

Course ID:	Course Title:	Winter 2022
BHS 400	Seminar	Prerequisite: BHS Senior; Permission of the Department
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Alexandra Sanderson, PhD	First Day of Classes:	January 10, 2022
Days:	W/F	Email:	<a href="mailto:asanderson@ambrose.edu">asanderson@ambrose.edu</a>	Last Day to Add/Drop:	January 23, 2022
Time:	10-11:15	Phone:	403-410-2000. ext. 5907.	Last Day to Withdraw:	March 18, 2022
Room:	NA	Office:	L2101	Last Day to Apply for Extension:	March 28, 2022
Lab/Tutorial:	NA	Office Hours:	Zoom by appointment	Last Day of Classes:	April 14, 2022
Final Exam:	NA				

### Important Dates and Information

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

### Course Description

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

### Expected Learning Outcomes

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

This class supports the development of the following **Behavioural Science Learning Goals**:

1. Integrate knowledge of both the psychological and societal processes which bear upon human emotions, cognition and behaviour;
2. Perceive human needs with empathy, develop ethically responsible attitudes toward social problems and, in particular, vulnerable populations in society, and be empowered to give voice to these issues in the public and professional arena;
3. Prepared to engage ethically with individuals from diverse backgrounds (i.e., racial, ethnic, religious, gender & sexual orientation) in a manner that maintains the dignity and respect for all people;
4. Develop a Christian view of sociological and psychological processes in conjunction with scientific study.

### Textbooks

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

Assigned Journal articles: The articles are housed on your BHS 400 Moodle site. All articles are to be read and will contribute to your class and written responses.

### Course Schedule

January 12 <sup>th</sup>	Course Introduction
January 14 <sup>th</sup>	<p>"Leading with an Open Heart" (Heifetz &amp; Linsky 2002)</p> <p>Gergen, K.J. (2001) <i>Psychology as "Politics by Other Means."</i></p> <p>Gergen, K.J. (2016). <i>Towards a Visionary Psychology</i>.</p>
January 19 <sup>th</sup>	<b>Coffee with class – please see instructions outlined in your syllabus</b>
January 21 <sup>st</sup>	<p>Reimer-Kirkham, S. (2020). Chaplaincy in Canada and the United Kingdom: Prayer and the Dynamics of Spiritual Care. In Beardsley C., Todd A., REIMER-KIRKHAM S., SHARMA S., BROWN R., CALESTANI M., et al. (Authors), <i>Prayer as Transgression?: The Social Relations of Prayer in Healthcare Settings</i> (pp. 86-104). Montreal; Kingston; London; Chicago: McGill-Queen's University Press. doi:10.2307/j.ctv18sqzfs.11</p> <p>Gergen, K.J., (2007). <i>Relativism, Religion and Relational Being</i>.</p>
January 26 <sup>st</sup>	<p>Gottlieb, M. (2020). The Case for a Cultural Humility Framework in Social Work Practice. <i>Journal of Ethnic &amp; Cultural Diversity in Social Work</i>. DOI: <a href="https://doi.org/10.1080/15313204.2020.1753615">10.1080/15313204.2020.1753615</a></p> <p>Sanchez, B. (2020). Cultural Humility: A Tool for Social Workers When Working with Diverse Populations. <i>Reflections of Narrative Helping</i>. (26). 67-74.</p> <p>Sundar, P., Todd, S., Danseco, E., Kelly, L.-J., &amp; Cuning, S. (2012). Toward a culturally responsive approach to child and youth mental health practice: Integrating the perspectives of service users and providers. <i>Canadian Journal of Community Mental Health</i>, 31(1), 99–113. <a href="https://doi.org/10.7870/cicmh-2012-0008">https://doi.org/10.7870/cicmh-2012-0008</a></p>
January 28 <sup>th</sup>	<p>Marsh TN, Coholic D, Cote-Meek S, Najavits LM. (2015) Blending Aboriginal and Western healing methods to treat intergenerational trauma with substance use disorder in Aboriginal peoples who live in northeastern Ontario, Canada. (2015). <i>Harm Reduction Journal</i>. (20);12:14. doi: 10.1186/s12954-015-0046-1. PMID: 25989833; PMCID: PMC4445297.</p> <p>Absolon, K. (2010). Indigenous wholistic theory: A knowledge set for practice. <i>First Peoples Child &amp; Family Review</i>, Vol. 5, No. 2, 2010, pp. 74-87.</p> <p>Dennis, M. &amp; Minor, M. (2019) Healing Through Storytelling: Indigenising Social Work with Stories. <i>British Journal of Social Work</i></p>

Feb 2 <sup>nd</sup>	<p>Ellis, A. E. (2020). Providing trauma-informed affirmative care: Introduction to special issue on evidence-based relationship variables in working with affectional and gender minorities. <i>Practice Innovations</i>, 5(3), 179-188. <a href="http://dx.doi.org/10.1037/pri0000133">http://dx.doi.org/10.1037/pri0000133</a></p> <p>Bryson SA, Gauvin E, Jamieson A, Rathgeber M, Faulkner-Gibson L, Bell S, Davidson J, Russel J, Burke S. What are effective strategies for implementing trauma-informed care in youth inpatient psychiatric and residential treatment settings? A realist systematic review. <i>Int J Ment Health Syst</i>. 2017 May 11;11:36. doi: 10.1186/s13033-017-0137-3. PMID: 28503194; PMCID: PMC5425975.</p> <p>Judith A. Howard (2019) A Systemic Framework for Trauma-Informed Schooling: Complex but Necessary!, <i>Journal of Aggression, Maltreatment &amp; Trauma</i>, 28:5, 545-565, DOI: <a href="https://doi.org/10.1080/10926771.2018.1479323">10.1080/10926771.2018.1479323</a></p> <p>Im, H., Rodriguez, C., &amp; Grumbine, J. M. (2020, January 23). A Multitier Model of Refugee Mental Health and Psychosocial Support in Resettlement: Toward Trauma-Informed and Culture-Informed Systems of Care. <i>Psychological Services</i>. Advance online publication. <a href="http://dx.doi.org/10.1037/ser0000412">http://dx.doi.org/10.1037/ser0000412</a></p>
Feb 4 <sup>th</sup>	<p>Gergen, K.J. (2003). A Civil World Beyond Individual and Community</p> <p>Miller, P.M., Brown, T &amp; Hopson, R (2011). Centering Love, Hope, and Trust in the Community: Transformative Urban Leadership Informed by Paulo Freire.</p> <p>Comstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., &amp; Salazar, G. II. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. <i>Journal of Counseling &amp; Development</i>, 86(3), 279–287. <a href="https://doi.org/10.1002/j.1556-6678.2008.tb00510.x">https://doi.org/10.1002/j.1556-6678.2008.tb00510.x</a></p> <p>Ospina, S &amp; Foldy, E (2005). Toward a Framework of Social Change Leadership.</p>
Feb 9 <sup>th</sup>	<b>Grip-Birkman – Mandatory class</b>
February 11 <sup>th</sup>	<b>Grip-Birkman – Mandatory class</b>
February 16 <sup>th</sup>	<i>Common Fire</i> (Chapter 1, 2)
February 18 <sup>th</sup>	<i>Common Fire</i> (Interlude, Chapters 3 & 4)
March 2 <sup>nd</sup>	<b>Coffee with class – please see instructions outlined in your syllabus</b>
March 4 <sup>th</sup>	<i>Common Fire</i> (Chapters 5 & 6)
March 9 <sup>th</sup>	<i>Common Fire</i> (Chapters 7 & Epilogue)
March 11 <sup>th</sup>	Capstone Presentations
March 16 <sup>th</sup>	Capstone Presentations
March 18 <sup>th</sup>	Capstone Presentations
March 23 <sup>rd</sup>	Capstone Presentations
March 25 <sup>th</sup>	Capstone Presentations
April 1 <sup>st</sup>	Capstone Presentations
April 6 <sup>th</sup>	Capstone Presentations
April 8 <sup>th</sup>	Capstone Presentations
April 13 <sup>th</sup>	Capstone Presentations

**Requirements:**

1. **Completion/Reflection on the Grip-Birkman Inventory** 5%  
(Reflections on Grip-Birkman as it related to career to be included in Capstone paper)

2. <b>Critical Reading and Discussion</b> ( <u>Peer learning paper + class participation + evaluation of peer contributions; 10% Peer Learning Paper; 5% professor's assessment of participation; 5% peer assessment of participation</u> )	20%
3. <b>Conversations over Coffee</b> ( <u>Two written responses 10% each response; assigned questions for January 19<sup>th</sup> and March 2<sup>nd</sup></u> )	20%
4. <b>Capstone Paper</b> (please see rubric below)	35%
5. <b>Capstone Presentation</b> (please see rubric below)	20%
<i>Total</i>	<i>100%</i>

### Grip-Birkman Inventory

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

Students can use this information to consider how much they want their interests to be used in their careers, and what unique strengths they will bring to any team individually and as a team member and what areas may require additional support, training, or management.

Consider what this inventory has taught you about your skill sets and potential career interests. Discuss the following in your capstone paper:

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

Students are expected to incorporate the context of this learning into the Capstone paper (5% of overall grade).

### Critical Reading and Discussion (20%) – Throughout Course

The readings for the course are to encourage your reflection on your degree, your guild, and your identity. Explore what the author(s) was trying to communicate and how the assigned informs your understanding of your learning across the degree, your guild, your identity and your chosen future professions.

Asking questions, articulating dissonance, and sharing insights during class discussions are a crucial component of the learning process and to the worth of this course. You will come to class having read the assigned reading and be ready to lead your group (approximately five students) in a discussion of the importance of the reading to your present academic experience and future vocational goals. Each group member will lead their small group in a discussion once during the reflections on the articles and contribute to the class reflection on the material. On April 13, each student will hand in an integrated summary report of their key learning from the class readings, peer insights and the discussions they led (**3 pages, double-spaced, APA format, 7<sup>th</sup> edition**). Included at the end of this report will be a self and peer evaluation focusing on the quality and quantity of group member contributions.

### 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.

[Student name]: needs to talk more / talks about the right amount / needs to talk less

1. [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)
2. [Student name] was prepared for the discussion (true/false)
3. The [Student name] asked good questions (6-point rating scale)
4. Open-ended comment about the [Student name]'s role either as a discussion facilitator or participant.

### **Conversations over Coffee (20%)**

It is important to pause and consider how the assigned readings connect/disconnect and affirm/challenge your evolving thoughts, feelings, and identity. On two occasions, (**each associated paper worth 10%**), we will gather in your breakout groups and discuss the following:

1. **January 19<sup>th</sup>**: How does what I am passionate about in this degree connect/disconnect and affirm/challenge the recent readings, and vice versa? How does what I have learned in Behavioural Science courses connect/disconnect and affirm/challenge the recent readings, and vice versa? How does what I have learned in courses outside of the Behavioural Science program connect/disconnect and affirm/challenge the recent readings, and vice versa? As I consider potential next steps in my life and career, how do the recent readings connect/disconnect and affirm/challenge me?
2. **March 2<sup>nd</sup>**: Consider the Ambrose mission statement, the BHS vision and mission statements, and the BHS expected learning outcomes. Ask and answer the question of whether you are graduating meeting the goals laid out in these statements. Consider what classes and experiences facilitated you gaining the outlined personal and professional attributes and/or what hindered your development on a specific outcome.

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

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

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

Students are expected to prepare a 3 page (double spaced, 12-point font, 1" margins all the way around) typed response to the above questions, and then use that response to lead a 10 minute set of reflections in their breakout group. The expectation is that each group member will share their reflections as well as dialogue with their peers about each set of deliberations, cultivating a "conversational atmosphere" around these questions. Late written submissions and/or failure to share your reflections in the group will result in an automatic zero; written reflections are still required, however, in order to pass the course.

### **Capstone Paper (35%) – March 11 – April 13**

This seminar is an opportunity for you to engage in holistic reflection independently, through the assigned readings, and with others in the class. You will be required to systematically critique your undergraduate experience by reflecting on significant things you have learned through texts and articles you have read, papers you have written, projects/testing you have participated in, and relationships you have made. The topic or theme you select to focus on is the residue of your own learning over these past three/four years. You should immediately commence research on this question: **In the context of achieving a degree in Behavioural Science, what is behavioural science, how do you know, and what difference does it make to you personally and to your world?**

The following guiding questions should be considered to arrive at your answer: What have your studies been all about, both within and beyond your BHS-specific courses? What are the assumptions underlying this degree (and Ambrose) (i.e., what were you supposed to have learned?)? What have you actually learned? How have you learned it? Why did you come to choose this concentration or major? What did you hope to achieve? How and why did you meet/not meet those expectations? What would you change? How did your learning impact your faith journey? What happens next in your journey and how will you affect the world in a redemptive manner? In short, how has your academic experience at Ambrose and in BHS intersected with your life story?

Be **explicit in your** incorporation of learned theories and concepts, reflections on high impact practices, such as practicum/independent research and provide empirical data from your degree throughout your paper. The length of this paper is 10-15 pages. Papers should be in Microsoft **Word, double-spaced, with 1" (2.54cm) margins on all sides, 12 point font, and APA 7<sup>th</sup> edition formatting**. Please see the grading rubric below: **Paper is due on the day of your capstone presentation.**

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

As a capstone course, this is an integrative, interdisciplinary course, and as a result, you are asked to present on your educational experience as a whole. Each student will have **15 minutes** to present key elements from their capstone paper to the class during the final month of the term. Please see the grading rubric below:

**Grading Rubric for Paper and Presentation**

	<b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	<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)	<b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.	<b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas	<b>Formatting:</b> Use of appropriate writing style (i.e., APA) and other formatting particulars (i.e., page length, font size, margins)	<b>Oral Presentations:</b> Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
<b>A 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	Communicates effectively main theme, thesis, or primary focus of presentation.  Establishes order to ideas and points out relationships between them.  Number and quality of main points are sufficient

						<p>Presentation of ideas develops to a logical conclusion and/or summary</p> <p>Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.</p>
<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)	<p>Clear central thesis</p> <p>Appropriate details/synthesis most of the time.</p> <p>Sentences/paragraph generally flow logically together</p>	<p>Some spelling, grammar, and writing errors</p> <p>Some awkward transitions between words, sentences, and paragraphs</p>	Mostly achieved	<p>Communicates to some degree the main theme, thesis, or primary focus of presentation.</p> <p>Ideas follow a general logical flow with presenter providing some synthesis between points</p> <p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from</p>

						the presenters points  Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact
<b>C 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	Unclear presentation of main theme, thesis or focus of presentation  Little order to ideas and relationships between points not clarified clearly  Number and quality of main points are lacking in sufficiency  Weak conclusion and/or summary  Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact

**Attendance:**



Attendance is critical to your success in BHS 400. As a result, after three unexcused absences the instructor reserves the right to ask you to withdrawal from the class.

**Grade Summary:**

The available letters for course grades are as follows:

Grade	Interpretation	Percentage	Grade Points
A+	Excellent	96% and above	4.00
A		91-95%	4.00
A-		86-90%	3.70
B+	Good	82-85%	3.30
B		75-81%	3.00
B-		72-74%	2.70
C+	Satisfactory	68-71%	2.30
C		63-67%	2.00
C-		60-62%	1.70
D+	Poor	56-59%	1.30
D	Minimal Pass	50-55%	1.0
F		Failure	Below 50%
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.

**Other:**

**Classroom Etiquette:** We believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just "downloading" information from teacher to student). Therefore, it is expected that professors will come to each class well-read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being "present" at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience. **It is also important to note that personal experience can be difficult for some individuals to discuss and can lead to strong reactions/opinions. As a result please remember that your classmates are to be treated with the upmost respect and empathy at all times and that any failure to do so can lead to you being asked to leave the class.**

## 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](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 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](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://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](https://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](https://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 records.