

<b>Course ID:</b>	<b>Course Title:</b>	<b>2025 Winter</b>
SO 307	Sociology of Health	<b>Prerequisite: SO 121</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In-class	<b>Instructor:</b>	Joseph Roso, Ph.D	<b>First Day of Class:</b>	January 13
<b>Days:</b>	Tuesday & Thursday	<b>Email:</b>	<a href="mailto:joseph.roso@ambrose.edu">joseph.roso@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	January 26
<b>Time:</b>	8:15am – 9:30am	<b>Phone:</b>	N/A	<b>Last Day to Withdraw:</b>	March 26
<b>Room:</b>	L2084	<b>Office:</b>	L2107	<b>Last Day to Apply for Coursework Extension:</b>	April 17
<b>Final Exam:</b>	April 24 <sup>th</sup> , 9am (tentatively)	<b>Office Hours:</b>	Tuesdays and Thursdays, 1pm – 3pm (or by appointment)	<b>Last Day of Class:</b>	April 17

### 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 the theoretical and empirical approaches commonly used by sociologists to study health and illness. The content reflects two broad themes pursued by medical sociologists: social inequalities in health and illness, and the social processes that shape the experience of health and illness.

Sociological understandings of health and illness provide important contributions not only to sociology but also to medicine, epidemiology, public health, and population health. Sociological perspectives are critical in providing understanding of, and improvement to, health and wellness in Canada and around the world. In this course students will develop their critical thinking skills through reading and discussing key health and social issues in Canada and abroad.

### Expected Learning Outcomes

1. **Understanding:** Students will be able to understand and explain the key theories, concepts, methods, and empirical findings in the sociology of health, illness, and medicine. (Exams, Research Project)
2. **Research:** Students will be able to read, interpret, summarize, analyze, and critically engage with primary research in the sociology of health, illness, and medicine. (Response Memos, Research Project)

3. **Analysis:** Students will be able to synthesize concepts, theories, and empirical findings from the sociology of health, illness, and medicine and be able to apply those concepts and findings in their analysis of individuals, individuals, and society in a late modern context, particularly in Canada. (Attendance and Participation, Response Memos, Exams, Research Project)
4. **Communication:** Students will communicate effectively in both written and verbal form. They will be able to articulate clear and logically sound and well-supported arguments delivered through effective grammar/speech. (Attendance and Participation, Research Project)
5. **Character:** Students will engage with a diverse range of sociological perspectives on health and illness and, where appropriate, connect the phenomena we study to Christian faith and practice. (Attendance and Participation, Response Memos)
6. **Professional Competence:** Students will develop and practice important professional skills such as effective professional communication, discipline, and critical thinking. (Attendance and Participation, Response Memos, Exams, Research Project)

### Required/Recommended Textbooks and Readings

#### Required

Clarke, Juanne Nancarrow. 2021. *Health, Illness, and Medicine in Canada*, eighth edition. Don Mills, ON: Oxford University Press.

Additional readings will be made available on Moodle.

### Course Schedule

Week	Date	Topic	Readings	Assignments
<b>Part 1 – Sociological Perspectives on the Study of Health</b>				
1	Jan 14	Course introduction	Syllabus	
	Jan 16	Sociological Perspectives 1 – Macro Approaches	Clarke pp. 2 – 16 (Introduction, Structural-Functionalism, Conflict Theory)  Clarke pp. 22 – 24 (Feminist and Critical Anti-Racist Theories)	
2	Jan 21	Sociological Perspectives 2 – Micro/Interpretive Approaches	Clarke pp. 16 – 21 (Interpretive/Social Constructionist Theory)  Clarke pp. 24 – 29 (Post-Structuralism)	
	Jan 23	Case Study: Tuberculosis	John Green, “The Deadliest Infectious Disease of All time” <a href="https://www.youtube.com/watch?v=7D-gxaie6UI">https://www.youtube.com/watch?v=7D-gxaie6UI</a> (IN CLASS)	

3	Jan 28	The Experience of Being Ill	Clarke, Chapter 7	<b>Response Memo 1 (on the Green lecture from Jan 23)</b>
	<b>Jan 30</b>	<b>NO CLASS – Program Day</b>		
<b>Part 2 – Introduction to the Empirical Study of Public Health</b>				
4	Feb 4	Disease, Death, and Disability	Clarke, Chapter 2	<b>Research Paper Proposal</b>
	Feb 6	Measuring Health	Bowling, <i>Measuring Health</i> , pp. v-13. (Table of Contents, Chapter 1, selection from Chapter 2)	<b>Response Memo 2</b>
5	Feb 11	Environmental and Occupational Health and Illness	Clarke, Chapter 3	
	Feb 13	<b>EXAM 1</b>		
6	<b>Feb 18</b>	<b>NO CLASS – Reading Week</b>		
	<b>Feb 20</b>			
<b>Part 3 – Social Determinants of Health</b>				
7	Feb 25	Social Determinants of Health	Clarke, Chapter 4	
	Feb 27	Social Capital and Health	Putnam, “Bowling Alone” Thoits, “Mechanisms Linking Social Ties and Support to Physical and Mental Health”	<b>Response Memo 3 (on either reading)</b>
8	Mar 4	Age, Sex, and Gender	Clarke, pp. 114 – 124 (Chapter 5 up to “Racialization, Ethnicity, and Minority Status”)	<b>Annotated Bibliography Due</b>
	Mar 6	Race, Ethnicity, and Immigrant Health	Clarke, pp. 124 – 128 (Chapter 5 sections “Racialization, Ethnicity, and Minority Status” and “Immigrant Health”)  McDonald and Kennedy, “Insights into the ‘healthy immigrant effect’:	<b>Response Memo 4 (on the McDonald and Kennedy reading)</b>

			Health status and health service use of immigrants to Canada”	
9	Mar 11	Indigenous Health	Clarke, pp. 128 – 144 (“Brief Overview of Indigenous Peoples in Canada” to end of Chapter 5)	
	Mar 13	Psychosocial Explanations	Clarke, Chapter 6	
10	Mar 18	Religion and Health	Koenig et al., <i>Handbook of Religion and Health</i> , Chapters 16 and 31	<b>Response Memo 5</b>
	Mar 20	<b>EXAM 2</b>		
<b>Part 4 – Sociology of Medicine</b>				
11	Mar 25	Social Construction Medical Knowledge Practice	Clarke, Chapter 8	
	Mar 27	History of Medicine and Medicalization	Clarke, Chapter 9	<b>First Draft of Research Paper Due @11:59PM</b>
12	Apr 1	Cross-Cultural Medicine	Fadiman, <i>The Spirit Catches You and You Fall Down</i> , Chapters 3 and 5	<b>Response Memo 6</b>
	Apr 3	The Medical Profession	Clarke, Chapter 11	
13	Apr 8	Alternative Medicine	Clarke, Chapter 13	
	Apr 10	Healthcare systems in global perspective	Clarke, Chapter 15	
14	Apr 15	COVID-19, and future directions	Ward, “A Sociology of the COVID-19 Pandemic: A Commentary and Research Agenda for Sociologists”  Maestriperi, Lara “The Covid-19 Pandemics: Why Intersectionality Matters”	<b>Response Memo 7 (on either reading)</b>
	Apr 17	Wrapping things up		<b>Final Draft of Research Paper Due @11:59PM</b>
<b>FINAL EXAM – APRIL 24<sup>th</sup>, 9AM (tentatively)</b>				

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

**Requirements:**

<b>Assignment</b>	<b>Grade (%)</b>	<b>Learning outcomes</b>
Attendance and Participation	10%	3, 4, 5, 6
Response Memos	10%	2, 3, 5, 6
Exams		1, 3, 6
Midterm 1	15%	
Midterm 2	15%	
Final	15%	
Research Project	35%	1, 2, 3, 4, 6
Proposal	2%	
Annotated Bibliography	3%	
First Draft	5%	
Final Draft	25%	

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 10 points per absence. 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 (45% – 15% each; February 13, March 20, April 24)**

There will be three exams: two midterms and one final. These exams are NOT explicitly cumulative and evaluate your knowledge of factual information presented in each third of the course. The first midterm covers material from the beginning of the course through **February 11**, the second midterm material from **February 25** through **March 18** and the final material from **March 25** through 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 – and will include a mixture of multiple choice, short answer, and essay questions.

**3) Response Memos (10%; 1 page each; ongoing)**

On seven class periods, a short (~1 page) response memo will be due in class. This memo will respond to the assigned reading for class that day (or in the case of the **January 26<sup>th</sup>** memo, the in-class video from the previous class period) and will form the basis of class discussion. All memos are due in paper at the end of the indicated class period. They may be handwritten or typed and printed out. On class periods with more than one assigned reading, the memo may be address a reading of the student's choice. Late memos will not be accepted. Each memo should do the following:

1. Identify the thesis/key argument of the work.

2. Summarize a new insight that stood out to you or surprised you, and explain why it stood out.
3. Flag one tension, alignment, or engagement between this reading and another reading or discussion in the course.
4. Write 2-3 questions that emerged from the reading that you want to discuss in class.

Memos will receive either 4/4, 3/4, 1/2, 1/4, or 0/4 depending on their completeness and accurate description of the relevant work. The lowest graded memo (including memos that are not turned in) will be dropped and will not factor into the final grade.

#### **4) Research Project (35% total; 5-7 pages)**

Select a particular issue in the sociology of health, illness, or medicine and identify at least two different approaches sociologists have employed to study that topic (for example: racial disparities in health, income inequality and health, impact of social media on health, etc.) You may consult the syllabus and textbook for inspiration. The final paper should consult and properly cite **TEN (10)** peer-reviewed scholarly articles, at least which **EIGHT (8)** must NOT be on the syllabus.

For full credit, the final paper must identify, compare, and contrast at least two distinct approaches sociologists have used to study the chosen topic. These approaches may differ theoretically (e.g. macro vs. micro, functionalist vs. conflict theory), methodologically (e.g. quantitative vs. qualitative), or in their assessment of the empirical evidence (e.g. different explanations for the cause of mental illness). A paper that simply summarizes ten articles on a topic will not receive high marks – synthesis and analysis is required.

To assist in the development of an effective final paper, written assignments building into the final paper will be due throughout the semester.

##### **a. Proposal – February 4<sup>th</sup> (2%)**

Submit a 1/2 – 1 page proposal for the final paper. This proposal should do the following:

- (1) Describe the topic of interest for the final project
- (2) Articulate at least two questions about what sociologists have found about your topic that you may investigate in your literature review.

Ideally, one of these questions will ultimately help structure your final paper.

##### **b. Annotated Bibliography – March 4<sup>th</sup> (3%)**

Submit a bibliography with at least **EIGHT (8)** peer-reviewed scholarly sources in ASA format. Accompanying each citation should be 1-2 sentences briefly summarizing the key findings of cited resource.

##### **c. First Draft – March 27<sup>th</sup> (5%)**

Submit a full first draft (~5-7 pages) of the final paper for feedback and review.

##### **d. Final Draft – April 17<sup>th</sup> (25%)**

Submit the final draft of the paper (~5-7 pages), incorporating feedback from the first draft. Final submissions that fail to address key points of feedback made on the first draft are unlikely to receive high marks.

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.

**Statement on the Use of Generative Artificial Intelligence (AI):**

The use of generative artificial intelligence (AI) tools in education is both controversial and rapidly evolving. In some cases, AI tools can contribute to student learning. In other cases, AI usage undermines the development of basic knowledge and skills. At Ambrose, the student use of generative AI tools is up to the discretion of each instructor. Whether these tools are prohibited entirely or allowed in part, any unauthorized use of them is considered Academic Misconduct (specifically, plagiarism), as per the Academic Calendar: <https://ambrose.edu/undergrad-academic-calendar/academic-information/academic-misconduct-learning-environment>. Please be aware that along with commonly used AI tools like ChatGPT, QuillBot, or Grammarly Pro, other generative AI tools are being built into commonly used software (e.g. Google Gemini, Microsoft Office Copilot, Apple Intelligence). When in doubt, please ask your instructor for clarification about which tools you can or cannot use.

In this course, every element of each course assessment must be fully prepared by students themselves. The use of generative AI in the preparation, completion, or editing of homework, assignments, exams, or any other form of assessment is prohibited. Use of generative AI tools will be treated as Academic Misconduct.

My rationale for this decision is as follows: The purpose of this (and every) course is to develop your intellectual skills. As with any skill, the only way to effectively improve is to practice. If you want to become stronger, you lift weights; if you want to play the piano better, you practice playing the piano; if you want to become a better chef, you cook regularly. Practice of this sort may seem rote and mundane, but it is essential for improvement. Intellectual skills are no different, and the way to improve intellectual skills is through academic practice such as the assignments in this course. Offloading any cognitively meaningful element of this intellectual practice (no matter how apparently mundane) undercuts the purpose of the assignment, and in fact the purpose of this entire institution. You would not expect to get stronger by sending a robot to the gym in your stead. Likewise for intellectual exercise.

In cases where there is strong evidence of the unauthorized use of AI tools, I will give the student the opportunity to meet with me and demonstrate evidence that they did not use any such tools. If the student cannot demonstrate that they did not use these tools, then they will receive a zero on the assignment, and an Academic Dishonesty Report will be filed and submitted to the Registrar's Office.

**Grade Summary:**

The available letters for course grades are as follows:

Percentage	Grade	Interpretation	Grade Points
95.50+	A+	Excellent	4.00
90.50 – 94.49	A		4.00
85.50 – 89.49	A-		3.70
81.50 – 85.49	B+	Good	3.30
73.50 – 80.49	B		3.00
71.50 – 73.49	B-		2.70
67.50 – 71.49	C+	Satisfactory	2.30
62.50 – 67.49	C		2.00
59.50 – 62.49	C-		1.70

55.50 – 59.49	D+	Poor	1.30
49.50 – 55.49	D	Minimal Pass	1.0
0 – 49.49	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 any of the key offseason MLB transactions, 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 21<sup>st</sup> 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*

Assignments related to the final paper that are submitted late will accrue a penalty of 5% per day late. Late response memos will not be accepted. Makeup exams will be provided in the case of family emergencies, medical emergencies, or similar extenuating circumstances that are outside of the student’s control.

**Grading Rubric for Written Assignments:**

	<b>Sociological Content:</b> Does the paper use sociological terms, theories and concepts appropriately?	<b>Argument and Analysis:</b> Does the paper make coherent arguments which logically flow from premise to conclusion?	<b>Writing and Grammar:</b> Is the writing clear, easy to understand, and free of grammatical errors?	<b>Formatting:</b> Does the paper use appropriate ASA formatting and follow the instructions of the assignment?
A: (86% - 100%)	The paper demonstrates a clear understanding of	The argument of the paper is clearly and directly stated.	The writing is very concise with no fluff or extraneous words.	The paper follows ASA format consistently.

	<p>sociological concepts and theories.</p> <p>The paper includes many sociological terms which are used precisely and appropriately.</p> <p>The scholarly sources consulted by the paper are discussed appropriate, summarizes correctly, and relevant to the topic.</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>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 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>Some of the scholarly sources consulted by the paper are incorrectly summarized or have questionable relevance to the</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>The writing is fairly concise, but there is the occasional unnecessary word or sentence.</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>

	<p>topic.</p> <p>The paper demonstrates an understanding of class material, but does not consistently apply those concepts beyond what was covered in class.</p>			
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>A significant portion of the writing is redundant fluff.</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</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>Much of what is written communicates little substantively important information.</p> <p>There are substantial errors in grammar and spelling, making the paper difficult to read.</p>	<p>There are multiple significant errors in ASA formatting.</p> <p>Many important required elements are entirely absent.</p>

	<p>included.</p> <p>The paper demonstrates little knowledge of material covered in class and makes no attempt to reach beyond that material.</p>	<p>There are significant errors in logic and reasoning.</p>	<p>The paper is very disorganized, making it difficult to follow what is trying to be communicated.</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>

## 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](http://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](mailto: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](https://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](https://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](http://www.calgarycasa.com)

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