

Course ID:	Course Title:	Winter 2024
BUS 386 DVST 386	Marketing Communications and Societal Marketing	Prerequisite: BUS 280 or BUS 305
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Joni Avram, BA, JD, MSc	First Day of Class:	January 10, 2024
Days:	W	Email:	joni@causeeffect.ca	Last Day to Add/Drop:	January 21, 2024
Time:	6:30 pm – 9:30 pm	Phone:	403.617.5496 (call or text)	Last Day to Withdraw:	March 28, 2024
Room:	A2210	Office:	N/A	Last Day to Apply for Coursework Extension:	April 2, 2024
Lab/Tutorial:		Office Hours:	By appointment	Last Day of Class:	April 10, 2024
Final Exam:					

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 exploration of theories, concepts, and applications of integrated marketing communications. Examining ways organizations can communicate strategically with their customers and other stakeholders, the course covers advertising, sales promotion, public relations, personal selling, direct marketing, societal marketing, and digital (interactive) marketing. The course also examines the ways social media and internet-based platforms help to shape consumer behaviour and teaches effective and professional use of those platforms.

This class introduces students to principles of Integrated Marketing Communication with an emphasis on creative strategies that connecting marketing strategy and business goals. The course covers marketing plans, branding/positioning, creative strategy, creative briefs, copywriting, design, and other considerations for various media platforms. We'll discuss the role of societal marketing and social impact in brand strategy and business communication. We'll also outline the principles of effective societal marketing and public engagement campaigns. We'll bring the content to life through real life case studies, class discussion, in-class exercises, personal reflection, and analysis. Our classroom environment will emphasize conversation, curiosity, creativity, and critical analysis.

Expected Learning Outcomes

- Demonstrate an understanding of terminology and concepts related to integrated marketing communications and societal marketing strategies; demonstrate how these strategies will influence customer/stakeholder behaviour and support organizational goals.
- Apply critical thinking skills to analyze marketing communications and societal marketing scenarios and case studies.
- Put theory into practice through projects, examinations, and in-class exercises.
- Develop skills in managing and implementing group and individual projects; practice oral communication, presentation, and facilitation skills.

Textbooks and Readings

- Blakeman, R. (2023), *Integrated Marketing Communication. Creative Strategy from Idea to Implementation*, 4th Edition, Rowman & Littlefield Publishers
- Urde, M., Baumgarth, C., & Merrilees, B. (2013). Brand orientation and market orientation — From alternatives to synergy. *Journal of Business Research*, Volume 66, Issue 1, Pages 13-20, ISSN 0148-2963.
https://www.researchgate.net/publication/251511470_Brand_orientation_and_market_orientation_-_From_alternatives_to_synergy
- Christiano, A., & Neimand, A. (2017). Stop Raising Awareness Already. *Stanford Social Innovation Review*, 15(2), 34–41.
<https://doi.org/10.48558/7MA6-J918>
- Dolan, P., Hallsworth, M., Halpern, D., King, D., Metcalfe, R., & Vlaev, I. (2012). Influencing behaviour: The mindspace way. *Journal of Economic Psychology*, 33(1), 264–277. <http://pauldolan.co.uk/wp-content/uploads/2012/02/Influencing-behaviour-the-mindspace-way.pdf>

Course Schedule

Date	Part I – Integrated Marketing Communication (IMC)	Reading for class
Jan 10	Course Overview & Introductions <ul style="list-style-type: none"> • Understanding IMC • Outside-in vs inside-out: market orientation vs brand orientation • Case studies • In class exercise 	Chapters 1 & 3 Blakeman Urde et al (2013): Brand Orientation and Market Orientation
Jan 17	Planning & Research <ul style="list-style-type: none"> • Market analysis & positioning • Understanding the audience: market research • The value continuum • Case studies • In class exercise 	Chapter 2 Blakeman
Jan 23	Creative & Content <ul style="list-style-type: none"> • The creative brief, creative concept, copywriting, tone of voice and visual identity • Case studies • In class exercise 	Blakeman Chapters 4, 5 & 6
Jan 30	The IMC Campaign <ul style="list-style-type: none"> • Campaigns elements • PR and digital engagement • Events • Audience touch points & employee engagement • In class exercise 	Blakeman Chapters 7 & 8

Feb 7	Media channels & promotion <ul style="list-style-type: none"> • Overview of various media channels and sales promotion • In class exercise 	Blakeman Chapters 9-18
Feb 14	Mid-term review and in-class exam	
Feb 21	No Class: Reading Week	
Feb 28	Assignment 1 (Integrated Marketing Project) Written Component due at start of class In-class presentations	
	Part II – Societal Marketing	
Mar 6	Brand and Mission Social Purpose Strategy and Design Guest: Dr. Randy Poon	
Mar 13	Societal marketing and community impact Guest: TBC	
Mar 20	What we're getting wrong about doing good <ul style="list-style-type: none"> • Understanding social change • In class exercise 	
Mar 27	Elements of Societal Marketing <ul style="list-style-type: none"> • Research • Strategy • Design, creative and copywriting • In class exercise 	
April 3	Understanding Outcomes & Evaluation Guest: Roman Katsnelson	
April 10	Assignment 2 (Societal Marketing Campaign) Written Component due at start of class In-class presentations	

Grading

Course grading and evaluation will be conducted according to the following:

Class Participation/Attendance	15.0%
Assignment #1 – Integrated Marketing Campaign Plan	30.0%
Midterm	10.0%
Assignment #2 – Societal Marketing Campaign Plan	25.0%
Final Exam (Cumulative)	20.0%
Total	100.0%

Note: To pass the course, you must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Requirements

Assignment #1 – Integrated Marketing Campaign Plan (30%)

This is a 2-person assignment. **Choose your partner by January 17** and provide group names in class or by email. The deliverable for this assignment is a 3000-word (minimum) to 4000-word (maximum) integrated marketing campaign plan and presentation to the class. Spelling and grammar count. Please proofread your submissions. Grammarly is your friend.

This assignment will showcase your ability to synthesize and apply concepts discussed in class to real-world challenges. It encourages creative conceiving and expression—a critical characteristic of a good marketer.

Guidelines:

1. **For the duration of this class**, you and your partner are the marketing managers for a brand of your choice. Please “reserve” your brand by posting in the designated forum in Moodle **before class begins on January 17**. Please put your brand name in the subject heading of the post. No duplicate brands allowed.
2. **Before January 17 class begins**, do some background research to understand your brand’s: a) product category; b) market position and value proposition; b) brand attributes; c) customers and why they buy; and d) tone of voice (how it speaks to its customers, employees, and other stakeholders and how that tone of voice is a reflection of the brand). You can find background information through media outlets (e.g., The Globe and Mail, National Post, Maclean’s, Marketing, Advertising Age, Business Week, Forbes, Fortune, New York Times, Wall Street Journal, etc.) or elsewhere online (brand website, advertising, social posts).
3. Based on the brand’s positioning and existing brand content (researched above), you will conceive of, plan, and present an integrated marketing campaign to the class. Your plan should include an explanation of integrated marketing concepts or theories discussed in class and how your plan relates to these concepts or theories, including:
 - a. Brand analysis, orientation, value proposition and customer profile. Includes samples of existing creative/brand assets in your paper/presentation. Discuss how these brand characteristics have been reflected in the marketing messages before you took over. Discuss where the existing assets fall on the value continuum.
 - b. Situational analysis. Discuss contextual or market issues that the new campaign can capitalize on. What’s going on in the world that will make your campaign relevant and newsworthy?
 - c. Using the existing brand as a jumping-off point, develop a **new** integrated marketing campaign with a new **strategy**, **new** creative **concepts** and assets. This campaign must be a new, fresh take on the brand’s value proposition. It should include:
 - i. A marketing plan with defined organizational goals, program objectives, strategies, tactics (including promotional channels) and measures of success.
 - ii. A creative brief which outlines campaign objective and strategy.
 - iii. Creative concept with rationale for why the creative will achieve the stated objective.
 - iv. Campaign outline
 - v. Campaign assets including:
 1. A paid advertisement based on your advertising platform of choice
 2. Earned media content (news release)

3. Social calendar and sample post
 4. Welcome/thank you email to campaign participants /subscribers/customers
- d. The written component must be 3000 words (minimum) to 4000 words (maximum). Word count does not include the title page, references, or appendix.
 - e. References are required for any information cited (including textbook references and web-based content). Please cite all references using either the APA format or by using Footnotes. Be consistent in whatever format you choose.
 - f. Please submit assignment in .doc, .docx or .pdf format, in a single document, into Moodle by the assignment deadline.
 - g. You will have a **maximum** of 20 minutes to present your plan to the rest of the class followed by a 3-5 minute Q&A session.
 - h. Class participation grades will be affected by level of engagement, feedback, and relevant questions.

Assignment #2 – Integrated Societal Marketing Campaign Plan (25%)

The deliverable for this assignment is a 2500-word (minimum) to 3000-word (maximum) **societal marketing campaign plan** and presentation to the class. Spelling and grammar count. Please proofread your submission. Grammarly is your friend.

Guidelines:

1. **Before March 6 class begins**, do some background research to understand if your brand is a) already engaged in societal marketing, and/or b) specific opportunities for societal marketing that would align with your brand. You can find background information through the same means used for Assignment 1.
2. Conceive of, plan, and present a societal marketing campaign to the class. Your plan should include an explanation of societal marketing concepts / behavioural change theories discussed in class and how your plan relates to these concepts or theories, including:
 - a. Situational analysis.
 - i. Brand context: what particular attributes of your brand led you to your mission of choice?
 - ii. Social context: what contextual or market issues can you meaningfully address?
 - b. Social purpose strategy and design. Be clear. What specific problem are you solving and how are you solving it? How does your solution align with the principles of behavioural change discussed in class?
 - c. Using the existing brand as a jumping-off point, develop a societal marketing campaign with creative concepts and assets. If the brand already has a developed social mission, this campaign must be a new, fresh take on that mission.
 - i. An overview of the problem and why it matters.
 - ii. How you will specifically address the problem, your strategy, and measures of success.
 - iii. Creative concept with rationale for why the creative will achieve the stated objective.
 - iv. Why your plan will do good and not harm.
 - v. A marketing plan with defined organizational goals, program objectives, strategies, tactics (including promotional channels) and measures of success.
 - vi. Potential partnership opportunities with others who would benefit from participating in this work.
 - vii. Campaign assets including:
 1. One-page pitch to potential partners
 2. A paid advertisement based on your advertising platform of choice
 3. Earned media content (news release)
 4. Social calendar and sample post
 - d. Please submit assignment in .doc, .docx or .pdf format, in a single document, into Moodle by the assignment deadline.
 - e. You will have a **maximum** of 20 minutes to present your plan to the rest of the class followed by a 3-5 minute Q&A session.
 - f. Class participation grades will be affected by level of engagement, feedback, and relevant questions.

**Grading Rubric for Assignments #1 and #2
Written Component (20% of Final Grade)**

Rubric Criteria (weight)	Excelling (A+/-)	Accomplished (B+/-)	Developing (C+/-)	Beginning (D=+/- or below)
Critical Thinking (60%)	Goes above and beyond in the analysis and creative concepts. Thorough and insightful. Analysis provides depth on the topic. Creative concept is highly effective – ready for the real world.	Student identifies the most obvious issues. Student is somewhat thorough and insightful in analysis. Creative is of good quality, but not ready for publishing.	Student is not thorough or insightful but does address the content required by the assignment. Creative is of acceptable quality, but not high enough to be presented even in-house.	Student does not address any issues beyond obvious ones. There is little to no depth in the analysis. Creative is poor quality.
Mechanics (40%)	Demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.	Analysis displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Analysis shows that mechanics are an area of concern. Reflection contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Analysis lacks basic control over mechanics and contains excessive errors.

Grading Rubric – Presentation Component (10% of Final Grade)

Rubric Criteria (weight)	Excelling (A+/-)	Accomplished (B+/-)	Developing (C+/-)	Beginning (D=+/- or below)
Communication and Delivery (60%)	Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear. Awareness of audience demonstrated through physical presence and eye contact. Displays enthusiasm generates significant interest in topic.	Oral presentation delivered with clear, mostly confident voice. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). Displays some enthusiasm and generates some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes or slides with little eye contact). Generates little interest in topic; shows little enthusiasm.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.

Creativity, Graphics, Structure and Mechanics (40%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. Presenters explain and reinforce the text and presentation. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation slides have no misspellings, grammatical errors, or formatting errors.	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text. Information in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation slides have no more than three misspellings, grammatical errors, or formatting errors.	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. Graphics seldom supports the text and presentation. Structure of the presentation is not easy to follow. Conclusion is missing, or does not flow from the rest of the presentation. Presentation slides have between four to five misspellings, grammatical errors, or formatting errors.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation slides have more than six misspellings, grammatical errors, or formatting errors.
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Attendance & Class Participation (15%)

Please come to class prepared to engage in group discussion. Students are expected to 1) complete assigned readings in advance of class, 2) attend all classes, and 3) participate actively in class discussions and in-class exercises. If you do not complete assigned readings in advance, it will be obvious in the class discussions/exercises. The readings will be valuable to our learning this semester, but I am also interested in everyone learning **how** to apply the material to the real-world scenarios. Students will learn from me, from the course materials, and from each other.

- If external circumstances (such as athletics) or illness prevent you from attending or adequately preparing for a class, please let me know **ahead of time** as repeated absences from class will negatively impact your participation grade. It remains my sole discretion to determine whether any absence(s) will affect the attendance component of the final grade.
- **Classes with guest speakers:** come prepared with questions about topics pertaining to the guest speaker's expertise. Review their LinkedIn profiles and do any advanced reading ahead of the class they speak in.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (A+/-)	Accomplished (B+/-)	Developing (C+/-)	Beginning (D=+/- or below)
Attendance (40%) (Excludes certain excused absences such as Ambrose out-of-town games)	Attends all classes or misses one class (A+). Misses two classes (A-).	Misses three classes (B).	Misses four classes (C). Misses five classes (C-)	Misses six or more classes (0%)
Group Discussions. Professionalism and Contribution Quality (60%): Quality is exemplified by such things as: thoughtful and rigorous lines of discussion, raising relevant issues, building on others' ideas, synthesizing information across readings and discussions, challenging assumptions and perspectives, expanding the group's perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom of high quality.

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.

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

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

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.

Learning Services

Learning Services provides support with

- **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.