

Course ID:	Course Title:	Winter 2023
PS 306/DVST 306	Working with Vulnerable People	Prerequisite: PS 121 or SO 121
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Alma Fourie, PhD. M.Comm	First Day of Class:	Thursday 12 th of January 2023
Day(s):	Thursdays	Email:	afourie@ambrose.edu	Last Day to Add/Drop:	Jan. 22, 2023
Time:	6:30pm – 9:30pm	Phone:	N/A	Last Day to Withdraw:	March 31, 2023
Room:	A2133	Office:	N/A	Last Day to Apply for Coursework Extension:	April 3, 2023
Lab/Tutorial:	N/A	Office Hours:	N/A	Last Day of Class:	Thursday 13 th of April 2023
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 focus on basic skills and practice when working with individuals who are vulnerable and/or experiencing homelessness. It will explore the challenges faced by individuals who are vulnerable and homeless, such as lack of education and job skills, poor mental and physical health, and addictions. It will also address the importance of case management, its components, and effectiveness. The course is meant to prepare students interested in working with at-risk persons in this population to provide competent and client-centered help.

Expected Learning Outcomes

- Develop a better understanding of the experience of individuals who have faced homelessness.
- Help students understand the multiple systems involved in the provision of services to individuals experiencing homelessness.
- Develop a better understanding of Adverse Childhood Experience Study and what it means to be trauma informed

- Develop a better understanding of use of self in engagement of clients in the helping relationship.
- Learn about case management.
- Learn about Housing First philosophy as an approach to providing housing to individuals experiencing homelessness.
- Learn about cultural competence with diverse people.

Textbooks

Working with Homeless and Vulnerable People, J. Waegemakers Schiff, 2015

Course Schedule

Lectures

Dates	Topic	Reading
January 12	Who are the Homeless	Chapter 1
January 19	Homeless and Health	Chapter 3
January 26	Mental Health and Mental Disorders Addictions In Class Assignment: Empathy Maps (To be handed in at end of class) 20% of grade	Chapter 7 Chapter 8
February 2	Housing First Harm Reduction	Chapter 6 Chapter 8
February 9	Stages of Change and Motivational Interviewing	Chapter 8
February 16	Adverse Childhood Experience	
February 23	Reading week – No Class	
March 2	Trauma Informed Care	Chapter 9
March 9	Outreach and Engagement	Chapter 2
March 16	Case Management Paper One: Housing First and Harm Reduction. 30% of grade. Paper should be submitted via moodle.	Chapter 5
March 23	Culture and Ethics	Chapter 10 and 11
March 30	Provider Health: Self Care, Burnout, Vicarious Trauma and Compassion Fatigue	Chapter 3
April 6	Provider Health: Self Care, Burnout, Vicarious Trauma and Compassion Fatigue	Chapter 3
April 13	Summary and Closing Paper Two: Adverse Childhood Experience Study and the implications for service delivery to individuals experiencing homelessness: a trauma informed and wellness perspective. 30% of grade. Paper should be submitted via moodle.	

Requirements:

A. Class attendance and participation (20%)

Students are expected to attend each class meeting and to arrive on time to class. Attendance is required because students' understanding, and integration of the material occurs during class sessions. It is also expected of students to participate in class presentations as well as individual and group experiential activities.

B. Empathy Map: In class activity (20%)

Each student will be provided with an empathy map template to use for this activity. The students will participate in group discussion regarding applying the empathy map to working with individual who are vulnerable and homeless. Each student will hand in his own completed empathy map at the end of the class.

C. Two Papers

Paper One (30%)

Housing First and Harm Reduction

When writing this paper answer the following questions:

1. What is Housing First Philosophy
2. How does it benefit individuals that are vulnerable and homeless
3. What is Harm Reduction
4. How does Harm Reduction apply to working with individuals that are vulnerable and homeless.

Guidelines for writing this paper:

- Length 6 pages (double spaced), excluding title page and references.
- The format for the paper should follow the guidelines of the new Publications Manual of the American Psychological Association.
- In completing this paper, you will use research literature to help contextualize and support your discussion. You must use a minimum of five (5) different references in your paper. Your references should be current, within the last 10 years.
- Papers should be submitted via moodle
- *Due date: March 16th, 2023*

Paper Two (30%)

Adverse Childhood Experience Study (ACE Study) and the implications for service delivery to individuals experiencing homelessness: a trauma informed and wellness perspective.

When writing this paper answer the following questions:

1. What adverse childhood experiences (ACE's) were identified in the ACE study
2. What implications does ACE's have for the physical health as well as mental health of individuals who are vulnerable and homeless
3. What does it mean to be trauma informed
4. What is compassion fatigue and vicarious trauma
5. What is your self-care plan for managing stress better

Guidelines for writing this paper:

- Length 6 pages (double spaced), excluding title page and references.
- The format for the paper should follow the guidelines of the new Publications Manual of the American Psychological Association.
- In completing this paper, you will use research literature to help contextualize and support your discussion. You must use a minimum of five (5) different references in your paper. Your references should be current, within the last 10 years.
- Papers should be submitted via moodle
- *Due date: Thursday April 13th 2023*

Examinations

There is no final examination. Grading is based on class attendance and participation, as well as successful completion of both assignments.

Attendance:

Attendance is required because students' understanding, and integration of the material occurs during online class sessions. It is also expected of students to participate in class discussions as well as individual and group experiential activities.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

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

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

Other:

N/A

Ambrose University Important Information:

Communication

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

Exam Scheduling

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

Standards of Behaviour in the Classroom Setting

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

Academic Integrity

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

Academic Policies

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

Privacy

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

Coursework Extensions

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

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

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

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

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

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

Ambrose Writing Services

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

Ambrose Tutoring Services

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

Mental Health Support

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

On Campus:

- Counselling Services: ambrose.edu/counselling
- 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 <https://ambrose.edu/student-life/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