

Course ID:	Course Title:	Winter 2023
PT 610	The Theology & Practice of Pastoral Care	Prerequisite: PT 501 or Undergraduate in Theology
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	Instructor:	Rev. Arch Wong, D.Min., Ph.D.	First day of classes:	Mon Jan 9
Days:	Tuesdays	Email:	awong@ambrose.edu	Last day to add/drop, or change to audit:	Sun Jan 22
Time:	2:30-5:30 PM	Phone:	403-410-2909	Last day to request revised final exam:	Mon Mar 13
Room:	RE 104	Office:	L 2081	Last day to withdraw from course:	Fri Mar 31
Lab/Tutorial:	N/A	Office Hours:	By appointment	Last day to apply for coursework extension:	Mon Apr 3
Final Exam:	No Final Exam			Last day of classes:	Fri Apr 14

Course Description

This course introduces the student to the ministry of “care of souls.” Aspects of congregational care and ministry are explored. Students will begin to develop specific care-giving skills.

Expected Learning Outcomes

By the end of the course, learners should be able to:

1. Develop a theology of pastoral care that is rooted in Scripture, social science theories, neuroscience, and current practices.
2. Build and sustain pastoral care within Christian community, and some basic skill and strategies for implementation.
3. Comprehend pastoral well-being and its connection to pastoral care.

Textbooks

Baab, Lynn (2018). *Nurturing hope: Christian pastoral care in the twenty-first century*. Minneapolis, MN: Fortress Press.

FIRO-B Inventory (This instrument will be filled out online and approximately \$50 will be charged to your student account).

Swinton, John (2007). *Raging with compassion: Pastoral responses to the problem of evil*. Grand Rapids, MI: Eerdmans.

Course Schedule

Week	Date	Topic	Readings/Watchings	Guiding Questions	Class Requirements
1	January 10	Introduction and Review Syllabus/What is Trinitarian Ministry?			
2	January 17	A Theology of Pastoral Care and the Role of Narrative	Baab, Chapters 1; Marshall & Neuger article; Scheib article; Two TED Talks: The danger of a single story with Chimamanda Ngozi Adichie; The art of the metaphor	<ul style="list-style-type: none"> • What creative or unexpected forms of Christian pastoral care have you observed? In what ways do you think they work well or do not work well? • How does culture influence our theology of pastoral care and our practice of pastoral care, especially around narrative? • What role does narratives play in pastoral care processes? 	<p>Structured Reading Group- Jigsaw</p> <p>Fill out the FIRO B assessment before class on January 24th</p>
3	January 24	Knowing Yourself and Pastoral Care	Van Beek article; Aka, et al. article; TED Talk: Pico Iyer: Where is Home?; Caroline Casey: Looking Past Limits;	<ul style="list-style-type: none"> • When you think about pastoral dispositions, how would you describe a pastoral person in respect to care-giving? Why? • How might your worldview, identity, and sense of belonging evidenced in your pastoral practice? 	<p>Structured Reading Group - Roles</p> <p>Introduction to FIRO-B</p>
4	January 31	Pastoral Care and Neuroscience	Hogue article; Bingaman article (2011); Watch 5 short videos by Sarah Lane Ritchie on YouTube clicking here ;	<ul style="list-style-type: none"> • How might you see neuroscience be helpful or not to pastoral care? • Has neuroscience undermined the validity of religious beliefs? Have we effectively explained God away? Explain. 	<p>Structured Reading Group- Roles</p> <p>Book Review is due by Friday February 3rd</p>

5	February 7	Suffering and Pastoral Care; Guest: Prof. Mark Buchanan	Skim read the Book of Job and pay attention especially to Chapters 1 & 2 and Chapters 38-42; Radner article		TBA
6	February 14	Grief and Growth/Death and Dying/Resilience	Buglass article; Kelley & Chan article; Klass & Chow article	<ul style="list-style-type: none"> How do you see the theories of grief and bereavement be helpful in a ministry context? How can we develop cultural competency in our grief ministry? 	Structured Reading Group- Jigsaw
7	February 21	No class: Reading Week			
8	February 28	Clergy Sexual Abuse and Pastoral Care and Response	Chaves & Garland article; Garland & Argueta article	<ul style="list-style-type: none"> From your perspective, what are the social systemic conditions that allow clergy sexual misconduct to occur? How do you see pastoral care for those who have been sexually abused? 	Structured Reading Group- Roles
9	March 7	Trauma and Pastoral Care	Van Deusen Hunsinger article; McClintock article; Eriksson articles Part 1 & 2; Wang Video by clicking here .	<ul style="list-style-type: none"> Is it possible for individuals to be profoundly emotionally hurt/traumatized by churches? If so, what does this look like and why does this occur? Is there something about the overall culture of some local congregations that is fundamentally neglectful, or at odds with the unique needs of trauma survivors? 	Structured Reading Group- Jigsaw Research Paper due by March 7 th
10	March 14	Well-Being of the Pastoral Caregiver/Stress	Baab, Chapters 10-11; Clarke et al. article; Hough et al. article; Poon article	<ul style="list-style-type: none"> From the readings, how might you enact Sabbath and/or other spiritual disciplines in your own pastoral practices? From the Baab chapters, list the habits and rhythms that undergird resilience for you. 	Structured Reading Group- Jigsaw

11	March 21	Listening Skills	Baab, Chapter 9; Van Tongeren article; Short video by Brene Brown click here and What is Empathy? click here ; Baab, Podcast Part 1 click here ; Baab Podcast Part 2 click here .	<ul style="list-style-type: none"> • What are the situations where silence is most difficult for you in conversations? Do you have ideas about why that is the case? • What are the biggest obstacles for you as you try to empathize? How have you tried to overcome them? 	Structured Reading Group- Roles
12	March 28	Pastoral Care and Cultural Diversity	Rah article; Baab, Chapter 5	<ul style="list-style-type: none"> • Have you seen increased diversity in your congregation or wider community? What kinds of diversity? What challenges in pastoral care have you seen that arise from it? How have you seen pastoral care meet those challenges? • In what ways have you seen listen makes a difference in relationships across ethnicities or other boundaries? What do you find hardest when you listen to someone of a different ethnicity? 	Structured Reading Group- Roles
13	April 4	Mental Health and Pastoral Care; Guest: Dr. Alex Sanderson	TBA		TBA
14	April 11	Wrap-Up; Student Course Evaluations			The Pastoral Care Training Manual is due by April 14 th

Note: Instructor may change topics at his discretion

Requirements

Learners are expected to prepare before class by reading and reflecting/writing upon the required readings/watchings assigned for the assigned session posted on Moodle (when applicable).

Structured Reading Groups (25%)

Students will be assigned into a group of five people with a set of rotating group roles: discussion leader, passage master, devil's advocate, creative connector, and reporter. Students will meet with their group regularly in class throughout the semester. Before each group meeting in class, students are to complete a set of readings and prepare

for their given reading group role; for example, the devil’s advocate must develop a list of questions for group discussion that challenge the main points of the work. Though working together in groups, students are only graded on their contributions to the reading groups, primarily through the reading group prep sheets that they prepare for class. More detail explanation of the Structured Reading Groups will be given in class.

Assessment Criteria:

Performance Guidelines and Expectations

Overall, the prep sheets were done consistently each week before class and prepared.

1	2	3	4	5	6	7	8	9	10
low quality									high quality

Overall, the student prepared for class discussions.

1	2	3	4	5	6	7	8	9	10
not prepared									very well prepared

The student contributions generally were helpful and/or insightful in the class discussions? Were their questions/arguments well thought-out? Did the student participate in class discussions? Respectful conversations?

1	2	3	4	5	6	7	8	9	10
low quality									high quality

Book Review (10%)

There will be one book review. Carefully read *Raging with compassion: Pastoral responses to the problem of evil*. The book review should be no longer than 800 words (single space; 12 points, Times New Roman). The book review **is due by February 3rd** and the scoring rubric will be on Moodle. When writing the book review, you have three tasks:

1. You should tell **what you think the writer was trying to say**. For example, “David Elkind said in several books that he thought we should allow children to have a childhood.” Another example, “Malcolm Gladwell seems to argue in *Outliers* that once people have worked for 10,000 hours at something, they get good.” Why did the writer write the book . . . to entertain, to expose, to explain, to correct a misperception, to recount, to convince the reader to change views, to protect? And for what audience did he or she write it? Hint: the audience question is often answered in the foreword and then confirmed or disconfirmed in the book.
2. Tell me **how the writer went about making his or her case**. Stories? Argument? Facts, figures and tables? Humor? Humility/arrogance? Does the author move quickly or slowly? What kind of sentences, what level of writing . . . accessible, impenetrable? What are the author's assumptions and conclusions?
3. Tell me **to what degree you think that author succeeded in his or her intended task** . . . whether your readers should read the book or not (to be really blunt). If so, why? Does it have great writing, wit, illustrations, or importance, or is the author the sole person addressing the question, one who resolves several outstanding issues, or one with new, great insights, and so on? If you do not recommend it, why not? Giving your view – writing in your own voice – may be condemned in lots of academic writing but it is necessary in the review so please do it. And please don't think this job is done if you tip your hand in the opening sentence or make an

explicit recommendation in the last few sentences . . . adjectives and adverbs are appropriate here as ways of embedding your judgments of the author's work throughout the review.

The three tasks, while inseparable, do sort of move in an order although not a lock-step order, starting with what the author said he/she set out to do or, if that is not clear, what you think they were trying to do. You weave together your précis of the contents with your own clear voiceover about how they go about it and also, more quietly, your own assessment of how well they do it. As you move toward the end, you state clearly as to whether you recommend it and to whom, likely while still making reference to the contents and approach. Please use APA format.

Due Dates:

Friday February 3, 2023 at 6:00 PM (MST)

Assessment Criteria:

Performance Guidelines and Expectations

The book review will be an electronically submitted paper, no later than Friday February 3, 2023 at 6:00 PM (MST). Weighing: 10%.

Exemplary (10-9 marks)	Competent (8-7 marks)	Developing (6 and below marks)
<input type="checkbox"/> The book review clearly articulated what the writer was trying to say and do. <input type="checkbox"/> The book review clearly states why the author wrote the book. <input type="checkbox"/> The book review indicated clearly the audience that the author was writing for.	<input type="checkbox"/> The book review somewhat articulated what the writer was trying to say and do. <input type="checkbox"/> The book review fairly states why the author wrote the book. <input type="checkbox"/> The book review somewhat indicated the audience that the author was writing for.	<input type="checkbox"/> The book review needs to state more clearly what the writer was trying to say and do. <input type="checkbox"/> The book review needs to do a better job at stating why the author wrote the book. <input type="checkbox"/> The book review did not indicated the audience that the author was writing for.
<input type="checkbox"/> The book review clearly tells how the author went about making his or her case. <input type="checkbox"/> The book review stated well the author's assumptions and conclusions.	<input type="checkbox"/> The book review somewhat articulated how the author went about making his or her case. <input type="checkbox"/> The book review stated the author's assumptions and conclusions.	<input type="checkbox"/> The book review was fuzzy indicating how the author went about making his or her case. <input type="checkbox"/> The book review stated very few of the author's assumptions and conclusions.
<input type="checkbox"/> The book review showed clearly that the author succeeded in his or her intended task. <input type="checkbox"/> The book review indicated clearly why the book should be read. <input type="checkbox"/> The book reviewer's voice, view, and recommendation is clearly stated.	<input type="checkbox"/> The book review indicated that the author succeeded in his or her intended task. <input type="checkbox"/> The book review indicated why the book should be read. <input type="checkbox"/> The book reviewer's voice, view, and recommendation is somewhat stated.	<input type="checkbox"/> The book review did not indicate well the author's success in bringing the intended task. <input type="checkbox"/> The book review did not indicate why the book should be read. <input type="checkbox"/> The book reviewer's voice, view, and recommendation is not well articulated.

Research Paper (30%)

Write a 1200 to 1500-word research paper (double space; 12 points, Times New Roman) exploring and integrating the biblical, theological, social sciences, and practical dimensions of a single aspect of spiritual care (grief and loss, marriage issues, gender issues, sexual issues, depression, addiction, mental health, spiritual direction, hospital visitation, care for

vulnerable people, etc.). Show integration of lectures (when applicable), readings, and the pastoral/professional and academic literature (books and articles, and reliable websites). You may write this paper by yourself or as part of a group. If you choose to write the paper as a group, all members of the group will receive the same grade for the completed assignment, with no exceptions. All papers should be peer-edited and revised before turned in for grading (if done in a group). Please use APA or Turabian format. The research paper **is due by March 7th** and the scoring rubric will be on Moodle.

Due Dates:

Tuesday March 7, 2023 at 6:00 PM (MST)

Assessment Criteria:

Performance Guidelines and Expectations

The research paper will be an electronically submitted paper, no later than Tuesday March 7, 2023. Weighing: 30%.

Theory, Method, and Data: Correctly employs and present theories, concepts, and empirical research. The student demonstrates the use of lectures (when applicable), readings, and the pastoral/professional and academic literature (books and articles, and reliable websites). Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study. **1 2 3 4 5 x 5=**

- 1-2 Inconsistently achieved- theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.
- 3-4 Mostly achieved- theories, concepts, and empirical research are summarized and used fairly accurately.
- 4.1-5 Consistently achieved- theories, concepts, and empirical research are summarized and used accurately and in relevant ways.

Analysis and Integration: The research paper extend past summarizing research/theory, and clearly analyze and integrate, the research/theory using a biblical/theological, social sciences, and practical frameworks. **1 2 3 4 5 x 5=**

- 1-2 Little to no connection made to the development of thought in terms of analyzing and integrating the theory/research using a biblical/theological, social sciences, and practical frameworks.
- 3-4 Some of the research paper demonstrates a balance in summarizing and describing theory/research and analysis and integration using a biblical/theological, social sciences, and practical frameworks.
- 4.1-5 The majority of the research paper demonstrates a balance in summarizing and describing theory/research and analysis and integration using a biblical/theological, social sciences, and practical frameworks.

Discussion and Application: Able to discuss and apply findings for ministry or for the church or the particular context of the research. **1 2 3 4 5 x 5=**

- 1-2 Little or no discussion of the interpretation and significance of the findings and application for ministry or for the church or the particular context of the research.

- 3-4 Good discussion of the interpretation and significance of the findings and application for ministry or for the church or the particular context of the research.
- 4.1-5 A thorough discussion of the interpretation and significance of the findings and application for ministry or for the church or the particular context of the research.

Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end. **1 2 3 4 5 x 4=**

- 1-2 Adequately limited central thesis; details/synthesis may be repetitious or absent altogether; sentences/paragraphs rarely, if ever, flow logically together
- 3-4 Clear central thesis; appropriate details/synthesis most of the time; sentences/paragraph generally flow logically together.
- 4.1-5 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.

Grammar, Spelling, and Format: Writing is clear and effective communicating central ideas. **1 2 3 4 5 x 1=**

- 1-2 Proofread please or get someone to help! Too many errors that slow down the reading. Did not really follow APA format.
- 3-4 Still some errors, or errors in significant spots, that detract from your meaning. Somewhat followed APA format.
- 4.1-5 Either the piece is error-free, or you have a few tiny errors that can be easily corrected. Followed APA format.

Pastoral Care Training Manual (35%)

A training manual on pastoral care will be developed from sources from the course and from the academic and professional literature (books and articles) or reliable sources found on websites. The pastoral care training manual is to be used to train others in pastoral care in a church or other ministry context. Although the pastoral care training manual needs to be thoroughly researched, it is not a research paper and the use of images, diagrams, tables, bullet points, and so on is encouraged so that it has a professional look to it. The topics to be covered in the pastoral care training manual is up to the learner based on the particular ministry context. Learners may write this assignment by himself/herself or as part of a group (2 or 3 learners per group). If the learner chooses to write the paper as a group, all members of the group will receive the same grade for the completed assignment, with no exceptions. This assignment (if done in a group) should be peer-edited and revised before turned in for grading. Please use APA format. The pastoral care training manual **is due by April 14th** and the scoring rubric will be on Moodle.

Due Dates:

Friday April 14, 2023 at 6:00 PM (MST)

Assessment Criteria:

Performance Guidelines and Expectations

The pastoral care manual will be an electronically submitted paper, no later than Friday April 14, 2023 at 6:00 PM (MST).
Weighing: 35%.

Content

- 1-2 The pastoral care training manual gave a brief and minimal explanation of the contextual use of the training manual. The topics covered in the training manual were chosen poorly based on the ministry context. Poor to satisfactory layout of the topic contents with short narratives/explanation.
- 3-4 The pastoral care training manual gave a brief and good explanation of the contextual use of the training manual. The topics covered in the training manual were chosen adequately based on the ministry context. Good layout of the topic contents with short narratives/explanation.
- 4.1-5 The pastoral care training manual gave a brief and excellent explanation of the contextual use of the training manual. The topics covered in the training manual were chosen well based on the ministry context. Excellent layout of the topic contents with short narratives/explanation. **1 2 3 4 5 x6=**

Use of Sources

- 1-2 Little to no use the use of course materials, professional and academic literature found in books, journals and/or sources found on reliable websites are used.
- 3-4 The pastoral care training manual demonstrates somewhat to good use of course materials, professional and academic literature found in books, journals and/or sources found on reliable websites.
- 4.1-5 The pastoral care training manual demonstrates well the use of course materials, professional and academic literature found in books, journals and/or sources found on reliable websites. **1 2 3 4 5 x6=**

Design and Organization

- 1-2 The pastoral care manual does not look professional. Minimal use of images, diagrams, tables, appropriate use of bullet point, and so on. Difficult to follow and no focus. No apparent deliberate organization.
- 3-4 The pastoral care training manual has a somewhat professional look and feel to it. Good use of images, diagrams, tables, appropriate use of bullet point, Table of Contents, and so on. The training manual has a clear pattern of development in organization. General focus and coherence, logical sequence of topics/ideas.
- 4.1-5 The pastoral care training manual has a professional look and feel to it. Excellent use of images, diagrams, tables, appropriate use of bullet point, Table of Contents, and so on. The training manual is elegant and logically arranged and easy to use and follow. **1 2 3 4 5 x6=**

Grammar, Spelling, and Format

- 1-2 Proofread please or get someone to help! Too many errors that slow down the reading. Did not really follow APA/Turabian format.
- 3-4 Still some errors, or errors in significant spots, that detract from your meaning. Somewhat followed APA/Turabian format.

4.1-5 Either the piece is error-free, or you have a few tiny errors that can be easily corrected. Followed APA/Turabian format. **1 2 3 4 5 x2=**

Attendance

Learners are expected to attend all classes consistently and punctually and participate in all discussions. Unexcused absences will negatively affect not only your comprehension of course content but also your grade. If you miss a class, it is your responsibility to borrow notes from a fellow learner, to acquire any handouts, and to discover whether any changes were made to the syllabus. There is a deduction for unjustified absenteeism. The deductions are as follows:

- No deduction for missing 1 class.
- 10% deduction off final grade for missing 2 classes.
- 15% deduction off final grade for missing 3 classes.
- Automatic fail for missing 4 or more classes.

Grade Summary

The available letters for course grades are as follows:

A+	Mastery +	96-100%	Outstanding- Expands the space of the possible for learning outcomes
A	Mastery	91-95%	Consistently demonstrates exemplary performance of all learning outcomes
A-	Mastery	87-90%	Exemplary performance of most learning outcomes and strong performance of all learning outcomes
B+	Progressing	78-86%	Strong performance of learning outcomes
B to B-	Emerging	70-77%	Basic performance of learning outcomes
C+ to C	Beginning	63-69%	Marginal and/or inconsistent performance of learning outcomes
C- to F	Limited	Below 50-62%	Cannot demonstrate performance of learning outcomes

Assessment achievement criteria description:

A+ (Mastery +): The task has been taken up with complexity, drawing on research, experience, dialogue and conversations with peers and colleagues and demonstrates these various contributions from the past two years of course work. The content of the task demonstrates an insightful vision of self and culture. There are significant examples of opportunities and resources, with particular attention to the practices a teacher takes up to foster success in its various iterations. There is evidence of critical questioning of the practices, theories and student experiences in classrooms from multiple perspectives. Where applicable, creativity in thinking is evident, and where necessary attention to detail results in comprehensive plans/resources/communication. Exemplary work does require a significant investment from the student, which is evident in the presentation of the assignment, self-directed research to inform practice, and evidence of working beyond class material and conversations and a willing to ask transformational questions while exploring possible solutions.

A (Mastery): The task has been taken up in a thoughtful and engaging way that demonstrates a strong understanding of the research, one's own experience, dialogue with peers and colleagues, and demonstrates a layered synthesis of knowledge of course content. Examples are accurate and rooted in research and are clearly articulated. Where applicable, creativity and original ideas are included, and where necessary attention to detail and fulfilling requirements

are complete. Theories, teacher practices, and beliefs are explored in a nuanced way that demonstrate a willingness to critically examine student experiences in one's classroom.

A- (Mastery): Indicates that the student attends to the requirements of the assignment, includes research and experience to inform content, and shows evidence of drawing together multiple resources in the work. All outcomes have been met and most are completed very well. There is evidence of critical thinking and the exploration possible tensions between theory, practice, and personally-held beliefs and their impact on all students.

B+ (Progressing): The task fulfills the requirements of the assignment. Content discussed in class is included, with adequate engagement with various perspectives or resources. The connections being made to learning reflect common inclusive practices but are limited to prior experiences and personally-held beliefs with little engagement of theory, critical reflection and exploration of the impact on students. The assignments contain ideas that are reproductions of observations that with some critical thinking or creativity.

B to B- (Emerging): The task fulfills the requirements of the assignment but does so on a superficial level. Content discussed is included, but there is minimal engagement with various perspectives or resources. The connections being made to course content are superficial and lack meaning in inclusive practices. The assignments contain ideas that are reproductions of observations that lack critical thinking or creativity. Adequate evidence of outcomes indicates limited connections between the course content or to one's own experience.

Cs or lower (Beginning): the task has significant areas that are either incomplete, missing, or inaccurate. There is little to no reference to research, experience, or to course content. There is little attention to detail. The student will be required to meet with the instructor to determine gaps in the demonstration of learning and create a plan to reconsider and resubmit evidence of the learning outcomes if the student desires.

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.

Submission of Assignments

All assignments are due electronically via Moodle on the date specified. Please use a standard file format, MS Word (.doc or .docx) when uploading your document.

I grant extensions infrequently and only when circumstances outside the learner's control will prevent the punctual submission of an assignment. However, if you have concerns about your assignment or the due date, please talk to me in advance. Please note that technical problems do not provide sufficient grounds for an extension: students should keep back-up copies of all assignments (digital, hard copy, or both) during composition and after submission.

Ambrose University Academic Policies

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

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

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.