

Course ID:	Course Title:	Fall 2022
SC613	Introduction to Prison Chaplaincy	Prerequisite: n/a
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	On-Line	Instructor:	Donald Stoesz, Ph.D.	First Day of Classes:	September 13, 2022
Days:	Self-directed, flexible, 3 Zoom meetings on Tuesday evenings	Email:	dstoesz@telusplanet.net	Last Day to Add/Drop:	September 18, 2022
Time:	7 – 9 p.m.	Phone:	403-224-2248	Last Day to Withdraw:	November 21, 2022
Room:		Office:		Last Day to Apply for Extension:	November 23, 2022
Lab/ Tutorial:	Approximately one hour to watch the video, several hours to do the 2-3 page weekly assignment, plus 3 Zoom meetings	Office Hours:		Last Day of Classes:	December 13, 2022
Final Exam:	No 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 introduction to chaplaincy practices in a criminal justice context. Students develop knowledge of offences and sentences, prison dynamics and security issues, and skills in pastoral interviewing, maintaining public presence, faith formation, worship and rituals, ecumenical and inter-faith accommodation, restorative justice, and reintegration initiatives.

Expected Learning Outcomes

By the end of the course, students will be able to . . .

- Discuss the impact of a prison environment on chaplaincy priorities.
- Identify particular skills as spiritual care providers.
- Prepare a five-year spiritual care/pastoral plan.
- Articulate the importance of ecumenism and inter-faith accommodation.

- Integrate colleagues and volunteers into team ministry.
- Explain the value of restorative justice and reintegration.

Required and Recommended Textbooks and Readings

- Stoesz, Donald with Hank Dixon. *A Prison Chaplaincy Manual: The Canadian Context*. http://donaldstoesz.com/a-prison-chaplaincy-manual_276.html.
- Stoesz, Donald. *Glimpses of Grace*. Victoria: Friesen Press, 2010.
- Sullivan, Winnifred. *A Ministry of Presence*. Chicago: University of Chicago Press, 2014.

Other resources:

- Canadian Correctional Services: Chaplaincy <https://www.csc-scc.gc.ca/chaplaincy/index-eng.shtml>
- Bridges of Canada: <http://www.bridgesofcanada.com/program-overview/>
- Hank Dixon, *A Lifer's Journey*, http://donaldstoesz.com/a-lifer39s-journey_281.html
- Carl Wake, <https://www.releasedforgood.com/poems/>

Expectations for Participation

You should expect to spend 6-8 hours per week, averaged over the semester. This includes time spent participating in the three Zoom sessions, watching the eleven lectures, reading, reflecting, and completing the assigned tasks.

Course Schedule

Eleven video lectures to be listened to during the weeks of September 13, 27, October 4, 11, 18, 25, November 15, 22, 29, and December 6, 13. The video lectures are posted on Moodle. Ten, 2-3 page assignments are due by midnight at the end of each week, starting on the week of September 26- 30. Descriptions of each session are included below.

3 Synchronous Zoom sessions (attendance mandatory), 7 - 9 pm

- Tuesday, September 20
- Tuesday, November 1
- Tuesday, December 20th

The link will be sent by email or posted in Moodle. Please ensure that you join the session from a quiet location where you will not be interrupted. It is best if you use a headset with external microphone.

Requirements:

10 Reflections, 700 words, 2 – 3 pages @ 5% ea., Due at the end of each week	50%
Book Review, 2000 words, 6 – 8 pages Due December 18 th , 2021	15%
Pastoral/Spiritual Plan, 3000 words, 10 -12 pages Due December 18 th , 2021	20%
3 Zoom Session discussions @ 5% each	15%

Course Overview

September 13	<p>Lecture One: Background Information, Rationale, and Expectations for Course</p> <p>This introductory lecture provides information about the professor, provincial and federal prisons in Canada, history of chaplaincy and training, rationale for course, and explanations of assignments. Watching this lecture prepares students for the two-hour Zoom session on September 20th.</p> <p><u>Assignment:</u> Come prepared to share during the first Zoom session next week 1) some personal information about yourself, 2) calling as spiritual care provider, 3) ministry experiences, 4) response to the first lecture, and 5) expectations for the course.</p>
September 20	<p>Synchronous Zoom Session (attendance mandatory) – 7-9 pm</p> <p>Introductions</p> <p><u>Questions for Discussion:</u> worth 5 %. Come prepared to discuss:</p> <ol style="list-style-type: none"> 1) some personal information about yourself 2) calling as spiritual care provider 3) ministry experiences 4) response to the first lecture 5) expectations for the course.
September 27	<p>Lecture Two: Rationale for Prison Chaplaincy</p> <p>This lecture places the role of prison chaplaincy in between the legal issues that arise when religious accommodation is provided in an institutional setting, and private faith-based ventures that are an ever present reality of prison ministries. Winnifred Sullivan’s three categories of <i>areligious secularism</i>, <i>irreligious secularism</i>, and <i>religious secularism</i> provide the context in which chaplaincy can be established on a professional basis. The secular and sacred tasks of a prison chaplain are outlined regarding the Canadian context.</p> <p><u>Assignment:</u> Provide a 2-3 page summary of the issues involved in chaplaincy in light of the <i>preface</i> and <i>introduction</i> of <i>A Prison Chaplaincy Manual</i>. Background information can be found in <i>chapters one</i> and <i>four</i> of Sullivan’s <i>A Ministry of Presence</i>, and the conclusion of Winnifred Sullivan, <i>Prison Religion</i>.</p>
October 4	<p>Lecture Three: Criminal Offences and Prison Dynamics</p> <p>This lecture outlines the types of criminal offences that people commit, the sentences they receive, the consequences of their actions, the needs that they have after conviction, and appropriate responses by chaplains and correctional staff.</p> <p><u>Assignment:</u> Write a 2-3 page reflection on how you would help offenders deal with their conviction, sentence, and incarceration. <i>Chapters seven to ten</i> in <i>A Prison Chaplaincy Manual</i> provide background information.</p>
October 11	<p>Lecture Four: Varied Nature of Institutional Prison Chaplaincy</p>

	<p>This lecture outlines five areas of competence included in the job description of a chaplain, <i>Appendix 1, Prison Chaplaincy Manual</i>: 1) Visible Presence, 2) Worship and Sacraments, 3) Religious Education, 4) Community Involvement, and 5) Integration of Chaplaincy. The lecture adds competencies that have been outlined in a chaplaincy curriculum program developed by Alberta seminaries and colleges.</p> <p><u>Assignment</u>: Provide a 2-3 page summary of your strengths and weaknesses as a chaplain in light of the 5 competencies outlined. What areas do you need to improve on? Refer to <i>chapters three, four, and Appendix 1 in A Prison Chaplaincy Manual</i>.</p>
October 18	<p>Lecture Five: Purpose of a Pastoral Interview</p> <p>This lecture outlines the importance of an initial interview in establishing a pastoral relationship with an inmate. Building rapport, asking pertinent questions, getting background information, showing compassion, and establishing trust goes a long way in providing effective spiritual care.</p> <p><u>Assignment</u>: Write a 2-3 page summary of how you would interview offenders, the type of skills required, and the content that you would provide. <i>Chapter eleven in A Prison Chaplaincy Manual</i> and <i>chapters two and four in Glimpses of Grace</i> provide background information.</p>
October 25	<p>Lecture Six: Ministry of Presence</p> <p>This lecture deals with a spirituality of presence that is needed for a chaplain to be effective. The inherent goodness of a human being, the mystery of the Eucharist, the significance of a conversion experience, and the sacredness of a pastoral encounter are bases on which a chaplain gains maturity and integrity in their ministry.</p> <p><u>Assignment</u>: Write a 2-3 page reflection on how a ministry of presence would be expressed through your chaplaincy. Use <i>chapter five of A Ministry of Presence</i> as your starting point.</p>
November 1	<p>Synchronous Zoom Session (attendance mandatory) – 7-9 pm</p> <p>Review of 5 assignments handed in after each lecture</p> <p><u>Questions for Discussion</u>: worth 5 %. Come prepared to discuss:</p> <ol style="list-style-type: none"> 1) Is chaplaincy an essential service or can it be done by someone else, such as a minister/spiritual care provider in the community or a social program officer? 2) Should the sentences that offenders receive be increased or decreased? 3) Where do you feel most comfortable in delivering chaplaincy services, in your office, in the sanctuary or sacred space, or throughout the institution? 4) What approach do you use in pastoral interviews? What has worked, what has not? 5) Is there a core principle that you use in your approach to ministry?

November 7-12	Reading Week	Reading Week: Chance to Get Caught up, Relax, and be Refreshed
November 15	<p>Lecture Seven: Role of Rituals and Programming</p> <p>This lecture outlines how religious rituals are an essential part of how spirituality and faith are expressed. Educational initiatives such as Bible studies, music ministry, grief recovery programs, spiritual retreats, Experiencing God, Koran studies, and Buddhist meditation are discussed.</p> <p><i>Assignment:</i> Write a 2-3 page summary of a religious ritual and/or religious program that you would conduct on a continuous basis. <i>Chapters fifteen to eighteen of A Prison Chaplaincy Manual</i> provide background information. <i>Chapters five, ten, and eleven of Glimpses of Grace</i> provide examples.</p>	
November 22	<p>Lecture Eight: Role of Ecumenism and Inter-Faith Accommodation</p> <p>This lecture considers the role of ecumenism and inter-faith accommodation in chaplaincy. Chaplains meet inmates from all walks of life and from many faith traditions. These encounters represent opportunities for chaplains to learn about differences and provide spiritual care to each inmate, regardless of their situation and circumstances. Honouring diversity while working together as chaplains helps to model ecumenism and inter-faith respect.</p> <p><i>Assignment:</i> Write a 2-3 page reflection on how you would accommodate an inmate from a different religious tradition from your own. <i>Chapters nineteen, twenty, and twenty-one of A Prison Chaplaincy Manual</i>, as well as <i>chapters seven and eight of Glimpses of Grace</i> provide examples.</p>	
November 29	<p>Lecture Nine: Security Issues</p> <p>This lecture deals with security concerns that chaplains will face. Chaplains need to keep a sixth sense about them in terms of what is going on, debrief as often as possible with other staff, and be transparent with security intelligence officers about the nature of their work. Chaplains can become compromised if they do not understand the subcultural and criminal activities that are taking place in prisons, despite the best efforts of security staff.</p> <p><i>Assignment:</i> Write a 2-3 page reflection on precautions that you would take to keep safe in prison. What specific fears do you have about working in a prison? <i>Chapters seven, eight, nine, and ten of A Prison Chaplaincy Manual</i>, as well as <i>chapter three of Glimpses of Grace</i> provide background information.</p>	
December 6	<p>Lecture Ten: Role of Colleagues, Staff, and Volunteers</p> <p>This lecture deals with the teamwork needed to work with other chaplains, staff, and volunteers. Regular staff meetings and planning sessions go a long way in providing direction and establishing priorities. Regular attendance at work board meetings, meetings with administrators, and collaboration with correctional staff are essential. Volunteers' presence and expertise regarding the provision of</p>	

	<p>programs, music ministry, book studies, and life experiences complements the work of chaplains.</p> <p>Assignment: Detail in 2 – 3 pages how you would work with your colleagues and integrate them into your chaplaincy plans and initiatives. Which of the other employees -- social program officers, parole officers, correctional staff, and administration – would you work most closely with? How would you integrate volunteers in your work? <i>Chapter fifteen</i> in <i>A Prison Chaplaincy Manual</i> along with <i>chapters three</i> and <i>six</i> of <i>Glimpses of Grace</i> provide examples.</p>
December 13	<p>Lecture Eleven: Restorative Justice and Reintegration</p> <p>This lecture deals with restorative justice and the eventual release of most inmates into society. Chaplains have opportunities to work with community organizations regarding offenders’ reintegration. They can assist in the restoration of inmates with their families, victims, church, God, community, and society.</p> <p>Assignment: Write a 2-3 page reflection on the meaning of reintegration and restoration. How would you specifically become involved? <i>Chapter Nine</i> of <i>Glimpses of Grace</i>, along with Howard Zehr, <i>Changing Lenses</i>, provides some perspectives.</p>
December 20	<p>Synchronous Zoom Session (attendance mandatory) – 7-9 pm</p> <p>Review of last 5 assignments handed in Reminder of final due dates of 2 major papers: December 16, 2021 Evaluation of Course: Suggestions for Improvements</p> <p>Questions for Discussion: worth 5%. Come prepared to discuss:</p> <ol style="list-style-type: none"> 1. Do you prefer to be involved in rituals, religious education, faith formation, or something else? 2. What do you find hardest about working ecumenically or on an inter-faith basis? 3. What intimidates you about prison chaplaincy and security issues? 4. How can your ministry weaknesses be complemented by your colleagues and volunteers? 5. What steps need to be put into place in order to help offenders reintegrate?

Lecture Reflection Papers (5% each)

Description

These ten 2-3 page assignments give you the opportunity to interact with the video lectures, to work on different aspects of chaplaincy, and to assess where you are in terms of your calling and skills as a prison chaplain. They should be between 700-1000 words, single-spaced, with headings. Please submit through Moodle by midnight Sunday of that week.

Scoring Criteria

Each will be scored out of 5. For full marks please include the following:

- 2 marks: Succinct summary of the material that was presented in the video lecture and in the assigned readings
- 2 marks: Evidence of critical engagement with material and concepts in terms of your own experiences, vision, and abilities.
- 1 mark: Introduction, body and conclusion along with paragraph divisions, headings, clear writing and attention to grammar and spelling.

Due

Midnight Sunday of that week

Please note that you will lose a half mark per day late, unless arrangements are made with instructor.

Interview and/or Book Review (15%)

Description

Glimpses of Grace and *A Ministry of Presence* have been chosen as supplementary textbooks for two reasons. *Glimpses of Grace* provide practical examples of the types of situations you will find yourself in and the types of conversations that you will have with offenders. A sustained review of this book will help you assess your own abilities to interact with and assist offenders. *A Ministry of Presence* has been chosen to provide a broader picture of chaplaincy. A sustained review of this book will help you to situate yourself vis-à-vis the many different challenges of prison chaplaincy.

A second option is to interview Hank Dixon or Carl Wake, retired chaplains. Hank has written a book called *A Lifer's Journey*. http://donaldstoesz.com/a-lifer39s-journey_281.html Carl Wake has a website, <https://www.releasedforgood.com/poems/>. Your assignment involves interviewing one of these former chaplains, asking them for insights about their ministry. You are to integrate the information from the website or book into your review.

Provide an explanation in your review of why you chose a particular book or chaplain to interview? How does the interview or book dovetail with your own interests and professional growth? Your book review should be 2000 words, 6- 8 pages, single spaced. Please submit through Moodle.

Scoring Criteria

This book review will be scored out of 15. For full marks please include the following:

- 6 marks: Succinct overview of the book, highlighting what you regard as the most important parts. Avoid getting bogged down by details by using examples and case studies to highlight major themes.
- 6 marks: Integration of your understanding of the book into your own experiences and vision of prison chaplaincy.
- 3 marks: Introduction, body and conclusion along with paragraph divisions, headings, clear writing and attention to grammar and spelling.

Due

December 16th, 2022

Please note this is hard deadline so there is sufficient time given to marking before grades are due.

Pastoral/Spiritual Care Plan (20%)

Description

Your assignment is to come up with a five year pastoral and/or spiritual care plan. Taking account of the five wide-ranging tasks listed in the Statement of Work document (on Moodle) align them with your skills, identity, gifts, direction, goals, competences, and experiences. Select specific areas of the job to which you are well suited while not being overwhelmed by the sheer diversity of the job. Your plan should be about 3000 words, 10-12 pages, single spaced.

Complement the gifts that you bring to the task with those of your colleagues. If you are an introverted person, you may spend more time counselling, while your colleague, being more extroverted, finds public presence throughout the institution more amenable to their personality. Take account of the fact that you may be asked to fulfill every one of the tasks mentioned if no other chaplain is available. Integrating these tasks into a coherent whole is your challenge. Include theological resources, Scripture passages, and spiritual formation that you have received in order to show how you are gifted to fulfill a prison chaplaincy role.

Take into account how prison dynamics will affect and influence the way in which you fulfill your spiritual care plan, the skills that make you well suited to prison chaplaincy, the unique challenges of ecumenism and inter-faith accommodation, your rapport with colleagues and staff, and the goals of restorative justice and reintegration.

Scoring Criteria

This assignment will be scored out of 20. These will be allocated according to the following:

- 8 marks – organization of the material, the use of the templates provided to come up with a weekly schedule, and your ability to provide a “big picture” of your work.
- 8 marks – the integration of the skills and tasks in the Statement of Work with your own calling as a chaplain. What is it about prison ministry in particular that excites you, that makes you want to be in this type of ministry for the long haul? Bring your past experience as a spiritual care provider, minister, elder, imam, or priest to bear on this calling.
- 4 marks – identification of the specific areas in which you need to grow. Diversity, pastoral interviews, therapeutic interventions, emotional intelligence, leadership skills, administration skills, group rituals, and educational programs are all areas that may need improvement.

Due

December 16th, 2022

Please note this is hard deadline so there is sufficient time given to marking before grades are due.

Zoom Discussions (5% each)

Description

There are three synchronous group sessions hosted on Zoom. You are required to attend from your own device and the link will be posted in Moodle. Some of the time will be allocated to review of work done and expectations of up-coming assignments, and the remaining time is set aside to discuss the questions posted in the syllabus. Please come prepared to contribute.

Scoring Criteria

Each will be scored out of 5. Expectations for full marks: ability to answer each question directly and succinctly; ability to interact with other students' responses; ability to prioritize and integrate the topic into a larger perspective.

Failure to attend will result in a score of zero.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00, 96-100%
A		4.00, 92-95%
A-		3.70, 88-91%
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30, 85-87%
B		3.00, 80-84%
B-		2.70, 75-79%
C+	Basic: Developing Understanding of Subject Matter	2.30, 71-74%
C		2.00, 66-70%
C-		1.70, 60-65%
D+	Minimal Pass: Limited Understanding of Subject	1.30, 56-60%
D		1.0, 50-55%
F	Failure: Failure to Meet Course Requirements	0.00, under 50%
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:

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 Examination Request* form 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; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. 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/content/academic-calendar-2>

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 are normally granted for 30 days beyond the last day of the term.

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.

Ambrose Writing Services

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

Ambrose Tutoring Services

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

Mental Health Support

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

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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