

Course ID:	Course Title:	Winter 2024
BHS 400	Social Science Capstone	Prerequisite: Restricted to students in the BA: Behavioural Science (Concentration or Major) or Psychology (Major) programs in their final 15 credits of study. Permission of the department required.
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	Alex Sanderson, PhD	First Day of Class:	Jan. 8 th , 2024
Days:	T/Th	Email:	asanderson@ambrose.edu	Last Day to Add/Drop:	Jan. 21 st , 2024
Time:	8:15 – 9:30	Phone:	403-407-9464	Last Day to Withdraw:	Mar. 28 th , 2024
Room:	A1085-2	Office:	L2101	Last Day to Apply for Coursework Extension:	Apr. 2 nd , 2024
Lab/Tutorial:	N/A	Office Hours:	By appointment	Last Day of Class:	Apr. 12 th , 2024
Final Exam:	N/A				

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 Iyârhe 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

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

- **Understanding:** Develop an understanding of the professional skills, competencies, challenges, and ethics unique to one's professional domain. (Assignments: Career Paper, Group Work, Group Presentation, Capstone Paper & Presentation).
- **Analysis:** Develop the ability to analyze relevant research, practice, and ethical to gain a critical understanding of client needs, intervention/prevention methods, and relevant societal factors. (Assignments: Career Paper, Group Work, Group Presentation, Capstone Paper & Presentation).
- **Research:** Develop a critical understanding of research relevant to the future career fields, gathering, interpreting, and communicating primary and secondary social scientific research. (Assignments: Career Paper, Group Work, Group Presentation, Capstone Paper & Presentation).
- **Communication:** Develop an understanding of the need to communicate knowledge in a clear, compelling, and ethical manner, keeping a critical standpoint on the applications of research in professional domains. (Assignments: Career Paper, Group Work, Group Presentation, Capstone Paper & Presentation).
- **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: Career Paper, Group Work, Group Presentation, Capstone Paper & Presentation).
- **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: Career Paper, Group Work, Group Presentation, Capstone Paper & Presentation).

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 articles: The articles are housed on your BHS 400 Moodle site. All articles are to be read and your insights shared readily within class/peer groups.

Relevant readings: You are strongly encouraged to include in class discussion and written responses and readings from other classes you have taken in your degree that were formative in nature and helped shaped your understanding of self, others, future strategies, and goals.

Course Schedule

January 9	Course Introduction
January 11 th	Gergen, K.J., (2007). Relativism, Religion and Relational Being. <i>Common Knowledge</i> , Symposium: "A Dictatorship of Relativism?", 13 (2-3): 362-378, doi: 10.1215/0961754X-2007-011 Gergen, K.J. (2016). Towards a Visionary Psychology.
January 16 th	Gergen, K.J. (2003). A Civil World Beyond Individual and Community Wissing, M.P., Schutte, L., Liversage, C. et al. Important Goals, Meanings, and Relationships in Flourishing and Languishing States: Towards Patterns of Well-being. <i>Applied Research Quality Life</i> 16, 573-609 (2021). https://doi.org/10.1007/s11482-019-09771-8
January 18 th	Question: As you go forward into your profession, what ethical mandates do you think will be important for you and your professional practice - Why? Maranzan, K. A., Kowatch, K. R., Mascioli, B. A., McGeown, L., Popowich, A. D., & Spiroiu, F. (2018). Self-care and the Canadian Code of Ethics: Implications for training in professional psychology. <i>Canadian Psychology / Psychologie canadienne</i> , 59(4), 361-368. https://doi.org/10.1037/cap0000153 Choose the code most relevant to your field of practice:

	<p>Psychology: Microsoft Word - CPA-Code 2000 Eng JP Jan2014.docx</p> <p>Teaching: IM-4E Code of Professional Conduct.pdf (teachers.ab.ca)</p> <p>Social Work: Practice Resources - ACSW</p> <p>Sociology: CSA-SCS Statement of Professional Ethics 2022.pdf</p> <p>Occupational Therapy: Code of Ethics Alberta College of Occupational Therapists Approved by ACOT Council May 14, 2005</p>
<p>January 23rd Winter Collection Drop off Date for the Alpha House.</p>	<p>Pattison, S. (2013). Religion, Spirituality and Health Care: Confusions, Tensions, Opportunities. <i>Health Care Analysis</i>, 21(3), 193–207. https://doi-org.ezproxy.acnuc.talonline.ca/10.1007/s10728-013-0245-4</p> <p>Comstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., & Salazar, G. II. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. <i>Journal of Counseling & Development</i>, 86(3), 279–287. https://doi.org/10.1002/j.1556-6678.2008.tb00510.x</p> <p>Wormley, A. S., Vornlocher, C., Aglozo, E. Y., Jayawickreme, E., Johnson, K. A., Moon, J. W., Van Cappellen, P., Verma, A., & Cohen, A. B. (2023). Religion and human flourishing. <i>The Journal of Positive Psychology</i>. https://doi.org/10.1080/17439760.2023.2297208</p>
<p>January 30th</p>	<p>Guest Speaker: Joel Thiessen: Professor of Sociology; Department Chair, Social Sciences (Behavioural Science, Psychology) Director, Flourishing Congregations Institute</p> <p>Gergen, K. (2001). Psychology as “Politics by Other Means.” Paper presented at the International Society for Theoretical Psychology meetings, Calgary, Canada, June 2001</p> <p>Gergen, K. (1997). Who speaks and who replies in human science scholarship? <i>History of the Human Sciences</i>, 10(3), 151-173. https://doi.org/10.1177/095269519701000311</p>
<p>February 1st</p>	<p>Guest Speaker: Alyssa Brown, Outreach Team Lead, Alpha House</p> <p>Marsh T.N., Coholic D., Cote-Meek S., & Najavits L.M. (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>Marsh, T.N., Eshakakogan, C., Eibl, J.K., Spence, M., Morin, K.A., Goertzen, A., Gauthier, G.J., Gauthier-Frolick, D., Tahsin, F., Chief Dean Sayers, Chief Alan Ozawanimke, Chief Brent Bissailion, Chief Craig Nootchtai & Marsh, D.C. (2022) Implementation and evaluation of a two-eyed seeing approach using traditional healing and seeking safety in an indigenous residential treatment program in Northern Ontario, <i>International Journal of Circumpolar Health</i>, 81:1, 2125172, DOI: 10.1080/22423982.2022.2125172</p> <p>Dennis, M. & Minor, M. (2019) Healing Through Storytelling: Indigenising Social Work with Stories. <i>British Journal of Social Work</i>.</p> <p>Examples of how various fields are working to meet the Calls to Action. If interested, read the documents that are relevant to your interests.</p> <p>https://www.albertaschoolcouncils.ca/about/indigenous-awareness/trc-calls-to-action-for-education</p> <p>https://www.alberta.ca/reconciliation-in-alberta.aspx#justice</p> <p>https://ualbertalaw.typepad.com/faculty/2020/11/calls-to-action-on-justice-and-the-rcmp.html</p> <p>https://www.oci-bec.gc.ca/cnt/comm/press/press20200121-eng.aspx</p> <p>https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf</p>

February 6 th	<p>Guest Speaker: Cass Neild, Case Manager, The Maple, Trellis Society</p> <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. http://dx.doi.org/10.1037/pri0000133</p> <p>Judith A. Howard (2019) A Systemic Framework for Trauma-Informed Schooling: Complex but Necessary!, <i>Journal of Aggression, Maltreatment & Trauma</i>, 28:5, 545-565, DOI: 10.1080/10926771.2018.1479323</p>
February 8 th	<p>Guest Speaker: Jill Edgington Kirby, Program Manager Centre for Refugee Resilience, Calgary Catholic Immigration Society</p> <p>Jennifer Abe (2020) Beyond Cultural Competence, Toward Social Transformation: Liberation Psychologies and the Practice of Cultural Humility, <i>Journal of Social Work Education</i>, 56:4, 696-707, DOI: 10.1080/10437797.2019.1661911</p> <p>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</p> <p>Bennett, B., & Gates, T. G. (2019). Teaching cultural humility for social workers serving LGBTQI Aboriginal communities in Australia. <i>Social Work Education</i>, 38(5), 604–617. https://doi-org.ezproxy.acnuc.talonline.ca/10.1080/02615479.2019.1588872</p> <p>Im, H., Rodriguez, C., & 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. http://dx.doi.org/10.1037/ser0000412</p>
February 13 th	Group presentations (3 groups) https://signup.com/go/JucMgZK
February 15 th	Group presentations (3 groups) https://signup.com/go/JucMgZK
February 27 th	<u>Grip Birkman Debrief:</u> Rev. Dr. Ken DeMaere, ItoWe Support team Leader
Feb 29 th	<u>Grip Birkman Debrief:</u> Rev. Dr. Ken DeMaere, ItoWe Support team Leader
March 5 th	<i>Common Fire</i> (Chapter 1, 2)
March 7 th	<i>Common Fire</i> (Chapters 3 & 4)
March 12 th	<i>Common Fire</i> (Chapters 5 & 6)
March 14 th	<i>Common Fire</i> (Chapters 7 & Epilogue)
March 19 th	Capstone Presentations
March 21 st	Capstone Presentations
March 28 th	Capstone Presentations
April 2 nd	Capstone Presentations
April 4 th	Capstone Presentations
April 9 th	Capstone Presentations
April 11 th	Capstone Presentations

Requirements: Participation in classes and group discussions are an integral part of this course. You will form peer groups of five students during the first week of classes and you will work with this group throughout the course.

Participation (10%):

You will be required to be an informed and active participant for all discussions. As participation is required within groups, the peers will provide five percent of the participation grade. As a group, please meet and determine what each member of the group has earned out of five percent, considering:

1. [Student name]: needs to talk more / talks about the right amount / needs to talk less.
2. [Student name] **was prepared for the discussion** (true/false).
3. The [Student name] **supplied important insights and work to group discussions and the presentation (5-point rating of quality of insights and work within peer group)** (1 = unacceptable contributions, 5 = outstanding, contributions have been helpful in centering knowledge and development of understanding)¹.

Each group will submit the participation marks for the group members by email to the professor. Also provided will be the reasons why these marks were earned. This email must be submitted no later than April 12th at 11:59 pm. Late submissions will not be accepted, and the professor will assign marks for the group members past this date.

Grip-Birkman Inventory Response (15%):

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 as well as the stress behaviors we exhibit when our needs go unmet or our self-care slips.

Consider what this inventory has taught you about your skill sets and potential career interests. Discuss the following questions in a three-page response (APA formatting 7th edition for paper set up, title page, and in-text citations; **Due Date March 12th, 2024**):

1. 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 central to your careers, what unique strengths you will bring to any team individually and as a team member and last, what strength areas may require added support, training, or management.
2. Examine strategies to successfully apply for and secure employment related to the expressed areas of interest.
3. Consider what stresses you may encounter and how to decrease the negative effects.

Peer Learning Group Presentation (20%)

It is important to pause and consider how the assigned readings connect/disconnect and affirm/challenge your evolving thoughts, feelings, and identity. As your peer groups meet throughout the term to better understand the application of the readings to your future profession, I would like you to consider the themes that were most prominent in your discussions in relation to how your practice will be characterized in your future profession. Please create a 15-minute presentation that outlines the common themes that arose in your discussions, the importance of these topics for your future work in the field, and how your faith/worldview has impacted your understanding of best practices. Please speak to relevant parts of your chosen code of ethics and how ethical knowledge guided you in determining your best practice choices. Each presentation will include slides with in-text citations from the assigned reading material, key articles from other classes, as well as a reference slide at the end. Time will be provided for questions and feedback from the class. Please have one member of your group sign up for a presentation slot:

<https://signup.com/go/JucMgZK>

Capstone Paper (35%) (Due the day of your Capstone presentation)

This seminar is an opportunity for you to engage in holistic reflection of your life and education, through the assigned readings, and with others in the class. You will be required to systematically examine your next steps after graduation and your motivations for engaging in these steps. This will require you to reflect on your past experiences before Ambrose as well as your undergraduate experience, considering significant information you have gained through life experience, texts and articles you have read, papers you have written, projects/testing you have participated in, and relationships you have made. In short, answer the question how has

¹ Adapted from C. Stanley

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

your academic experience at Ambrose intersected with your life story to shape your future? In summary, discuss how your “passions” have developed as well as the future form your commitment to the common good will take. Last, consider why is it important to acknowledge and articulate your motivations in pursuing your life of commitment? (11-12 pages, APA 7th edition formatting required)

Capstone Presentation (20%)

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 **10 to 11 minutes** to present key elements from their capstone papers to the class. Following the presentations, your peers will be given time to pose questions and provide feedback. Given that our time is tight, I request that you send me your PowerPoint slides the day before so they can be loaded and ready to present. Please choose your presentation day and time at the following link: <https://signup.com/go/sFTKhyG> If something comes up that prevents you from presenting, you will need to trade your presentation day with another student.

Please see the grading rubric below:

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 and respect that lies at the heart of the Ambrose educational experience.

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%	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.

Grading Rubric:

	Theory, Method, Data:	Analysis and Application: Student can extend past	Logical and Coherent Argument: Logical and	Grammar and Spelling: Writing	Formatting: Use of appropriate	Oral Presentations:
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	<p>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>summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)</p>	<p>coherent argument that flows from beginning to end.</p>	<p>is clear and effective communicating central ideas</p>	<p>writing style (i.e., APA) and other formatting particulars (i.e., page length, font size, margins)</p>	<p>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>Most of the 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 points are sufficient. Presentation of ideas develops to a logical conclusion and/or summary. Strong presentation style, demonstrated through non-</p>

						verbal communication, body language, voice, and eye contact.
B 72- 85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used 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)	Clear central thesis Appropriate details/synthesis most of the time. Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors. Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation. Ideas follow a general logical flow with presenter providing some synthesis between points. Number and quality of main points are sufficient. Logical conclusion and/or summary provided that develops from the presenters' points. Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact

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.	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
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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.

Learning Services

Learning Services provides support with

- General study skills (e.g., time management, note-taking),

- Research and communication skills (e.g., writing a paper, researching, giving a presentation), and
- Subject-specific skills (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are free to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

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.