Course ID:	Course Title:	Winter 2024
SO 320	Sociology of Religion	Prerequisite: SO 200-level
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	Joel Thiessen, PhD	First Day of Class:	January 9, 2024
Days:	Tuesday/Thursday	Email:	jathiessen@ambrose.edu	Last Day to Add/Drop:	January 21, 2024
Time:	9:45-11:00am	Phone:	403-407-9442	Last Day to Withdraw:	March 28, 2024
Room:	RE104	Office:	L2105	Last Day to Apply for Coursework Extension:	April 2, 2024
Lab/Tutorial:	N/A	Office Hours:	Mondays, 3:00-4:00pm Thursdays, 2:30-4:00pm	Last Day of Class:	April 11, 2024
Final Exam:	Saturday, Apr.20 at 9am-12pm (RE 104)				

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

Course Description
This course is an introduction to the theories and concepts utilized by sociologists to interpret religious behaviour and the organization of religion. The intent is not to judge truth claims made concerning religion, but to investigate how religion contributes to social life.

Expected Learning Outcomes
Understanding: Students will articulate the foundational concepts, theories, methods, ethics, and data used in the sociology of religion (Exams, Seminar Presentation and Discussion, Research Project).

Research: Students will gather, read, interpret, summarize, and evaluate primary sociological data and research in the sociology of religion, with particular attention to the links between method, data, and analysis (Seminar Presentation and Discussion, Research Project).

Analysis: Students will synthesize and compare concepts, theories, and data in the sociology of religion to then analyze religion's impact on individuals, institutions, and society in a late modern context, particularly in Canada (Exams, Seminar Presentation and Discussion, Research Project).

Communication: Students will showcase written and verbal communication skills, grounded in clear argument and grammatical structure, logical and persuasive thesis formation and development, supportive evidence, and relevant ASA formatting (Exams, Seminar Presentation and Discussion, Research Project).

Character: Students will demonstrate their familiarity with and appreciation of diverse perspectives and experiences regarding religion in society, including the intersections and tensions in sociologically studying religion as a Christian. In the process, students will grapple with one's own social location and social interactions (Exams).

Professional Competence: Students will develop abilities in areas such as self-regulation, communication, critical thinking, data interpretation and presentation, and intercultural understanding (Exams, Seminar Presentation and Discussion, Research Project).

Textbooks
Ammerman, Nancy. 2014. *Sacred Stories, Spiritual Tribes: Finding Religion in Everyday Life*. New York, NY: Oxford.
Dawson, Lorne L. and Joel Thiessen. 2014. *The Sociology of Religion: A Canadian Perspective*. Don Mills, ON: Oxford.

Course Schedule

Date	Topic	Class Preparation
Jan. 9	Course Introduction	Syllabus (on Moodle)
Jan. 11	Religion in Canada, the West, and the Rest of the World	Dawson and Thiessen, Ch.1
Jan. 16	Defining and Measuring Religion and Spirituality	Dawson and Thiessen, Ch.2-3 & Ammerman, Ch.1-2
Jan. 18	Defining and Measuring Religion and Spirituality	Dawson and Thiessen, Ch.2-3; Ammerman, Ch.1-2
Jan. 23	Insights from the Sociological Theories of Religion	Dawson and Thiessen, Ch.4
Jan. 25	**NO CLASS (Program Day)**	
Jan. 30	Arguments For and Against Secularization Theory	Dawson and Thiessen, Ch.5
Feb. 1	Religion & Late Modernity	Dawson and Thiessen, Ch.6
Feb. 6	**Examination #1**	
Feb. 8	Indigenous Spirituality in Canada – Guest Lecturer, Tony Snow	"Majority of Canadians view Pope Francis' apology for residential schools as a step towards reconciliation" (Angus Reid Institute 2022) & Readings assigned by guest lecturer – on Moodle
Feb. 13	Seminar #1 – Spiritual Practices in Everyday Life	Ammerman, Ch.3
Feb. 15	**Receive Approval for Research Project Alternative Creative Medium and/or Research Topic Approval**	
Feb. 15	Seminar #2 – Religious Communities and Spiritual Conversations	Ammerman, Ch.4
Feb. 20 & 22	**NO CLASS (Reading Week)**	
Feb. 27	Seminar #3 – Everyday Life at Home	Ammerman, Ch.5
Feb. 29	Seminar #4 – Nine to Five: Spiritual Presence at Work	Ammerman, Ch.6
Mar. 5	Seminar #5 – Everyday Public Life: Circles of Spiritual Presence and Absence	Ammerman, Ch.7

Mar. 7	Seminar #6 – Bodies and Spirits: Health, Illness, and Mortality	Ammerman, Ch.8
Mar. 12	Examination #2	
Mar. 14	The Religious Life of Contemporary Canadians	Dawson and Thiessen, Ch.7 & "The Canadian Census 2021" (p.11-16 – Statistics Canada 2022) & "Different Approaches to Millennial Religion, Spirituality, and Secularity" (p.38-64 in *Religion, Spirituality, and Secularity among Millennials* – Wilkins-Laflamme 2023) – on Moodle
Mar. 19	Congregations	"The Sociology of Religious Organizations" (Scheitle and Dougherty 2008) & "What is a Flourishing Congregation? Leader Perceptions, Definitions, and Experiences" (Thiessen, Wong, McAlpine, and Walker 2018) – on Moodle
Mar. 21	Religious Nones	Dawson and Thiessen, Ch.8 & "Nones of All Shapes and Sizes" (p.58-91 in *None of the Above* – Thiessen and Wilkins-Laflamme 2020) – on Moodle
Mar. 26	NO CLASS (Ambrose Research Conference)	
Mar. 28	New Religious Movements	Dawson and Thiessen, Ch.8
Apr. 2	Religion and Immigration in Canada	Dawson and Thiessen, Ch.8 & "The Gains/Losses of Canadian Religious Groups from Immigration" (Reimer and Hiemstra 2018) – on Moodle
Apr. 4	NO CLASS … watch *Jesus Camp* (2006) & *Root of All Evil?* (2006) Documentaries – on Moodle	
Apr. 9	Discussion of Documentaries	Watch *Jesus Camp* & *Root of All Evil?* – on Moodle
Apr. 11	Spiritual Tribes: Toward a Sociology of Religion in Everyday Life & Sociology and Christianity	Ammerman, Ch.9 & Dawson and Thiessen, Ch.9 & "Blending Sociology and Faith" (p.290-308 in *Sociology Through the Eyes of Faith* – Fraser and Campolo 1992)
Apr. 12	Research Project Due (12pm)	
Apr.20 (*Saturday), 9am-12pm	Examination #3	

Requirements
- All assignments must be submitted to pass the course. Late assignments will lose 10%/day up to a maximum of 50%.
- All written assignments should include ASA formatting, a title page and Reference list, and be double spaced with 1" margins on all sides and 12-point font.
- Submit all written assignments electronically as a Word document on Moodle, which may go through a plagiarism software – Turnitin – that compares assignments against other books, articles, online sources (including AI-generated sources), and papers submitted to other universities and Ambrose. It is students' responsibility to be aware of what constitutes plagiarism (see "Policies" section of the syllabus).

1) Exams (45% - 15%/exam) – February 6, March 12, and April 20 (<u>Saturday, 9am-12pm, RE 104</u>)

Each exam will include two sets of three essay-based questions, where students must answer one question in each set (total of two responses, about 2 double-spaced pages per response, worth 25 marks each). While each section of the course builds on prior knowledge acquired in the course, these exams are not intended to be cumulative.

2) Seminar Presentation and Discussion (25%) – see course schedule for dates
Students will lead one of six 75-minute seminar presentations and class discussions based on material in Nancy Ammerman's, *Sacred Stories, Spiritual Tribes*. Depending on final class enrolment, once each of the six presentation slots are filled (sign up on professor's door), some presentations may involve two presenters (same grade given to both students). Drawing on the assigned reading, seminar presentations and discussions will:

- Account for the core research questions/focus;
- Describe the methods/sample used, plus assess the methodological strengths/weaknesses relative to the core research questions/focus;
- Summarize and engage five central ideas;
- Consider how/why this topic matters to the Sociology of Religion as a discipline (e.g., relative to concepts and theories learned in the course to date), and to individuals and society more specifically;
- Raise unanswered questions, highlight further opportunities for research, and lead discussion on possible ways forward in these areas;
- Incorporate a minimum of eight peer-reviewed academic sources on the topic at hand, in addition to course textbooks;
- Include the submission of a written outline of key ideas, and a personal meeting with the professor to discuss and receive feedback, no later than <u>one week prior</u> to the presentation;
- Include a visual presentation (e.g., powerpoint or prezi) and a handout for everyone in the class, including a complete Reference list – these resources must be emailed to the professor by <u>12pm the day before</u> your seminar; and
- Facilitate thoughtful engagement, discussion, and reflection among the entire class.

Evaluation is based on the following: (a) breadth, depth, and accuracy of sociological content and analysis (45 marks); (b) logical, coherent, and effective organization and communication of ideas (30 marks); (c) suitable and thought-provoking questions and class facilitation (15 marks); and (d) correct fulfillment of each requirement in the list above (10 marks).

3) Research Project (30%) – April 12 at 12pm
Students will select one of the following three options and submit projects as an 8-10 page paper <u>or</u> an alternate creative medium (e.g., video, poster/bulletin board, board/card game). If students choose an alternative creative medium, proposed ideas must be presented and approved from the professor <u>prior to February 15</u>. Students can work on this project alone or in groups of up to three (the same grade is given to all students).

Observation Exercise
Attend a religious/secular service in a tradition different than your own (e.g., if you are a Protestant, you could attend a service associated with Roman Catholicism, Buddhism, Sikhism, Islam, Hinduism, Judaism, Secularism, etc.), and document your field research observations and analysis. Before gathering this research data it is imperative that you read/research background context and information on the group that you visit (<u>not</u> from internet sources), which will help to anchor your knowledge and observation experience. Detailed guidelines on how and what to observe are found in the supporting materials on Moodle.

Projects should include an overview of method plus general demographic and contextual information (e.g., when and where you attended, description of who was in attendance, description of physical setting, etc.) – no more than one-third the length of the assignment – followed by a sociological analysis of three key themes to stand out related to religion and the subjects of this course. Observations from "the field" are the core "data" for this project, so ensure that direct observations anchor the analysis. Then incorporate sociological concepts, theories, and data that help to interpret the observations sociologically – to explain "what is going on here?" In addition to assigned course readings, a minimum of eight peer-reviewed sources (i.e., academic books and articles) are expected. After the Reference list, please include a detailed and well-organized set of typed notes from the "field" observations. It is imperative that a key thesis/argument undergirds and ties together the entire project (see "Writing Tips" section below).

Evaluation is based on the following: (a) appropriate breadth and depth of description related to field research observations (20 marks); (b) breadth, depth, and accuracy of sociological content and analysis (30 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); and (e) formatting (10 marks). See Grading Rubric later in the syllabus.

Pop Culture Analysis
Conduct a sociological analysis of a podcast (e.g., *The Rise and Fall of Mars Hill* or *Heaven Bent*) or Netflix-type series (e.g., *Midnight Mass*, *Unorthodox*, or *Messiah*) that includes a minimum of 5 hours content. Selections must be approved by the professor via email prior to February 15.

Projects should include a brief synopsis of the plot, followed by a sociological analysis of three key themes to stand out related to religion and the subjects of this course. The podcast/series content is the core "data" for this project, so ensure that direct quotations and contextual information anchors the analysis. Then incorporate sociological concepts, theories, and data that help to interpret the observations sociologically – to explain "what is going on here?" In addition to assigned course readings, a minimum of eight peer-reviewed sources (i.e., academic books and articles) are expected. It is imperative that a key thesis/argument undergirds and ties together the entire project (see "Writing Tips" section below).

Evaluation is based on the following: (a) appropriate breadth and depth of description related to the podcast/series content (20 marks); (b) breadth, depth, and accuracy of sociological content and analysis (30 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); and (e) formatting (10 marks). See Grading Rubric later in the syllabus.

Research Project
Create an answerable research question regarding one of the topics noted below, which must be approved by the professor via a meeting prior to February 15. In addition to assigned course readings, a minimum of twelve peer-reviewed sources (i.e., academic books and articles) are expected.

- Religion and Young People (teens and/or young adults)
- Religion over the Life Course
- Religion and Race and/or Ethnicity
- Religion and Immigration
- Religious Nones
- Congregations
- New Religious Movements
- Religion and Technology
- Religion and Politics

- Religion and Sexuality
- Religion and Law
- Religious Fundamentalism
- Religion and Gender
- Religious Radicalization
- Religion and Socioeconomic Status
- Another topic proposed by the student

Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks).

Writing Tips

When writing, the first paragraph (approximately ¼ page) should clearly state what this paper is about in the context of the larger literature, the overall argument to the paper, and what makes this topic significant. Subsequent paragraphs should generally have the following structure, all the while building a consistent and clear argument from one paragraph to the next: *insight* ("key claim/idea I will develop is…" - 1st sentence of each paragraph), *evidence* ("data that supports my claim…" - middle sentences of each paragraph), and *interpretation* ("what this all means is…" - last sentence or two of each paragraph). The concluding paragraph (approximately ¼ page) should synthesize the interpretations throughout into a larger integrated statement, pointing back to the overall argument and the ways that this paper builds on and extends the literature accounted for in the paper. The final paragraph should also delineate the implications of your argument for our understanding of society.

Communication and Attendance
The professor's sole task in this course is to create an environment for students to maximally learn and succeed. Student-initiated communication with the professor is critical, especially with questions about course content and expectations or if falling behind. Unless students reach out and communicate with the professor, there is no way to know what student needs are or how to best support students through this course. When it comes to assignments, students will be held accountable for communications (or lack thereof) with the professor.

Classes together are central to the course experience. Students are expected to read the assigned materials in advance of class, arrive on time, and actively participate in class activities. If students cannot uphold all three of these expectations, students are discouraged from attending class. Should honoring these class boundaries become a problem, the professor reserves the right to ask students to leave class or possibly withdraw from the course.

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

			63-67%	2.00
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: 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.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	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.
A **86-100**	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation. Establishes order to ideas and points out relationships between them. Number and quality of main

						points are sufficient Presentation of ideas develops to a logical conclusion and/or summary Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.
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)	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 presenter's 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
					And so on….	

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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.

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.