

Course ID:	Course Title:	2024 Fall
SO 200	Sociology of Families	Prerequisite: SO 121
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In-class	Instructor:	Joseph Roso, Ph.D	First Day of Class:	September 4
Days:	Wednesdays & Fridays	Email:	joseph.roso@ambrose.edu	Last Day to Add/Drop:	September 15
Time:	2:30pm – 3:45pm	Phone:	N/A	Last Day to Withdraw:	November 18
Room:	A2131	Office:	L2107	Last Day to Apply for Coursework Extension:	December 9
		Office Hours:	Tuesdays & Thursdays, 1pm – 3pm	Last Day of Class:	December 6

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>.

“All happy families are alike; each unhappy family is unhappy in its own way.” – Leo Tolstoy, Anna Karenina

Course Description

A study of the function and structure of the family and its place in society. The emphasis is on the family as a social institution and its cultural foundations.

Expected Learning Outcomes

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

1. ...provide a sociological account for how and why families have changed over time in Canada, and the impact of such changes on Canadian society
2. ...articulate a sociological perspective for making sense of family perceptions, experiences, and narratives over the life course
3. ...explain how sociological theory, concepts, and data on the family can inform critical reflection and application for everyday family, organization, and public policy settings
4. ...grapple with your own Christian thinking and practice in the area of family life

5. ...carefully read, evaluate, and present primary research – including theory, method, data, and analysis – in the context of a larger body of literature
6. ...communicate ideas clearly, concisely, and compellingly in written and verbal form

Required/Recommended Textbooks and Readings

Required

McDaniel, Susan A., Lorne Tepperman, and Sandra Colavecchia. 2023. *Close Relations: An Introduction to the Sociology of the Family*. Pearson.

Smith, Christian and Amy Adamczyk. 2020. *Handing Down the Faith: How Parents Pass Their Religion on to the Next Generation*. Oxford University Press.

Additional readings will be made available on Moodle.

Course Schedule

Week	Date	Topic	Readings
1	Sept 4	Introduction	Familiarize yourself with the syllabus
	Sept 6	What is a Family?	McDaniel et al. Ch. 1
2	Sept 11	Historical Perspectives	McDaniel et al. Ch. 2
	Sept 13	Trends in Family Life (*)	Vanier Institute, “Families Count 2024: Family Structure” David Brooks, “The Nuclear Family Was a Mistake”
3	Sept 18 NO CLASS – Deeper Life Day		
	Sept 20	Families in an Indigenous context (*)	Nicole Muir and Yvonne Bohr, “Contemporary Practice of Traditional Aboriginal Child Rearing: A Review” Michelle Good, “\$13.69,” from <i>Truth Telling</i>
4	Sept 25	How Families Begin	McDaniel et al. Ch. 3
	Sept 27	Mate Selection (*)	Christine F. Boxer, Mary C. Noonan, and Christine B. Whelan, “Measuring Mate Preferences: A Replication and Extension” Yue Qian and Yang Hu, “How Couples Meet and Assortative Mating in Canada.”
5	Oct 2	Types of Intimate Couples	McDaniel et al. Ch. 4
	Oct 4	Exam 1	
6	Oct 9	Happy and Healthy Relationships	McDaniel et al. Ch. 5

	Oct 11	Gender Roles and Marital Satisfaction (*)	Ginger Kolbaba, "Healthy Gender Roles in Marriage" Rachel Held Evans "10 Marriage Reality Checks (from 10 Years of Marriage)" Brian G. Ogolsky, Renée Peltz Dennison, and James Kale Monk, "The Role of Couple Discrepancies in Cognitive and Behavioral Egalitarianism in Marital Quality"
7	Oct 16	Parenting	McDaniel et al. Ch. 6
	Oct 18	NO CLASS – Professor Away	
8	Oct 23	Parental Transmission of Values Pt. 1 (*)	Smith and Adamczyk, Introduction & Ch. 1-2
	Oct 25	Parental Transmission of Values Pt. 2 (*)	Smith and Adamczyk, Ch. 3-4
9	Oct 30	Parental Transmission of Values Pt. 3 (*)	Smith and Adamczyk, Ch. 5-6
	Nov 1	Parental Transmission of Values Pt. 4 (*)	Smith and Adamczyk, Ch. 7 - Conclusion
10	Nov 6	Exam 2	
	Nov 8	NO CLASS	
11	Nov 13	NO CLASS – Reading Week	
	Nov 15		
12	Nov 20	Work and Family Life	McDaniel et al. Ch. 7
	Nov 22	The Second Shift and Gendered Family Roles (*)	Arlie Hochschild, <i>The Second Shift</i> , Ch. 1-2
13	Nov 27	Stress and Violence	McDaniel et al. Ch. 8
	Nov 29	Divorce and Ending Relationships	McDaniel et al. Ch. 9
14	Dec 4	Religion and Relationship Stability (*)	Christopher Boulis and Benno Torgler, "Religion as a Determinant of Relationship Stability" Shane Sharp, "Escaping Symbolic entrapment, Maintaining Social Identities"
	Dec 6	Family Transitions and Diversity	McDaniel et al. Ch. 10
DECEMBER 13th, 1pm – FINAL EXAM			

Please note that changes to the course schedule may occur in response to student questions and conversations.

Requirements:

Assignment	Grade (%)	Learning outcomes
Attendance and Participation	10%	1, 2, 4, 5, 6
Reading Responses	10%	1, 2, 3, 4, 5
Exams		1, 2, 3, 5
Midterm 1	18%	
Midterm 2	18%	
Final	18%	
Final Project	26%	2, 3, 4, 5, 6

Unless otherwise specified, all written assignments are to be submitted in a .doc, .docx, or equivalent format. All assignments should be double-spaced with 1-inch margins all around, and be written in a 12-pt sensible font (i.e. Calibri, Times New Roman, etc.)

1) Attendance and Participation (10%)

You are expected to attend every class period and actively participate in the class. You have **TWO (2)** unexcused absences from class. Unexcused absences beyond the second will negatively impact the participation grade at the rate of two-thirds of a letter grade per absence (i.e. it will drop an A to a B+, and a B+ to a B-). Absences may be excused in the event of mandated university activities; family or medical emergencies; or similar extenuating circumstances. Arriving late to class or insufficient preparation/attention during a class period may result in failing to receive full credit for attendance during that class period.

2) Exams (54% – 18% each)

There will be three exams: two midterms and one final. These exams are NOT cumulative and evaluate your knowledge of factual information presented in each third of the course. The first midterm covers material from **September 4** to **October 2**, the second midterm material from **October 9** to **November 6**, and the final material from **November 20** to the end of the course. Exams are conducted in-person in our classroom either during our regularly scheduled class time (for the midterms) or at our appointed final time (for the final). Exams are closed-book – no notes are allowed.

3) Reading Responses (10%)

On every day with assigned reading other than the McDaniel et al. textbook, you are required to write a short response to the reading (eleven in total). These days are identified with an asterisk (*) in the schedule. On days where there are multiple required readings, students may choose which reading they want to respond to. Students should bring their printed response to class to help form the basis of class discussion, and submit the assignment at the end of class. Each response should do the following:

- Identify the thesis/key argument (1-2 sentences)
- Summarize a new insight and why that insight stood out to you (2-4 sentences)
- Highlight an area of disagreement you have and why (2-4 sentences)
- Flag one tension, alignment, or engagement with another reading or discussion that has occurred within this

course (1-2 sentences)

- Raise one question that emerged from this reading (1 sentence)

All responses which accurately describe the reading and complete the five prompts will receive full marks. The **TWO (2)** lowest graded responses (including unsubmitted responses) will not factor into this grade.

4) Final Project (26%)

Select one of the options below and submit a 5-6 page paper. The paper must draw from at least 10 peer-reviewed sources (i.e. academic books and articles), at least 7 of which must be from beyond the required readings in the course. These sources must be cited appropriately using ASA citation format. The options are:

- **Marriage Proposal:** Drawing especially, but not exclusively, from material in chapters 5 (happy and healthy relationships), 6 (parenting), 7 (work and family), and the book *Handing Down the Faith*, develop a marriage proposal for a potential future spouse that outlines what you “would like to see” and things you “hope to avoid” in your marriage. You may address questions such as: how do you envision gender roles in the family? What should the division of household labor look like? Would you like to have children, and if so, how many and at what stage? What are your views on parenting? What role would extended family/in-laws play in parenting and familial support? How will you balance working outside of the home with family life? How will you approach the subject of religion?
- **Family Assessment:** Think about your own family. What are the strengths of your family dynamics, and what are areas that might require more development?
- **Public Policy:** Based on readings in this course and in your own research, what do you think is the biggest challenge facing Canadian families today. Propose a piece of public policy that can help address this issue and explain why it would help.
- **Research question of your own choice:** Drawing from the material in class, devise a research question about families in Canada that you would like to address. Conduct a literature review of published sociological research address your question and present what scholars have found. Identify an area not properly explored by previous scholarship that future research might contribute to.

This assignment will be graded following the Grading Rubric for Written Assignments below.

Attendance:

As described above, attendance is expected and will be a graded component of this course. Make sure you come to class having done the readings and prepared to engage. It is your responsibility to communicate to me any circumstances that emerge which may prevent you from attending class.

Grade Summary:

The available letters for course grades are as follows:

Percentage	Grade	Interpretation	Grade Points
96-100	A+	Excellent	4.00
91-95	A		4.00
86-90	A-		3.70
82-85	B+	Good	3.30
75-81	B		3.00
72-74	B-		2.70
68-71	C+	Satisfactory	2.30

63-67	C		2.00
60-62	C-		1.70
56-59	D+	Poor	1.30
50-55	D	Minimal Pass	1.0
0-49	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 official final grades are only posted on the student registration system.

Class Policies

Communication

My goal in this class is to build an environment to maximize your learning and success. To this end, communication with me is critical. If you have any questions or concerns about an assignment, fear you are falling behind, or have thoughts on how the MLB playoffs are shaping up, please reach out. I can only help you if I know you need help, and the only way for me to know if you need help is for you to reach out. Feel free to drop in during my office hours. If you are unavailable during that time connect with me and we can schedule an appointment at a different time.

Technology

One of the greatest challenges of being a professional in the 21st century is that the object that makes you the most productive is simultaneously the greatest source of distraction. Because I expect many of you will access the readings (including the textbook) electronically, and I recognize the utility of technology in taking and accessing notes, laptops and similar devices are allowed in the classroom. You may use your laptop to type up notes, but I nevertheless STRONGLY ENCOURAGE you to take handwritten notes (either on a tablet or paper). Empirical evidence (<https://www.scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning/>) has shown that the process of writing notes by hand improves recall and brain connectivity because it forces you to cognitively process the information rather than simply quickly typing everything the lecturer says. Regardless, laptops and electronic devices are ONLY to be used for classroom purposes. Shopping, social media browsing, watching squash highlights (this is a real example), or other such activity is distracting to both you and your classmates.

Late Work

Late work will not be accepted. The due date for the final project is already set as late as I reasonably can set it before final grades are due, so any extension will require a coursework extension application with the registrar. Makeup exams will only be granted under extenuating circumstances.

Large Language Models (LLMs) and Academic Integrity

The last several years have seen a proliferation of Large Language Models (LLMs) designed to semi-convincingly imitate human written text. I strongly discourage you from using such applications for any purpose within this course. In my estimation, as they currently function, they offer a way to get around learning rather than a means to assist in learning. Though I discourage you from using these models, I cannot stop you from using LLMs as part of your writing process. However, lifting significant portions of text wholesale from the output of an LLM and inserting it into a written assignment with little or no substantive alterations is plagiarism and will, at minimum, result in a 0 on the assignment.

Grading Rubric for Written Assignments:

	Sociological Content:	Argument and Analysis:	Writing and	Formatting:
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	Does the paper use sociological terms, theories and concepts appropriately?	Does the paper make coherent arguments which logically flow from premise to conclusion?	Grammar: Is the writing clear, easy to understand, and free of grammatical errors?	Does the paper use appropriate ASA formatting and follow the instructions of the assignment?
A: (86% - 100%)	<p>The paper demonstrates a clear understanding of sociological concepts and theories.</p> <p>The paper includes many sociological terms which are used precisely and appropriately.</p> <p>The paper moves beyond rudimentary repetition of class material demonstrates an ability to apply sociological theories and concepts beyond what was covered in class.</p>	<p>The argument of the paper is clearly and directly stated.</p> <p>Sufficient evidence is presented supporting the key arguments of the paper.</p> <p>The argument follows logically and naturally from the evidence presented.</p>	<p>The writing is clear and easy to read with minimal spelling/grammar mistakes.</p> <p>The writing has a clear structure to it, with paragraphs flowing into each other naturally and building on ideas previously established.</p>	<p>The paper follows ASA format consistently.</p> <p>The paper is formatted exactly as specified in the syllabus.</p> <p>The paper follows the instructions for the assignment perfectly and includes all of the elements specified in the syllabus.</p>
B: (72% - 85%)	<p>The paper shows a good understanding of sociological concepts theories.</p> <p>Many appropriate sociological terms are included, though there may be a few occasions where an appropriate term is omitted or a term is used imprecisely.</p> <p>The paper demonstrates an understanding of class material, but does not consistently apply those concepts</p>	<p>The argument is present, but might be muddled.</p> <p>The paper presents evidence for the argument, but some important evidence may be missing, or the argument's claims go slightly beyond what is included in the paper.</p> <p>The logic of the argument is mostly sound, though it may occasionally be unclear.</p>	<p>There are a few spelling or grammar errors.</p> <p>The paper has a clear structure, but some revision to paragraph order or sentence structure may be in order.</p>	<p>The paper follows ASA format and assignment guidelines well, with at most a few minor errors.</p> <p>The paper includes nearly all of the elements specified in the instructions, but there may be one element that is missing or insufficient.</p>

	beyond what was covered in class.			
C: (60% - 71%)	<p>The paper demonstrates only the most rudimentary understanding of sociological concepts and theories.</p> <p>The paper uses some sociological terms, but does not use them consistently, and, when they are used, they are often used incorrectly or imprecisely.</p> <p>The paper does not consistently demonstrate understanding of material covered in class and makes little effort to go beyond that material.</p>	<p>There is an argument, but it is very unclearly stated.</p> <p>Some evidence is presented supporting the argument's claims, but much of the evidence presented is either irrelevant or insufficient.</p> <p>The logic of the argument is unclear and disconnected from the evidence that is presented.</p>	<p>There are many spelling or grammar errors.</p> <p>The paper has significant structural issues and has haphazard organization.</p>	<p>Many errors in ASA formatting and assignment guidelines.</p> <p>The paper fails to sufficiently include multiple required elements spelled out in the assignment.</p>
D: (50% - 59%)	<p>The paper does not demonstrate a clear understanding of sociological concepts and theories.</p> <p>Very few sociological terms are used, and they are used incorrectly when included.</p> <p>The paper demonstrates little knowledge of material covered in class and makes no attempt to reach beyond that material.</p>	<p>The paper does not articulate an argument in any decipherable way.</p> <p>Little evidence is presented supporting the argument. What evidence is presented is insufficient or irrelevant.</p> <p>There are significant errors in logic and reasoning.</p>	<p>There are substantial errors in grammar and spelling, making the paper difficult to read.</p> <p>The paper is very disorganized, making it difficult to follow what is trying to be communicated.</p>	<p>There are multiple significant errors in ASA formatting.</p> <p>Many important required elements are entirely absent.</p>

F: (<50%)	<p>The paper demonstrates no understanding of sociological concepts and theories.</p> <p>No sociological terms are used.</p> <p>The paper demonstrates no knowledge or reference to material covered in class, much less beyond it.</p>	<p>The paper makes no attempt to articulate an argument.</p> <p>No evidence is presented.</p> <p>To the extent that logical argument is present in the paper, it is entirely non sequitur.</p>	<p>The paper is not comprehensible.</p> <p>The paper has no organization whatsoever.</p>	<p>The paper makes no attempt to follow ASA formatting.</p> <p>The paper includes very few of the required elements.</p>
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Ambrose University Important Policies & Procedures:

It is the responsibility of all students to become familiar with and adhere to academic policies and student appeal process as stated in the Academic Calendar. The academic calendar can be found at ambrose.edu/academics/academic-calendar.

Withdrawal From A Course

A formal application through the Office of the Registrar to be removed from a course prior to the Withdrawal deadline (see Academic Schedule) with the exception of students in the School of Education who must obtain approval from their faculty to withdraw from a course.

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.

Final Examinations

The dates for Final Examinations are noted in the Academic Schedule. Students and instructors must be available for examinations up to the last day of the examination period. Final examinations must be taken at the time specified in the official Examinations Timetable.

Final Examinations may be rescheduled through the Office of the Registrar only if the following circumstances are met:

- The scheduled final examination slot conflicts with another examination; or
- The scheduled final examination slot results in three consecutive examination periods.

Travel plans will not be considered an appropriate reason to request a revised final examination.

If you miss a final examination due to unforeseen circumstances, you must apply for a deferred final examination within 48 hours of the missed examination. If you are prevented from writing a final examination by illness or other extreme circumstances, you must apply to the Registrar for an alternate examination timeslot. Individual examinations are scheduled by the Office of the Registrar. All requests for deferral of a final examination due to health reasons must be accompanied by a letter from a physician.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Official notifications and communications from Ambrose will only be sent to your MyAmbrose address. Students are responsible for ensuring their MyAmbrose email address is set up prior to the start of their first term at Ambrose and are accountable for reading messages sent to their MyAmbrose email account, or delivered through their student portal, on a regular basis to ensure important information is not missed. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Recording of Lectures

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.

Academic Misconduct and Misconduct in the Learning Environment

Academic misconduct is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community.

1. The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically.
2. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action in accordance with this policy.
3. Students are expected to cooperate in investigations of allegations of Academic Misconduct. Obstructing an investigation may result in penalties under the Student Non-Academic Misconduct Policy.
4. The Registrar maintains exam regulations for all examinations administered by the Registrar's Office. Exam invigilators or proctors are proxies for the course instructor. A Student's failure to comply with these regulations will be investigated as an appeal of a Final Grade.
5. Instructors will clearly communicate their expectations regarding conduct required of Students completing academic assessments in their courses. A Student's failure to comply with those expectations will be investigated as potential Academic Misconduct.
6. In the Learning Environment (e.g., classroom setting), Students are responsible to conduct themselves in a manner that enhances, respects, and does not disrupt or bring harm or disrepute to Ambrose or Members of the University Community.
7. Standards of behaviour in the learning environment are understood to apply to all environments where learning activities occur (e.g., laboratories, classrooms, field trips, practicum settings). 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 learning environment.

Students who have been found responsible for committing Academic Misconduct or Misconduct in the Learning Environment may appeal the decision, and in some cases the sanctions, in accordance with the Academic Appeals Policy. However, sanctions requiring attendance at educational seminars and sanctions that are simply written warnings may only be appealed if the Student is also appealing the decision that they committed Academic Misconduct or Misconduct in the Learning Environment.

If an appeal is unsuccessful the original date of Suspension or Expulsion may take effect. If the Academic Appeals Committee decides that the original date is the appropriate one for a Suspension or Expulsion to take effect, the Student will not receive credit for Academic Activities completed pending the appeal decision.

Academic Appeals

A Student may appeal a decision made in response to final grades, academic misconduct, misconduct in the learning environment, academic probation or suspension on one or more of the following grounds:

- there is evidence available that was not considered in the decision and that may have otherwise affected the decision being appealed; or
- the decision being appealed was made in a procedurally unfair way; or
- the appropriate process, as outlined in the Academic Calendars, was not followed; or
- the decision contained an error in the application of the relevant Academic Regulations.

In general, Final Grade decisions and decisions regarding Academic Misconduct, or Misconduct in the Learning Environment, or Academic Progression Matters should be made as close as possible to the level at which the academic competence resides.

Dissatisfaction with a decision or with a University, Faculty or School policy, procedure, regulation, or standard is not a Ground of Appeal. In general, events or academic performance that occur after the date of the decision being appealed are not considered to be relevant new information.

A Student must exhaust all decision making and appeal processes at each level before submitting an appeal to the Academic Appeals Committee. Contact the Office of the Registrar for more information.

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

Academic Accommodations

Ambrose recognizes its legal duty to provide reasonable academic accommodation to the point of undue hardship. This duty arises from human rights legislation, and failure to provide reasonable academic accommodation to a student with a documented disability

may amount to discrimination under the Alberta Human Rights Act, RSA 2000, C A-25.5. Students with a disability who need an academic accommodation should contact Accessibility Services in the Student Academic Success office without delay. See Accommodations and Accessibility Policy.

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

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.