

Course ID:	Course Title:	Fall 2023
BHS 320	Field Practicum 1	Prerequisite: Prerequisite: BHS 240. Restricted to students in BA: Behavioural Science (Concentration or Major) with a CGPA of not less than 2.0. Permission of the department required.
		Credits: 3-3L

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Please include credentials	First Day of Class:	September 6
Days:	Monday	Email:	asanderson@ambrose.edu	Last Day to Add/Drop:	September 17
Time:	1-2:15pm	Phone:	403-407-9464	Last Day to Withdraw:	November 20
Room:	A2210	Office:	L2101	Last Day to Apply for Coursework Extension:	November 23
Lab/Tutorial:	Approximately 10 hours per week	Office Hours:	By appointment: M/T/Thursday during the day; Evening appointments available by zoom	Last Day of Class:	December 11
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>.

Land Acknowledgment

Ambrose University is located in the traditional territories of the Niitsitapi (Blackfoot) and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikuni, the Kainai, the Tsuut'ina, and the Iyarhe Nakoda. We are situated on land where the Bow River meets the Elbow River, and the traditional Blackfoot name of this place is

"Mohkinstsis" which we now call the City of Calgary. The City of Calgary is also home to Metis Nation of Alberta, Region III.

Course Description

A supervised practical experience with a community or social agency closely related to the student's interest and/or future plans. Readings, written assignments and group meetings will help students reflect on and integrate knowledge with practical experience.

Additional Course Information

In this classroom we will work to learn together by respectfully recognizing the place of each student's storied understanding of themselves and their clients. Each student has their own distinct lived experience and is working with client's who have their own specific needs, experiences, culture, faith, beliefs, and social influences. Given this, we will work to listen well and share respectfully within groups, the class, and at the placement. We will recognize that each of us provides relevant knowledge for personal and professional development, but that none of us have complete understanding or knowledge of self or other. This necessitates the need for us all to continually engage in listening well and learning. We will hold the stories shared with upmost care and ethics, recognizing the courage that is needed for sharing information about the self and other. Stories that are shared with us are to be met with empathy and held confidentially unless they indicate imminent harm to self or other. Throughout the course, I encourage you to examine your own biases to better understand how your views of personal and professional functioning have been shaped by the communities you interact within (i.e., culture, family, peers, faith, and academic), and when you should challenge these understandings. My hope is that together we will work towards making peer groups and the class a safe space for every voice.

Expected Learning Outcomes

- **Understanding:** Develop an understanding of the professional skills, competencies, challenges, and ethics unique to one's professional domain. (Assignments: Birkman Inventory, Application Paper, Journal, Field Placement).
- **Analysis:** Develop the ability to analyze relevant research to gain a critical understanding of client needs, intervention/prevention models, and relevant societal factors. (Assignments: Weekly Exercises, Annotated Bibliography, Professional Reflection Paper).
- **Research:** Develop a critical understanding of research relevant to the field placement, gathering, interpreting, and communicating primary and secondary social scientific research. (Assignments: Weekly Exercises, Annotated Bibliography, Field Placement, Professional Reflection Paper).
- **Communication:** Develop an understanding of the need to communicate knowledge in a clear, compelling, and ethical manner, adhering to APA standards and maintaining a critical standpoint on the applications of research in personal and professional domains. (Assignments: Weekly Exercises, Annotated Bibliography, Professional Reflection Paper).
- **Character:** Develop increasing ability to respond in ways that respects the dignity of all, perceiving human needs with empathy, while developing ethically responsible attitudes toward social problems and vulnerable populations in society. (Assignments: Birkman Inventory, Professional Reflection Paper, Journal, Field Placement).
- **Professional Competence:** Develop skills in communication, critical thinking, data interpretation and presentation, client support, ethics, and cultural humility, while considering possible vocational and occupational trajectories within the Social Science fields. (Assignments: Birkman Inventory, Weekly Exercises, Professional Reflection Paper, Journal, Field Placement).

Textbooks:

Baird, Brian N. (2018). *The internship, practicum, and field placement handbook: A guide for the helping professions (8th ed.)*. New Jersey: Prentice Hall.

Course Schedule

September 11	Practicum Introduction Self-Care Introduction Birkman Waivers Text Introduction: Why a Clinical Text?	Exercise: Self Care Handout
September 18	Chapter 2: The Adventure Begins Birkman Waivers Due	Exercise: Boost your Confidence and Humility (page 19 eBook)
September 25 Journal due	Chapter 3: Peer Groups and Journal Work Peer Group Contract to be developed. Chapter 5: Working with a Supervisor	Peer Contracts Due October 2nd Exercise: Developing a caring class/peer group (page 43 eBook) Exercise: Suggesting additional Learning Opportunities (page 135 eBook).
October 2	Chapter 4: Ethical and Legal Issues (pgs. 58-105 eBook) Boundaries in Clinical Practice by Thomas Gutheil & Glen Gabbard (kspope.com)	Birkman Inventory completed. Exercise: Case Study (page 60 in eBook). Ethical Dilemmas: Provided by Instructor
October 16	Mandatory Class: Birkman Debrief: Meaning of Profile	
October 23 Journal due	Chapter 6: Diversity Gottlieb, M (2020): The Case for a Cultural Humility Framework in Social Work Practice, <i>Journal of Ethnic & Cultural Diversity in Social Work</i> , DOI: 10.1080/15313204.2020.1753615	Exercise: Knowing yourself in relation to diversity (page 168 eBook). Exercise: Observe yourself interacting with diversity (page 174 eBook)
October 30	Chapter 8: Stress and Self-Care Merrill A. L. (2023). Finding Faith Through Listening. <i>JAMA</i> , 330(5), 413–414. https://doi.org/10.1001/jama.2023.12385	Exercise: Impacts of practicum (page 225 eBook) Exercise: Impacts of stress (page 229 eBook) Exercise: Setting priorities (page 248 eBook) Encouragement: Increase the number of self-care hours you engage in weekly
November 13 Journal due	Check in: Concerns, Successes, and Lessons about Self and Other.	Exercise: What will you change to help you Flourish throughout the remainder of the practicum, personally and professionally? Exercise: Self-care update your plan
November 20	How to Flex to others while maintaining well-being	Exercise: Free Jung + Enneagram Personality Test (similarminds.com) Activity Distributed in Class: Develop all aspects of self – type Development (Flex and the Management of GRIP)
November 27 Journal due	Chapter 9: Assaults and Risks Berlanda S, Fraizzoli M, de Cordova F, Pedrazza M. Psychosocial Risks and Violence Against Teachers. Is It Possible to Promote	

	Well-Being at Work? <i>International Journal of Environmental Research and Public Health</i> . 2019; 16(22):4439. https://doi.org/10.3390/ijerph16224439	
December 4	Chapter 10 & 11 Closing Cases and Finishing the Practicum Termination vs. Abandonment: https://www.apa.org/monitor/2009/09/ethics	Exercise: Your own reactions to saying goodbye (termination) (page 311 eBook)
December 11 Journal due	Chapter 12: Frustrations, Lessons, Discoveries and JOY! 1. Whiting C, Cavers S, Bassendowski S, Petrucka P. Using Two-Eyed Seeing to Explore Interagency Collaboration. <i>Canadian Journal of Nursing Research</i> . 2018;50(3):133-144. doi:10.1177/0844562118766176	Exercise 338: Lessons you learned about people, organizations, yourself, and society. Submit assignments and paperwork.

Requirements:

Group & Class Participation (Due December 11th: 10%): You will be required to be an informed and active participant for all group and class discussions. Your participation grade will be informed by your active participation in group discussions and associated group activities, as well as your level of preparation. Five percent of your participation mark will be assigned by your peer group. The instructor reserves the right to modify grades given based on contributions witnessed during the class or feedback from group members regarding contributions. Five percent of your participation grade will be assigned by your professor.

You will be placed in groups during the first week of classes, and you will work with this group throughout the course. Your group will develop a contract that specifies behaviour expected within the group in relation to support, listening, and contributions. This contract will be shared by email with your instructor by **September 18th**. At the end of the course, you will rate your peers using the following scoring scheme, and your rating will be emailed to your professor:

Peer/Self-evaluation of the quality of participation in discussion

Each student must complete the following evaluation elements for every student in their group, including **themselves**.

1. [Student name]: needs to talk more / talks about the right amount / needs to talk less.
2. [Student name] **6-point rating of the quality of contributions to discussions** (1 = unacceptable, minimizes understanding of self/other's stories, 6 = outstanding, comments in every class have been helpful in centering self/other's knowledge development).
3. [Student name] **was prepared for the discussion and projects** (true/false).
4. The [Student name] **provided important insights and work to discussion (6-point rating of quality of insights and work within peer group)** (1 = unacceptable, minimizes understanding of self/other's stories, 6 = outstanding, comments in every class have been helpful in centering knowledge development).

5. Open-ended comment about the [Student name]'s role either as a discussion facilitator or participant in group discussions.

Adapted from C. Stanley

<https://ctl.byu.edu/tip/peer-and-self-evaluation-participation-discussion>

Journal (Submission ongoing as outlined in course schedule: 20%): Your journal will be a record of your volunteering activities. **This is important, as it is your proof that you have completed your hours.**

For each week, write up one reflection on your experiences as your field site. Your reflection should be critically reflective and exploratory in nature. Use examples from practicum to highlight your cognitive and emotional reactions and speak to key learnings connected to self, others, or the helping system. It is important that any individual discussed in your journal is provided a pseudonym.

Your weekly Journal reflections should also include an evaluation of your **stress and self-care**. At the end of your week reflection, include an update on how beneficial your self-care is and why/why not (Likert or qualitative rating). Discuss any changes that you need to make to ensure that your stress/health/well-being are at optimal levels.

Five selected journal entries (by professor) will be graded. Approximately one page per entry. All journals to be password protected and emailed to the instructor.

Exercises (20%): Each week students will provide answers to the assigned exercises/case studies. Responses will require self-reflection, skill review and application. In total, there will be 10 (ten) exercise assignments that **are due on the day that each chapter will be discussed (please see course schedule)**. You will be asked to share portions of your responses within groups and during class. Students will include their answers **to all the assigned questions at the end of their journal.**

Annotated Bibliography (Due November 13th: 10%)

Determine an area of research or practice that you desire to learn more about and would aid your professional practice at your placement. This area may focus on professional development, ethics, prevention methods, or intervention methods, concentrating on information that is different from already required learning tasks or projects for your placement.

Using the journal databases for psychology (PsychINFO/PsychARTICLES), google scholar, or open access publications, choose 10 publications you believe are important for extending or clarifying your knowledge or skill base. Nine of your articles should be recent and relevant to your focus, and center on one topic (published within the last 5 years).

For each article, provide the reference in APA style, alphabetically organized. Under each reference, provide a paragraph that describes the purpose of the publication, its relationship to the field you are working within, and any pertinent information to your field placement experience (see example of APA annotation: [Annotated Bibliography Samples - Purdue OWL® - Purdue University](#)). I encourage you to reach out if you have any questions regarding this assignment. Grading will follow the rubric at the end of this syllabus.

Application Paper: Professional Reflection Paper (Due December 11th: 15%)

Utilizing the knowledge gained from the Birkman Inventory as well as your journal, speak to the strengths and skills you bring to the helping domain, and how you know based on your experiences throughout the semester. Speak to the effective ways you can manage stress and competency throughout your career and the contribution of your faith to this

process. Consider when you were stressed this term, what stressors are most challenging for you, how you handled the stress, and if your stress intervention (i.e., self-care) was effective. Within the paper, I would also like you to reflect on the ethics that you will need to be cognizant of in the position of a helper and why these ethical mandates and professional standards are important for you specifically (i.e., what ethical difficulties are more likely to be encountered in your professional domain). Paper is to be written in Word (8 pages). APA 7th edition formatting required for this paper.

Submission of Assignments:

Please upload your Annotated Bibliography and Application Paper to the Turn it in site on Moodle. Your peer review of your group and journal will be emailed to your instructor. Your journal is to be written in Word and password protected. If you have difficulties password protecting the document, please see IT.

Your completed paperwork (e.g., self-evaluation) and your supervisor's evaluation will be provided to Kim McLachlan **no later than 11:59pm on December 11th**.

All assignments are to be completed in Word/submitted as a Word document.

Summary of Requirements:

- 1) Completed Evaluation Form by Practicum Supervisor (20%)
- 2) Preparation, Class Contributions and Peer Group Contribution Participation (10%).
- 3) Annotated Bibliography (20%)
- 4) Professional Reflection Paper (20%)
- 5) Journal: Reflections (10%) Text and Assigned Exercises (20%).

Attendance: 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 that lies at the heart of the Ambrose educational experience.

Grade Summary:

The available letters for course grades are as follows:

Percentage:	Letter Grade:	Grade Point Weight:
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0
60-62	C-	1.7
56-59	D+	1.3
50-55	D	1.0
0-49	F	

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:

Grading Rubrics:

	<p>Theory, Method, Data: 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.</p>	<p>Analysis and Application: Student can extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)</p>	<p>Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.</p>	<p>Grammar and Spelling: Writing is clear and effective communicating central ideas</p>	<p>Formatting: Use of appropriate writing style (i.e., APA, ASA) and other formatting particulars (i.e., page length, font size, margins)</p>	<p>Oral Presentations: 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.</p>
<p>A 86-100</p>	<p>Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways</p>	<p>The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application.</p>	<p>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</p>	<p>Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly</p>	<p>Consistently achieved</p>	<p>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</p>

						<p>points are sufficient.</p> <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 72- 85	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/syntheses 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 the presenters' points.</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
C 60-71	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 .	<p>Adequately limited central thesis</p> <p>Details/syntheses may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors.</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	Inconsistently achieved	<p>Unclear presentation of main theme, thesis or focus of presentation.</p> <p>Little order to ideas and relationships between points not clarified clearly.</p> <p>Number and quality of main points are lacking in sufficiency.</p> <p>Weak conclusion and/or summary</p> <p>Presentation style lacking as demonstrated through non-verbal communication,</p>

						body language, voice, and eye contact
					And so on....	

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the

semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

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.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon

with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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.

Academic Success and Supports

Accessibility Services

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

students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

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

Ambrose Tutoring Services

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

Mental Health Support

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

On Campus:

- Counselling Services: ambrose.edu/counselling
- 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.