



SOCI 603 SOCIOLOGY OF HEALTH AND ILLNESS			
<b>Pre/Co-Requisites</b>			
<b>Instructor:</b> Dr. Ariel Ducey <b>Lecture Location:</b> SS921			
<b>Phone:</b> 403-220-5054		<b>Lecture Days/Time:</b> Th 9:00 – 11:45 AM	
<b>Email:</b> <a href="mailto:aducey@ucalgary.ca">aducey@ucalgary.ca</a>			
<b>Office:</b> SS938		<b>Office Hours:</b> By appointment	
<b>Instructor Email Policy</b>	Feel free to contact me over email at any time. I do not answer emails over the weekend. If you have a course-related question, please check the course outline first. Also, please do not use e-mail as a replacement for an appointment if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be discussed (in person or over zoom).		

**Course Description**

This course is a graduate-level introduction to the sociology of health and illness, one of the largest sub-disciplines in sociology and a substantive area that has generated particularly rich conceptual contributions to the discipline. It is also, arguably, an area important to study not only because the effects of social inequalities are often devastating there, but because new forms of experience, subjectivity, and social order are emerging through the institutions, products, and concepts of health and biomedicine. Authors we will read draw upon diverse theoretical sources and assumptions. Questions of method and theory will be the basis for seminar discussion along with substantive issues.

Questions we will consider include:

- On what basis can we assert the experiences of bodies (whether of health or illness) are social in addition to biological?
- What are the connections between individual experience and work in healthcare/medicine and global political and economic changes?
- What are the stakes of inclusion and exclusion from biomedical models, ways of knowing, institutions, and practices?

### **Course Objectives/Learning Outcomes**

- Learn major perspectives, concepts, and debates used in the sociology of health and illness
- De-naturalize taken-for-granted ways of thinking about health, health care, and medicine
- Build a foundation for thesis research, exams, and/or teaching in the area of the sociology of health and illness
- Enhance skills in summarizing complex arguments and debates
- Become a more informed, engaged citizen in relation to health care policies and inequalities on the bases of health, access to health care and medicine, and/or the valuation of bodies

### **Required Textbooks, Readings, Materials, Electronic Resources**

As a graduate seminar, this class requires extensive reading. I may add, omit, or change a few readings, depending on the progress of the course. I will notify you in class of any changes to the class schedule. Because this is a seminar, you are expected to do the assigned reading prior to class. Links to readings will be provided in the course D2L site.

### **Learning Technologies and Requirement**

In order to successfully engage in this course, students must have 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 (preferred for zoom meetings with instructor, otherwise not required);
- Microphone and speaker (built-in or external), or headset with microphone
- Current antivirus and/or firewall software enabled
- Broadband internet connection

### **Schedule of Lectures and Readings**

Attached is a weekly schedule of the readings and the schedule to be used during each seminar meeting.

### **Methods of Assessment and Grading Weights**

There are four graded components of this course:

1. Critical reflections (five) – 8% each (40% total)
2. Journal assignment and presentation (group assignment) – 15%
3. Final paper – 35%
4. In-class informal work – 10%

#### **1. Critical Reflections**

Each student will be assigned **five** of the twelve total seminar meetings, for which they will be responsible for preparing critical reflections on topics raised by the week's readings, of no more than 800 words. The critical reflections are due no later than *Wednesday at 8:00 am, the day before the seminar for which the readings have been assigned*. Critical reflections must be submitted via the appropriate dropbox on D2L. Always include your name and the date on the critical reflection, and always include your last name in the title of the submitted file. The reflections will be shared with all

seminar members as a basis for course discussion; the instructor's grades and comments on the reflections will not be shared.

*Content of the critical reflections:*

These reflections should accurately summarize the argument of the reading(s), but summaries should take up only as many words as necessary to set up other aspects of the reflections.

Seminar members might do the following in the critical reflections: discuss the significance of, or critically assess, ideas and arguments; identify themes among the readings; draw attention to details that warrant further thought; discuss particular passages that are important or difficult (while showing an effort to understand them); make comparisons/contrasts to other texts read in class; or discuss the strategies of the people we are reading—for instance, what they see as legitimate knowledge or the kind of evidence they use to make their argument.

The reflections should be well written but can be informal in style (use the first person; reflect on personal reactions/views). They do not need to include formal citations or notes but seminar members must use quotes when copying exact words, *and* provide page numbers for quotes or references to specific points and ideas in the readings.

*Grading:*

Critical reflections will be given an "A" if they accurately summarize the chosen reading(s); are clearly written with appropriate references to the text; identify thought-provoking aspects of the reading(s); and show an excellent level of engagement with the text(s) and course themes. If there are problems in any of these areas, the grade will be lowered accordingly.

*Seminar members may rewrite up to two of their critical reflections* if they are not satisfied with their grade. Revised critical reflections are due no later than the last day of class (April 12<sup>th</sup>). The original submission with instructor comments must be submitted with the revision.

## 2. Journal Assignment and Presentation

Members of the seminar will be put into groups of 2-3 and assigned to provide a report to the class on a major journal in the area of social sciences and medicine or health. The presentations will be not longer than 30 minutes and occur throughout the term (schedule to be determined in first week of class).

Presentations will be made during the seminar. For this assignment, students must examine the most recent 10 issues of the selected journal and consider the following questions (as possible):

- What can you infer about the identity/niche of the journal from the articles it has published?
- What can you infer about the identity/niche of this journal based on the careers and affiliations of the authors published, the editor(s), and the editorial board?
- Does the journal seem to give more space to certain methodologies, concepts, or perspectives?
- Do the articles published in this journal seem to conform to certain styles of presentation?
- What seem to be the latest trends in terms of research topics, methods, or concepts as represented in this journal?
- Are the articles in this journal widely cited?
- Can you learn anything about the history and purpose of this journal?

Potential journals for this assignment include: *Sociology of Health and Illness, Social Science and Medicine, Biosocieties, Critical Public Health, Health, Journal of Health and Social Behavior*

### 3. Final paper

For the final paper, seminar members must write a paper that considers how selected readings from this course could influence, direct, or change the research topic the student is considering for their own major research project or thesis. Articles from the class could be relevant from a number of angles: the topic examined; the theories or concepts used; the research design, including the type of data collected and the way that data is interpreted and mobilized; the “stance” of the researcher(s) vis-à-vis their topic or the discipline; implicit or explicit arguments about what kind of research is important or valuable; implicit or explicit arguments about what makes responsible research...there may be other possibilities. Students do not need to consider all of these angles in their papers to obtain a high grade.

The paper must include a clear description of the student’s own research topic and plans – a description that is sufficient to the analysis of the paper, but only as long or as in-depth as need to do the analysis required in the paper.

This assignment also assumes students will do some sort of comparison: in order to explain how certain readings or approaches might influence the student’s project, it is necessary highlight what makes those approaches distinct – why/how they differ from other approaches. How students present or write about these comparisons can vary, but the one purpose of this assignment is to enhance recognition of differences in approaches to research.

In broader terms, the purpose of the paper to stretch one’s imagination about what might or should be considered when attempting to study and understand a given topic, and perhaps to use the course materials to imagine approaches to a given topic that you might not have previously considered, or been aware of.

*Expectations:* In this assignment, the instructor is looking for evidence that the student is able to assess course materials for their potential significance to sociological research. For some students, this may include sociological research that is on topics other than those of health, medicine and health care. Students are expected to use the course materials to think about what kind of research they want to do and what kind of sociologist they are coming to be.

Grading criteria: knowledge of course materials displayed through the choice of course materials to include; demonstrated ability to engage with the course materials as having implications for doing sociological research; quality of interpretation and accuracy in understanding of course materials; use of comparison to make analytical distinctions; selection of angles from which to view and compare course materials; quality of writing and organization.

The paper should be no less than 2,500 words (about 10 pages). There are no restrictions on length, but all elements of the paper should have a reason for being included and the paper should cohere as a whole. The paper will be due on Friday, April 21<sup>st</sup>.

#### 4. In-class Informal Work

During the class, we will engage in regular informal work. This might include exercises in capturing an article's main argument, pop "quizzes," small-group work on textual analysis, etc. This work will be graded primarily in terms of whether the student has come to class having read the assigned material and prepared to engage with the material. For the most part, students' grades on this work will not depend on whether the student has understood the material correctly or incorrectly. At the end of the term, the number of informal work assignments will be counted and an equal weight assigned to each for purposes of grading.

A note on attendance and participation: Attendance and participation are not graded as such in this seminar, but if students miss class they can reasonably expect it will impact their grades, either directly through missing assigned work, or indirectly through how they engage with course materials in assignments. Students are expected to notify the instructor in advance of any classes missed, whenever possible. See also the section below on missed or late coursework.

#### Final Examination

There is no final exam in this course.

#### Grading Scale

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

<b>Grade</b>	<b>Percent range</b>	<b>Grade Point Value</b>	<b>Description</b>
<b>A+</b>	96 – 100%	4.0	Outstanding performance
<b>A</b>	90 – 95.99%	4.0	Excellent - superior performance showing comprehensive understanding of the subject matter
<b>A-</b>	85 – 89.99%	3.7	Very good performance
<b>B+</b>	80 – 84.99%	3.3	Good performance
<b>B</b>	75 – 79.99%	3.0	Satisfactory performance
<b>B-</b>	70 – 74.99%	2.7	Minimum pass for students in the Faculty of Graduate Studies
<b>C+</b>	67 – 69.99%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

### **Passing Grades**

*Students are not required to pass all components of the course to pass the course as a whole. A passing grade in graduate school at the UofC is no less than B-.*

### **Missed or Late Coursework**

- Critical reflections turned in late cannot receive a grade higher than an A- (even after revision, if opted for).
- Informal in-class work (grade component 4) cannot be made up if the student is absent.
- Due dates for the journal assignments and presentations will be negotiated in advance with students and can be changed/adjusted in case of emergencies.
- The due date for the final paper is firm, but can be adjusted in case of emergencies.

### **Students will not be Audio or Video Recorded**

Students will not be audio or video recorded in this course. If the modality of the course is required to change, this policy may be revised.

### **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>

## Reading Schedule

### Jan 12: Introduction to the Course

### Jan 19: The Sick Role, Medicalization

- Parsons, Talcott. "Social Structure and Dynamic Process: the Case of Modern Medical Practice," in *The Social System*. New York: The Free Press, 1951. [pp. 428-479]
- Zola, Irving Kenneth. "Medicine as an Institution of Social Control." *Sociological Review*, 20: 487-504, 1972.
- Conrad, Peter. 1975. "The Discovery of Hyperkinesis: Notes on the Medicalization of Deviant Behavior." *Social Problems* 23(1): 12-21.
- [Barker, Kristin](#). 2002. "Self-help literature and the making of an illness identity: the case of Fibromyalgia Syndrome," *Social Problems* 49 (3): 279-300.

### Jan 26: "The End of the Golden Age"

- McKinlay, John B. 1981. "From 'Promising Report' to 'Standard Procedure': Seven Stages in the Career of a Medical Innovation," *Milbank Quarterly* 59(3): 374-411.
- Rothman, David. 1992. *Strangers at the Bedside*. Basic Books. [excerpts]
- Ehrenreich, Barbara and Deirdre English. *Complaints and Disorders: The Sexual Politics of Sickness*. City University of New York, Feminist Press, 1973.
- Roberts, Dorothy. 1997. *Killing the Black Body*. Pantheon Books. (excerpts)

### Feb 2: Social Science Turns to Medical Knowledge

- Berg, Marc. 1992. "The construction of medical disposals: Medical sociology and medical problem solving in clinical practice," *Sociology of Health and Illness* 14(2): 151-180.
- Richards, Evelleen. 1988. "The politics of therapeutic evaluation: The Vitamin C and cancer controversy," *Social Studies of Science* 18(4): 653-701.
- Mol, Annemarie. 2002. "Cutting surgeons, walking patients: some complexities involved in comparing," pp. 218-257 in *Complexities: Social Studies of Knowledge Practices, Law & Mol*, eds. Duke University Press.

### Feb 9: Biopolitics -- Making live and letting die

- Foucault, Michel. "17 March 1976" ch. 11 in *"Society Must be Defended": Lectures at the College de France, 1975-76*, ed. Mauro Bertani and Alessandro Fontana, NY: Picador: 2003
- Foucault, Michel. "The Birth of Biopolitics," pp. 73-79 in *Michel Foucault: Ethics, Subjectivity and Truth*. Paul Rabinow, ed. (Trans. Robert Hurley). New Press, 1994. [Also published as "Course Summary," pp. 317-325 in *The Birth of Biopolitics, Lectures at the College de France 1978-1979*. Michel Senellart, ed. (Trans. Graham Burchell) Palgrave MacMillan, 2008.

**Feb 16: Letting Die**

- Mbembe, Achille. 2003. "Necropolitics." *Public Cultures* 15(1): 11-40.
- Biehl, João. 2004. "The Activist State: Global pharmaceuticals, AIDS, and Citizenship in Brazil" *Social Text* 22 (3): 105-132.

**Mar 2: Structural violence**

- Farmer, Paul. "On suffering and structural violence," Ch. 1 in *Pathologies of Power*. University of California Press.
- Meekosha, Helen. 2011. "Decolonising disability: thinking and acting globally," *Disability and Society* 26(6): 667-682.
- Stephens, Christianne. 2020. "'Tell me where it hurts': A case study of the impacts of structural violence, syndemic suffering, and intergenerational trauma on Indigenous peoples' health," Ch. 6 in *Health Matters*, Eric Mykhalovskiy et al., eds. University of Toronto Press.
- Munyikwa, Michelle. 2020. "(De)racializing refugee medicine," *Science, Technology, and Human Values* 45(5): 829-847.

**Mar 9: Political Ideology and Health Policy**

- Tesh, Sylvia. *Hidden Arguments: Political Ideology and Disease Prevention Policy*. Rutgers University Press, 1988. [excerpts] **OR** Tesh, Sylvia. 1981. "Disease Causality and Politics," *Journal of Health Politics, Policy and Law* 6(3): 369-390.
- Bell, Kirsten. 2020. "Cigarette-Packaging Legislation in Canada and the Smoking Subject," Ch. 8 in *Health Matters*, Eric Mykhalovskiy et al., eds. University of Toronto Press.
- Rock, Melanie, Bonnie Buntain, Jennifer Hatfield, Benedikt Hallgrínsson. 2009. "Animal-human connections, "one health," and the syndemic approach to prevention," *Social Science and Medicine* 68(6): 991-995.

**Mar 16: Medical Knowledge & Evidence Revisited**

- Deleuze, Gilles. 1992. "Postscript on the Societies of Control," *October* 59: 3-7.
- Cambrosio, Alberto, Peter Keating, Thomas Schlich, George Weisz. 2006. "Regulatory objectivity and the generation and management of evidence in medicine," *Social Science and Medicine* 63: 189-199.
- Ducey, Ariel, Claudia Donoso, Sue Ross, Magali Robert. 2020. "From anatomy to patient experience in pelvic floor surgery: Mindlines, evidence, responsibility and transvaginal mesh," *Social Science and Medicine* 260: 113151.
- Timmermans S, Yang A, Gardner M, et al. (2018) Does patient-centered care change genital surgery decisions? The strategic use of clinical uncertainty in disorders of sex development clinics. *Journal of Health and Social Behavior* 59(4): 520–535.



### **Mar 23: Emergent Forms of Embodiment and Labor**

- Cooper, Melinda. 2012. "The pharmacology of distributed experiment – user-generated drug innovation," *Body and Society* 18(3&4): 18-43.
- Guthman, Julie and Melanie DuPuis. 2006. "Embodying neoliberalism: economy, culture, and the politics of fat," *Environment and Planning D: Society and Space* 24: 427-448.
- Mazanderani, Fadhila, Jenny Kelly, Ariel Ducey. 2017. "From embodied risk to embodying hope: Therapeutic experimentation and experiential information sharing in a contested intervention for Multiple Sclerosis," *BioSocieties* 13: 232-254.
- Duff, Cameron. 2015. "Governing drug use otherwise: for an ethics of care." *Journal of Sociology* 51 (1): 81-96.

### **Mar 30: Using and Making Sense of Numbers**

- Amelang, K and S. Bauer. 2019. "Following the algorithm: How epidemiological risk-scores do accountability." *Social Studies of Science* 49(4): 476-502.
- Jeremy Greene. *Prescribing by Numbers*. Johns Hopkins University Press, 2007. [excerpts]
- Pols, Jeannette, Dick Willems, Margunn Aaenstad. 2019. "Making sense with numbers: Unravelling ethico-psychological subjects in practices of self-quantification," *Sociology of Health and Illness* 41 (S1): 98-115.
- Shim, Janet K. 2022. "Understanding the routinized inclusion of race, socioeconomic status and sex in epidemiology: the utility of concepts from technoscience studies," *Sociology of Health and Illness* 24(2): 129-150.

### **Apr 6: The Sensory Politics of Health and Environment**

- Spackman C (2020) In smell's shadow: Materials and politics at the edge of perception. *Social Studies of Science* 50(3): 418–439.
- Kenner, Alison. *Breathtaking: Asthma Care in a Time of Climate Change*. University of Minnesota Press, 2019.
- Lupton, Deborah. 2017. "Feeling your data: Touch and making sense of personal digital data," *New Media and Society* 19(10): 1599-1614,
- Nettleton S, Burrows R and Watt I (2008) Regulating medical bodies? the consequences of the 'modernisation' of the NHS and the disembodiment of clinical knowledge. *Sociology of Health and Illness* 30(3): 333–348.

## **IMPORTANT POLICIES AND INFORMATION**

### **Absence From a Mid-term Examination**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

**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/P22\\_deferral-of-term-work\\_lapseGrade.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.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](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

### **Deferral of a Final Examination**

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Reappraisal of Grades:**

*For Reappraisal of Graded Term Work, see Calendar I.2*

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

*For Reappraisal of Final Grade, see Calendar I.3*

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Misconduct:**

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

### **Plagiarism And Other Forms Of Academic Misconduct**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

### **Recording of Lectures:**

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

**Academic Accommodations:**

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. 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

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

**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 Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

**Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

**Freedom of Information and Protection of Privacy (FOIP) Act:**

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see

<https://www.ucalgary.ca/legal-services/access-information-privacy>

**Copyright Legislation:**

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

**Evacuation Assembly Points**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

**Important Dates:**

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

**Faculty of Arts Program Advising and Student Information Resources**

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

**Important Contact Information**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives  
Phone: 403-220-6551  
Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman  
Phone: 403-220-6420  
Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Campus Mental Health Resources**

The University of Calgary recognizes the pivotal role that student 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 supports 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 the following resources:

*SU Wellness Centre:* <http://www.ucalgary.ca/wellnesscentre/>

*Student Wellness Services:*  
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

*Campus Mental Health Strategy website:* <https://www.ucalgary.ca/mentalhealth/>.