

Course ID:	Course Title:	Fall 2022
BHS / DVST 350	Poverty in Western Society	Prerequisite: completion of 60 credits or permission of department
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	Derek Cook M.Sc., RSW	First Day of Classes:	Sep. 7
Days:	Wed. / Fri	Email:	Derek.Cook@ambrose.edu	Last Day to Add/Drop:	Sep. 21
Time:	9:30 – 10:45 am	Phone:	403-410-2913	Last Day to Withdraw:	Nov. 21
Room:	RE104	Office:	L2072	Last Day to Apply for Extension:	Nov. 28
Lab/Tutorial:	NA	Office Hours:	Wed. 1:00 - 2:00pm	Last Day of Classes:	Dec. 9
Final Exam:	None				

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

This course will provide an overview of the origins and understanding of poverty in western society from both a theoretical and theological standpoint. This will include a review of the sources of vulnerability that contribute to poverty and the psycho-social impacts of poverty on vulnerable populations and the broader society. Strategic approaches to poverty reduction will be explored along with the respective roles of the church, state and civil society in preventing, alleviating and reducing poverty.

Expected Learning Outcomes

It is the aim of the course that students will be able to:

1. Demonstrate skills related to perception of human needs with empathy.
2. Demonstrate awareness of ethically responsible attitudes toward social problems and, in particular, vulnerable populations in society, with a specific ability to:
 - Articulate the various ideas of poverty prevalent in western society from the industrial revolution to the present.

- Describe the impact of the changing theoretical understanding of poverty on social welfare and social policy in the western world.
3. Demonstrate knowledge of the spectrum of Christian perspectives of sociological and psychological processes in conjunction with scientific study, with a specific ability to:
- Articulate the various theological understandings of poverty prevalent in the Christian tradition from the reformation era (industrial revolution) to the present age.
4. Critically analyze the shifting roles of the church, state and civil society in response to the changing theoretical and theological understandings of poverty.

Textbooks

- Raphael, D. (2020). *Poverty in Canada: Implications for Health and Quality of Life*. Toronto: Canadian Scholars.
- Olsen, G.. (2021). *Poverty and Austerity Amid Prosperity*. Toronto: University of Toronto Press.

Course Schedule

Week of	Topic	Readings
Sept. 7	Introduction	<ul style="list-style-type: none"> • None
Sep. 9	Social Transformation and Poverty <ul style="list-style-type: none"> • The Industrial Revolution and Colonization • Global Poverty 	<ul style="list-style-type: none"> • Handel, <i>Social Welfare in Western Society</i>. Chapter 2. (On Moodle) • Xenos, <i>Scarcity and Modernity</i>. Chapter 1. (On Moodle)
Sep. 14	Contemporary Trends in Poverty <ul style="list-style-type: none"> • Post-war Poverty in the Developed World • Historical Trends in Canada 	<ul style="list-style-type: none"> • Olsen. Chapter 1. • Raphael, Chapter 2.
Sep. 16	What Is Poverty? <ul style="list-style-type: none"> • Definitions, concepts and measurements • Absolute / relative poverty • Dimensions of poverty 	<ul style="list-style-type: none"> • Olsen, Chapter 2 – <i>What is Poverty?</i>
Sep. 21	What is Poverty? <ul style="list-style-type: none"> • A Christian perspective. 	<ul style="list-style-type: none"> • Myers, Chapter 4. <i>Poverty and the Poor</i>. (On Moodle) • Reize, Toffelmire and Stovell – <i>Human Flourishing and a Theology of Poverty Alleviation</i>. (On Moodle)

Sep. 23	Who Are the Poor? <ul style="list-style-type: none"> Demographic Profile (Canada) 	<ul style="list-style-type: none"> Raphael, Chapter 3 – <i>Who Is Poor in Canada?</i> Wolterstorff – <i>Justice Not Charity: Social Work Through the Eyes of Faith.</i> (On Moodle)
Sep. 28	Poverty, Inequality and Exclusion <ul style="list-style-type: none"> Intersectional Analysis Understanding our Positionality Poverty in Indigenous and racialized communities. 	<ul style="list-style-type: none"> Raphael, Chapter 4 – <i>Making Sense of Poverty, Social Inequality and Social Exclusion.</i> <p><u>Assignment Due:</u></p> <ul style="list-style-type: none"> Current events assignment 1 Creative Expression Assignment Proposal
Oct. 7	The Causes of Poverty <ul style="list-style-type: none"> Myths and Stereotypes Vulnerabilities, shocks and stresses Chronic vs. shock poverty 	<ul style="list-style-type: none"> Raphael, Chapter 5. <i>Pathways to Poverty.</i> Cook – <i>Abundance, Resilience and Trust: A New Framework for Social Inclusion.</i> (On Moodle)
Oct. 12	Causes of Poverty – Individual Explanations <ul style="list-style-type: none"> Individualistic Explanations Human Capital Deficits Culture of Poverty 	<ul style="list-style-type: none"> Olsen, Chapter 5. <i>Individual-Centred Explanations for Poverty: Biogenetic and “Culture of Poverty” Accounts.</i>
Oct. 14	Causes of Poverty – Societal Explanations <ul style="list-style-type: none"> Poverty as a systemic phenomenon Policy outcomes Economic drivers 	<ul style="list-style-type: none"> Olsen, Chapter 6. <i>Society-Centred Explanations of Poverty: Systemic and Sociopolitical Accounts.</i>
Oct. 19	The Impacts of Poverty <ul style="list-style-type: none"> The lived experience of poverty 	<ul style="list-style-type: none"> Raphael, Chapter 6 – <i>The Lived Experience of Poverty.</i>
Oct. 21	The Impacts of Poverty – Health <ul style="list-style-type: none"> Mental and physical health impacts Developmental impacts 	<ul style="list-style-type: none"> Raphael, Chapters 8 – 9 <i>Poverty and Health (8); Mechanisms and Pathways (9).</i>
Oct. 26	The Impacts of Poverty – Social and Economic <ul style="list-style-type: none"> Social capital and community cohesion Quality of life Economic costs 	<ul style="list-style-type: none"> Raphael, Chapter 10 – <i>Poverty and Quality of Life.</i> <i>The Cost of Poverty.</i> (On Moodle) <p><u>Assignment Due:</u></p> <p>Current events assignment 2</p>

Oct. 28	<p>Theological Traditions of Response</p> <ul style="list-style-type: none"> • Individual Responsibility and Charity • The Prosperity Gospel 	<ul style="list-style-type: none"> • Bradley and Lindsley, <i>For The Least of These</i>, Chapter 2 – <i>Poverty and the Poor in the Old Testament</i>; Chapter 3 – <i>Remember the Poor: A New Testament Perspective</i>. (On Moodle) <p><u>Assignment Due:</u></p> <p>Creative Expression</p>
Nov. 2	<p>Theologies of Reform</p> <ul style="list-style-type: none"> • The Social Gospel • Theologies of Justice 	<ul style="list-style-type: none"> • Modern Christian Thought (Vol. 1), Chapter 11 – <i>The Ritschlian Theology and Protestant Liberalism</i>. (PV501) (On Moodle) • John Battle. <i>A Brief History of the Social Gospel</i>. (BHS / DVST 350) (On Moodle)
Nov. 4	<p>Theologies of Liberation</p> <ul style="list-style-type: none"> • Human Rights • Liberation Theology 	<ul style="list-style-type: none"> • Wolterstorff – <i>Justice: Rights and Wrongs</i>. (On Moodle) • Modern Christian Thought (Vol. 2), Chapter 9 – <i>Political Theology and Theologies of Liberation</i>. (PV501) (On Moodle) • Olivia Singer, <i>Liberation Theology in Latin America</i> (BHS / DVST350) (On Moodle)
Nov. 16	<p>Historical Responses to Poverty</p> <ul style="list-style-type: none"> • Social Policy – Historical Perspective 	<ul style="list-style-type: none"> • Handel, <i>Social Welfare in Western Society</i>. Chapters 3, 5 and 6a (pp. 113-122) (On Moodle)
Nov. 18	<p>Contemporary Policy Responses to Poverty</p> <ul style="list-style-type: none"> • Rise of the Welfare State • Neo-liberal retrenchment 	<ul style="list-style-type: none"> • Olsen, Chapter 4 – <i>Poverty and the Welfare State</i>. • Graham, Chapter 2 – <i>Historical Influences</i>. (On Moodle)
Nov. 23	<p>Systemic Approaches</p>	<ul style="list-style-type: none"> • Raphael, Chapter 12. <i>Anti-Poverty Strategies and Programs</i>. • Canada Without Poverty. <i>A Human Rights Guide to Poverty Reduction</i>. (On Moodle)
Nov. 25	<p>Service Oriented Approaches</p>	<ul style="list-style-type: none"> • Olsen, Chapter 7. <i>What Can be Done? Beyond the Welfare State</i>. • Bridges Out of Poverty, Ch. __. (On Moodle)

Nov. 30	Grassroots / Community Responses to Poverty <ul style="list-style-type: none"> Community Development, Organizing, Mobilization and Advocacy 	<ul style="list-style-type: none"> Changing Communities, Chapter 6. <i>Principles and Strategies of Community Organization</i>. (On Moodle) <p><u>Assignment Due:</u> Current events assignment 3</p>
Dec. 2	The Role of the Church	<ul style="list-style-type: none"> Cresswell, J. <i>Experiencing visions of Canadian church workers: Exploring the mentality fueling systems involved in poverty reduction</i>. (On Moodle)
Dec. 7	Moving Forward <ul style="list-style-type: none"> Current debates and policy options 	<ul style="list-style-type: none"> Raphael, Chapter 14. <i>Poverty and the Future of the Canadian Welfare State</i>.
Dec. 9	Synthesis	<ul style="list-style-type: none"> No readings

Requirements:

a) Attendance (10%):

Students are expected to attend all classes, having read assigned materials ahead of time and prepared for class in order to actively participate in these discussions. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let your instructor know in advance (via email) so that this can be taken into account.

b) Class Participation (10%)

Class time will consist of a combination of lecture and “seminar” type activities (highly participative; discussion based). Therefore, participation in discussions and group activities will be a key component of learning throughout this course. Active discussion means it will be obvious to the professor that you are engaging with the course material, that you are bringing insights from the readings into the class discussions, and that you are trying to link course knowledge with everyday life. Active discussion is judged as thoughtful input to the class that has left an impression on the professor as an engaged student

c) Current Events (15%)

On three dates during the semester, students will submit a review of a news article about a current issue related to poverty. Write a 1 - 2 page report that summarizes the article (1 to 2 paragraphs maximum; no more than ½ page) and then explains how the article relates to what you are learning in class. The following questions will help you reflect:

1. What are the underlying causes of the situation described in the article?
2. What theoretical and theological understandings of poverty are evident in the issue and the responses to it?
3. What approach do you feel would be helpful to address the situation described in the article?

Each assignment across the semester is worth 5 points (%) for a total of 15%. Submission dates are included in the course schedule

d) Creative Expression (25%)

Prepare a creative work that expresses the student’s personal connection to the issue of poverty, incorporating both theoretical and theological themes being explored through the course. A creative work could include visual art, music, poetry, multi-media or other medium of the student’s choosing. Students must present a proposal for their work to the instructor prior to completion. The proposal should be submitted for review and approval by September 30 with the final project to be completed by October 28. A short (2 page) description of the work and its meaning should accompany the work. Students should be prepared to present their work to the class during the week of October 31. Please see marking rubric at the end for this assignment.

e) Major Paper (40%)

The major assignment of the course will be the completion of a major research paper that addresses a particular issue related to poverty. This major paper should be 10 – 12 pages in length and include:

- An overview and discussion of the issue being addressed including its dimensions, incidence, trends and the population(s) being impacted.
- A discussion of the underlying causes of the issue reflecting on the various theoretical and theological understandings of poverty.
- A discussion of the impact of the issue on the affected population(s) from a multi-dimensional perspective.
- Recommendations for how the issue may be effectively addressed from a policy or programmatic perspective, reflecting on the possible roles of the state, church and civil society.

The paper will be due the last day of class. Please see marking rubric (below) for this assignment.

Marking Rubric

Attendance

Rubric Criteria (weight)	Excelling (90%–100%)	Accomplished (80%–85%)	Developing (70%–75%)	Beginning (0–65%)
General Attendance (10%) (Excludes certain excused absences such as Ambrose athletic teams’ out-of-town games). In the case of illness or other extenuating circumstances, inform the instructor prior to class for an exemption.	Misses no more than one class (100%); misses two to three classes (90%)	Misses four classes (85%), five classes (80%).	Misses six classes (75%), seven classes (70%).	Misses eight classes (65%), nine classes (60%), ten classes (55%), eleven classes (50%), twelve or more classes (0%).

Creative Expression

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
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Purpose and Content (25%)	The piece as a whole fully addresses the assignment's objectives and expresses a perspective on a theme relevant to the course.	The piece as a whole largely addresses the assignment's objectives and expresses a perspective on a theme somewhat related to the course.	The piece misses some of the assignment's objectives and the connection to the theme(s) of the course is unclear.	The piece as a whole doesn't address the assignment's objectives and is not relevant to the theme(s) of the course.
Critical Thinking (25%)	The piece demonstrates a strong depth of analysis and expresses a distinct theoretical or theological perspective on poverty.	The piece demonstrates awareness of a theoretical or theological perspective on poverty as covered in the course.	The connection of the piece to a particular theoretical or theological perspective on poverty is unclear.	The piece does not express a theoretical or theological perspective on poverty.
Creativity (20%)	The chosen medium and content demonstrate a highly unique and unified creative vision and voice.	The chosen medium and content demonstrate a unique vision and voice but lack unity between medium and content.	The chosen medium and content are somewhat creative and unique.	The chosen medium and content lack a unique vision and voice.
Voice and tone (15%)	It sounds like I care about my piece as a whole. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in evident in the piece.	My tone is OK, but the piece as a whole does not strongly express how I think and feel. The passion or enthusiasm is somewhat lacking.	My piece is bland or pretentious. There is either no hint of a personal connection to the content.	My piece suggests I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
Overall Quality (15%)	There is a high degree of artistic / creative style and a unity between style and content. Attention to detail is evident.	There is some creative / artistic style but lacks attention to detail.	There is some creative / artistic style but a lack of unity between style and content and a lack of attention to detail.	The piece is sloppy with little artistic / creative style and significant lack of attention to detail.

Major Paper

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	The paper as a whole fully addresses the assignment's objectives. The paper is well-developed and supported by external sources and focuses on relevant details. There is a unified wholeness to the paper.	The paper as a whole largely addresses the assignment's objectives. The paper is mostly developed and supported by external sources. The paper largely focuses on relevant, but is a little unfocused occasionally. The paper as a whole is mostly unified.	The paper as a whole misses some of the assignment's objectives. Several of the objectives are not well developed or lack clarity. The paper as a whole is not very unified.	The paper as a whole doesn't really get at the assignment's objectives. The study does not have a sense of direction and is often unclear. The paper as a whole is fragmented.

Critical Thinking (25%)	The paper thoroughly addresses the questions identified in the guide, as well as addressing additional factors. A broad set of external sources are used (documents, multiple organizational interviews) to support the case study and address complex issues.	The paper generally addresses the questions identified in the study guide. A moderate set of external sources to support the paper are used and address standard sets of issues.	The paper addresses some of the questions identified in the study guide. A limited set of external sources are used to support the study and somewhat address standard sets of issues.	The paper doesn't really address the questions identified in the study guide. A very limited set of external sources are used to support the study and barely address standard sets of issues.
Voice and tone (15%)	It sounds like I care about my paper as a whole. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but the paper as a whole could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
Organization (15%)	The paper as a whole is well organized and structured and there is a sense of flow. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that links together the key issues, the assessment and analysis).	The paper as a whole is relatively well organized and structured with a sense of flow. Overall, there is an acceptable opening, middle, and conclusion.	The paper as a whole is somewhat organized and structured but there isn't really a sense of flow. Overall, the organization and cohesiveness are rough but workable, but sometimes gets off topic.	The paper as a whole is not very organized or structured and there are many breaks in flow. Overall, the writing is aimless, disorganized, and lacking in cohesiveness.
Mechanics: Conventions and Sentence Fluency (15%)	The paper uses correct grammar, punctuation, and spelling. Sentences are clear, complete, and of varying lengths. The study follows the conventions of the APA or MLA writing style and these are used for citations in the case study and in the reference / works cited section.	There are a few errors to fix, but generally correct conventions are used. Sentences are well-constructed. The study generally follows APA or MLA writing style, but there is inconsistency in its usage.	There are enough errors in the case study to distract a reader. Sentences are often awkward, run-ons, or fragments. The case study suggests an idea what APA or MLA is, but indicates the writer is mostly guessing as to what is a writing style.	Numerous errors make the case study hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. The case study suggests that the writer doesn't know what APA or MLA is or doesn't cite sources.

Grade Summary:

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an 'A,' 'B,' or 'C,' etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)

B	75 - 81%	(GPA – 3.0)	F	Below 50%
B-	72 - 74%	(GPA – 2.7)		
C+	68 - 71%	(GPA – 2.3)		

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 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 Examination Request form to the Registrar’s Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. 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/content/academic-calendar-2>.

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 are normally granted for 30 days beyond the last day of the term.

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/writingcentre>

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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

