the scholarly review. Free of APA and typographical errors. Appropriate referencing and in-text citation is used.	Tone and style are exemplary and is appropriate to the content of the scholarly review. Free of APA and typographical errors. Appropriate referencing and in-text citation is used.	The writing style is competent, and free of awkward structures or phrasing, with some APA & typographical errors.	Structures may make it difficult to read, but it adequately communicates information. May have APA & typographical errors.	The writing is poor and unclear with frequent errors of grammar & APA style. Does not conform to the writing guidelines.

All assignments must be completed to pass the course.

**Attendance:**

It is expected that a student will attend all classes in the spring session.

**Grade Summary:**

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.0



F	Failure	0.00
P	Pass	No Grade Points

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.

## Ambrose University Important Policies & Procedures:

### 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](mailto: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.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### 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](https://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](https://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](http://www.calgarycasa.com)

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