UNIVERSITY OF CALGARY

Fall 2021
FACULTY OF ARTS
Department of Sociology
Department of Sociology Website: https://soci.ucalgary.ca/

COURSE TITLE: TOPICS IN THE SOCIOLOGY OF WORK (WORK AND HEALTH)			
Course Number	Sociology 493.7		
Pre/Co-Requisites	Sociology 313 and 393		
Instructor Name	Dr. Jean E. Wallace	**Email**	jwallace@ucalgary.ca
Instructor Email Policy	Feel free to contact me by email at any time. Please put the course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. I do not answer emails over the weekend. Please take that into account when emailing me questions about upcoming readings or assignments.		
Communication	Please check the course Home Page regularly (a couple times a week) for any news or updates and please email me immediately if there are problems accessing any of the course materials.		
Office Location	N/A	**Office Hours**	By phone or Zoom appointment
Telephone No.	Please contact me via email as I will not be on campus		
Class Date and Time	Live synchronous via Zoom on Tuesdays and Thursdays 3:30-4:45 pm MST		

Course Description

There are many aspects of the work experience that negatively impact employee health and there are many different ways to respond to these unhealthy work situations. This course will examine mental health issues, such as job stress and burnout, as well as individual coping strategies and organizational responses to promote healthy workplaces.

Course Objectives/Learning Outcomes

At the end of this course, students will:
- understand the importance of the sociology in explaining employee health including the substantive, cross disciplinary and practical implications of the research area.
- be able to effectively present, interpret, and critique qualitative and quantitative research findings on employee health from a sociological perspective.

- be more familiar with published research in the sociology of work and health.
- be able to identify sources and symptoms of stress in themselves.
- be able to apply the tools and resources acquired in this course to manage stress.

Course Format

This course will involve synchronous remote learning where students are required to attend the classes scheduled on Tuesdays and Thursdays from 3:30-4:45 pm MST via Zoom. Most of the lecture materials complement the readings but do not duplicate them. Both are necessary to meet the learning objectives of the course. You will be graded for participating in the class discussions. The class discussions will not be recorded or posted on D2L.

You are invited to send me questions in advance of the zoom classes via email or raise them during our class time. I will also post questions for discussion in advance of each class. You will also be expected to participate in small group work exercises during class time.

This format of teaching and learning is new for most of us. It can be stressful and uncertain. I have posted two small documents on helpful tips for taking online courses. Please check them out and feel free to share advice and/or ask questions on the Discussion Board about any of challenges of this new experience.

Learning Resources

Listed below are the readings assigned by topic and date. In addition, the links for the articles are also provided. You will need your UCID number and password to login to the University of Calgary library to access the articles. The links are posted on D2L in the relevant module and it is your responsibility to locate and download all articles from the University of Calgary library. Expected lecture dates for the topics are listed below, although unexpected circumstances may require some changes. You should read the required readings prior to their designated class and have those articles available to you during class for review and discussion. Summary Power Point outlines will be available on D2L prior to the relevant class. **Every student is expected to bring electronic or paper versions of the readings and Wellness Workbook to every class as we will be discussing them in class.**

Learning Technologies and Requirements

The following learning technologies are used in this course: a variety of features on **D2L** (e.g., Dropbox, quizzes, surveys), **Zoom**, and **Power Point** presentations. The D2L site for this course which contains relevant class resources and materials. I have posted starter tips and Q&A for using these technologies in the Discussion Board on D2L (see "*Tips for Online Learning*"). In order to successfully engage in your learning experiences in this course, you will need reliable access to the following technology:
- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone

Schedule of Synchronous Lectures and Readings

The course is organized around three core themes related to work stress and health. As we proceed through these sections you will read a mixture classic and contemporary articles that reflect some of the key theoretical and research topics in this area. I will post slide summaries of key points of the readings as well as discussion questions in advance of each class. You will be expected to participate in class discussions and in-class activities.

SECTION I: INTRODUCTION TO WORK AND STRESS

We're going to start by reading a number of key sociological articles about stress, the stress process and mental health. Some are broader and other focus more specifically on the how these relate to the work experience. This section will also involve in-class activities where we'll complete a number of different assessment tools that are designed to measure stress and stressors and come up with a self-care plan for you to practice throughout the semester. We'll discuss our interpretations of them, concerns about validity and reliability, and how they may be used in adopting a sociological perspective to understanding work and stress.

M1 September 7: Course Introduction and Introduction to Self-Compassion and Self-Care
- ☑ Dr. Kristin Neff on Self-Compassion: Please read the following sections on this link https://self-compassion.org/the-three-elements-of-self-compassion-2/: Definition of Self-Compassion (What Self-Compassion is); The three elements of self-compassion; What self-compassion is not; Tips for Practice
- ☑ You will try at least one Self-Compassion guided practice or exercise from those on Dr. Neff's link to practice throughout the semester as part of your Self-Care Plan: Self-Compassion Exercises by Dr. Kristin Neff

M2 September 9: Self Assessment and Self-Care Plan
- ☑ Withers, T. (n.d.) Self-Care Toolkit for University Students. Wellness Education Centre, University of Waterloo. https://studentexperience.uwo.ca/docs/Self-Care%20Toolkit%20for%20University%20Students.pdf
  - o STEP 1: Understanding Self-Care – Read pages 1-5 before class
  - o STEP 2: Identifying your Strengths & Weaknesses – Complete pages 6-13 in class
  - o STEP 3: Making your Self-Care Plan – Complete pages 14-19 in class

M3 September 14: A Sociological Approach to the Stress Process
- ☑ Pearlin, L.I. (1989). The Sociological Study of Stress. *Journal of Health & Social Behavior*, 30:241-256.
  https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2136956

M4 September 16: The Sociological Approach to Work and Health
- ☑ Tausig, M. (2013). The Sociology of Work and Well-Being in C.S. Aneshensel, J.C. Phelan and A. Bierman (eds.) *Handbook of the Sociology of Mental Health*, Second Edition, Handbooks of Sociology and Social Research (pp. 433-455). Springer: Dordrecht.
  https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=973851

M5 September 21: JDC Model of Work Stress
    Ibrahim, R.Z.A.R., & Ohtsuka, K. (2014). Review of the Job Demand-Control and Job Demand-Control-Support models: Elusive moderating predictor effects and cultural implications. *Southeast Asia Psychology Journal*, *1*.
    http://www.cseap.edu.my/sapj/index.php/journal/search_journal?search_type=author&searchj=aida

M6 September 23: JDR Model of Work Stress
☑ Taris, T.W., and Schaufeli, W.B. , A.B. (2015). The Job Demands-Resources Model. In *The Wiley Blackwell Handbook of the Psychology of Occupational Safety and Workplace:* 157-180.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/9781118979013.ch8

M7 September 28: Burnout, Suicide and Coping
☑ Wallace, J.E. (2017). Burnout, Coping and Suicidal Ideation: An Application and Extension of the Job Demand-Control-Support Model. *Journal of Workplace Behavioral Health*, 32(2):99-118.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15555240.2017.1329628

M8 September 30: National Day for Truth and Reconciliation (No Class)

M9 October 5: Chronic Stressors and Daily Hassles
☑ Serido, J., Almeida, D.M., and Wethington, E. (2004). Chronic Stressors and Daily Hassles: Unique and Interactive Relationships with Psychological Distress. *Journal of Health & Social Behavior*, 45(1):17-33.
http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/002214650404500102

SECTION II: COPING RESPONSES

In this section, we're exploring how employees may cope with job stress and how the coping process is examined in different ways. We'll focus on key coping resources relevant to the JDC and JDR models that include job control and social support. The in-class exercises will also help us to assess different coping strategies and resources we may use in coping with job stress.

M10 October 7: Stress, Coping and Social Support
☑ Thoits, P. A. (1995). Stress, Coping, and Social Support Processes: Where are We? What Next? *Journal of Health & Social Behavior*, 35 (Extra Issue): 53-79.
https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2626957

M11 October 12: Coping with Job Stress
☑ Latack, J.C., and Havlovic, S.J. (1992). Coping with Job Stress: A Conceptual Evaluation Framework for Coping Measures. *Journal of Organizational Behavior*, 13(5):479-508.
https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2488399

M12 October 14: Interventions
☑ Munz, D.C., Kohler, J.M., Greenberg, C.I. (2001). Effectiveness of a Comprehensive Worksite Stress Management Program: Combining Organizational and Individual Interventions. *International Journal of Stress Management*, 8(1):49-62
http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=ovft&AN=00042123-200108010-00004&PDF=y

M13 October 19: Mindfulness
- ☑ Bostock, S., Crosswell, A. D., Prather, A. A., & Steptoe, A. (2019). Mindfulness on-the-go: Effects of a mindfulness meditation app on work stress and well-being. *Journal of Occupational Health Psychology*, 24(1): 127–138.
  https://doi.org/10.1037/ocp0000118
- ☑ Paul, A.M., Eubanks Fleming, C.J. (2019). Anxiety Management on Campus: An Evaluation of a Mobile Health Intervention. *Journal of Technology in Behavioral Science,* 4:58–61.
  https://doi.org/10.1007/s41347-018-0074-2

M14 October 21: JDR and Social Support
- ☑ Wörfel, F., Gusy, B., Lohmann, K. *et al.* (2016). Mental health problems among university students and the impact of structural conditions. *Journal of Public Health* 24: 125–133.
  https://doi-org.ezproxy.lib.ucalgary.ca/10.1007/s10389-015-0703-6

M15 October 26: JDC and Social Support
- ☑ Cotton, S. J., Dollard, M. F., & De Jonge, J. (2002). Stress and student job design: Satisfaction, well-being, and performance in university students. *International Journal of Stress Management*, *9*(3), 147-162.
  https://oce-ovid-com.ezproxy.lib.ucalgary.ca/article/00042123-200209030-00002/HTML

M16 October 28: Job Resources
- ☑ Tuckey, M.R., Boyd, C.M., Winefield, H.R., Bohm, A., Winfield, A.H., Lindsay, A., and Black, Q. (2017). Understanding Stress in Retail Work: Considering Different Types of Job Demands and Diverse Applications of Job Resources. *International Journal of Stress Management*, 24(4): 368-391.
  http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00042123-201711000-00003&D=ovft&PDF=y

M17 November 2: Positive Events as Resources
- ☑ Bono, J.E., Glomb, T.M., Shen, W., Kim, E., and Koch, A.J. (2013). Building Positive Resources: Effect of Positive Events and Positive Reflection on Work Stress and Health. *Academy of Management Journal*, 56(6):1601-1627.
  http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=93255943&site=ehost-live

<div align="center">

SECTION III: RECOVERY AND DETACHMENT FROM STRESS
</div>

In the last section of the course, we'll explore the stressor-detachment model. In doing so, we'll examine ways in which individuals may recover or disconnect from work as well as interventions that employers may offer to their employees. In addition to reviewing empirical tests of these recovery and detachment activities, we'll try some out in class. Students will have the opportunity to sign up for their in-class presentations that are related to class topics from November 5-28 or on any topic on December 3 and 5.

M18 November 4: The Stressor Detachment Model
- ☑ Sonnentag, S., and C. Fritz (2015). Recovery from Job Stress: The Stressor-Detachment Model as an Integrative Framework. *Journal of Organizational Behavior*, 36:S72-S103.
  http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1002/job.1924/full

Reading Week (Nov. 9 & 11) – no classes, so relax and breathe!

M19 November 16: Recovery Activities
- ☑ Rook et al (2006). The Contribution of Various Types of Activities to Recovery. *European Journal of Work and Organizational Psychology*, 15(2):218-240.
  http://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/13594320500513962

M20 November 18: Animals
- ☑ Grajfoner, D., Harte, E., Potter, L.M., and McGuigan, N. (2017). The Effect of Dog-Assisted Intervention on Student Well-Being, Mood and Anxiety. *International Journal of Environmental Research and Public Health*, 14:483.
  https://www.mdpi.com/1660-4601/14/5/483
- ☑ Bussolari, C., Currin-McCulloch, J., Packman, P., Kogan, L., and Erdman, P. (2021). "I Couldn't Have Asked for a Better Quarantine Partner!": Experiences with Companion Dogs during Covid-19, *Animals* 11(2): 330.
  https://doi.org/10.3390/ani11020330

M21 November 23: Lunch Breaks
- ☑ Sianoja, M., Syrek, C.J., de Bloom, J., Korpela, K., and Kinnunen, U. (2018). Enhancing Daily Well-Being at Work through Lunchtime Park Walks and Relaxation Exercises: Recovery Experiences as Mediators. *Journal of Occupational Health Psychology*, 23(3): 428-442.
  https://bit.ly/33yXPtn

M22 November 25: Coloring
- ☑ Blackburn, H., and Chamley, C.E. (2016). Color me Calm: Adult Coloring and the University Library. *Kansas Library Association College and University Libraries Section Proceedings*, 6(1).
  http://digitalcommons.unl.edu/neblibconf/9/
- ☑ Van der Vennet, R., and Serice, S. (2012). Can Coloring Mandalas Reduce Anxiety? A Replication Study. *Art Therapy*, 29(2): 87-92.
  http://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/07421656.2012.680047

M23 November 30 and December 2 and 7: Wrap Up & Presentations

Methods of Assessment and Grading Weights

Your grade for this course will be based on participation in **class discussions** (best 10/20), **six assignments** (one of which includes a short in-class presentation), **two peer presentation assessments**, and a **final project (Stress Portfolio)**. In addition, every class will involve activities, exercises or reflections from the **Wellness Workbook** which will be part of the class discussions. Students are expected to bring either a hard copy or electronic of their Wellness Workbook to every class. These exercises are for your personal reflection, class discussion and some are to be included as part of your Stress Portfolio. Your **Stress Portfolio** is your final project and based on a collection of class worksheets, journal entries, assignments and anything else that has been helpful throughout the semester. These different sections are to be completed and saved throughout the semester and will be submitted as a single electronic document on December 13th. All of the assignments including their grading rubrics will be posted on D2L under "Assignments".

BREAKDOWN OF THE GRADE COMPONENTS

Component	Date	Weight
Class Discussions	September 14th to November 25th Best of 10 weekly grades each week over 20 class discussions for 1% each	10%
Assignment #1 Self Care Plan	Receive Assignment September 9th Due: September 10th (5:00pm)	5%
Assignment #2 Explanations	Receive Assignment September 14st Due: October 7th (5:00pm)	15%
Assignment #3 Kindness	Receive Assignment September 14th Due: October 21st (5:00pm)	15%
Assignment #4 Stress	Receive Assignment September 14th Due: November 4th (5:00pm)	15%
Assignment #5 Positive Reflections	Receive Assignment November 2nd Due: November 23rd (5:00pm)	10%
Assignment #6 Recovery	Receive Assignment November 4th "In-Class" Presentations November 30th, December 2nd or 7th	10%
Peer Assessment	Assessment of 2 student Recovery presentations for 2 classes that you're not presenting in (2 x 2.5% each) Due: November 30th, December 2nd or 7th (6:00pm) that day	5%
Final Project Stress Portfolio	Receive Assignment September 7th December 13th (5:00 pm)	15%

Final Exam Information

There is no Registrar Scheduled Final Exam in this course.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Absences and Deferrals

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found at:
https://www.ucalgary.ca/registrar/exams/deferred-exams

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:
https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf
Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will let the student

know their rationale. If the student wishes will book a time with the student to discuss his or her work and rationale. It should be noted that a re- assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet on Tuesdays and Thursdays at 3:30-4:45 for a "live" video conference, so that we have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. I have posted start up information and Zoom Q&A under "Tips for Online Learning" on the class Discussion Board on D2L.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. The instructor can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.). The instructor will not record the online sessions as they are optional and attendance is not required or taken. These sessions will be used to support student learning only and will not be shared or used for any other purpose.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty

Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, recorded lectures, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Recording of Lectures

Note that the audio or video recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf.

Sharing of Lecture Notes and Exam Questions

Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here:https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: http://www.ucalgary.ca/pubs/calendar/current/k.html

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at: http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: https://library.ucalgary.ca/guides/sociology. To access the main Library website go to: https://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (https://www.ucalgary.ca/wellness-services/services/mental-health-services) and the Campus Mental Health Strategy (http://www.ucalgary.ca/mentalhealth/).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: https://www.ucalgary.ca/student-services/student-success

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: https://www.su.ucalgary.ca.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website: https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit http://www.ucalgary.ca/security/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.