

**BRESCIA UNIVERSITY COLLEGE**  
**Department of Sociology**  
**Sociology 3331G:**  
**Community Development Practice**  
**Winter 2018**

Course Director: Professor Julie Young  
Office: #360, UH

Class Time: Wednesday 11:30-2:30pm  
Office Hours: Wednesday 2:30-3:30pm, or by appointment.

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**Course Description:**

This course is designed to explore the practice of community development. Blending community service-learning with popular educational models, students will continue with placements that are designed to foster citizen participation in problem diagnosis, problem solving, and community-building initiatives. More concretely, by combining community experiences and scholarly work we will address issues related to literacy and education, youth, poverty, and diversity, as well as strategies for moving from disparity towards equity.

**BRESCIA UNIVERSITY COLLEGE INSTITUTION-LEVEL COMPETENCIES**

Brescia's overarching goals are to foster the development of leadership among our students and to provide an academically superior university education. The competencies articulated as central to a Brescia education provide to our students the tools they need to lead with wisdom, justice and compassion. As a university college we value academic excellence and the mastery of the scholarly knowledge in students' chosen areas of study.

1. **Communication:** The ability to exchange information and meaning across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.
2. **Critical Thinking:** The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
3. **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.
4. **Problem Solving:** The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.
5. **Self Awareness and Development:** The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.
6. **Social Awareness and Engagement:** The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.
7. **Valuing:** The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

## **Learning Outcomes and Brescia Competencies:**

Upon completion of this course, students will be able to:

- Demonstrate an understanding of some of the major components of community building practice through reading relevant literature, participating in classroom discussion and activities, and completing required assignments (Interpersonal Communication; Problem Solving; Self-Awareness)
- Examine the relationship between community service-learning and popular education models (Critical Thinking).
- Reflect on their community service-learning experience through debriefing in the classroom and writing reflective journals (Self-Awareness and Development).
- Examine how institutions perpetuate oppression, and the strategies designed to challenge such oppression (Critical Thinking; Social Awareness; Self-Awareness and Development).
- Collaborate with others to develop and present a workshop (Oral and Interpersonal Communication; Self-Awareness; Critical Thinking).
- Demonstrate competency in oral and written communication skills (Communication).

*Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honour course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students. (Linda Nilson, Teaching at its Best, 2010: 37).*

## **Course Prerequisites:**

Sociology 3330F

Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

## **Grading and Assignment Structure:**

1. Ongoing Preparation and Participation.....20%
2. Blog Assignment.....5%
3. Student-Led Workshop.....20%
4. Critically Reflective Essay.....35%
5. Comprehensive End of Term Assignment.....20%

## Detailed Course Outline

Students, please note that the following course outline is subject to revision. That is, throughout the term, circumstances may arise that will alter the ordering of the topics, the pace at which we move through the material and so on. **It is your responsibility to do all required readings, and to attend class.** If, for whatever reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed.

<b>CLASS DAYS</b>	<b>WEEKLY TOPICS AND IMPORTANT DATES</b>	<b>REQUIRED READINGS</b>
January 10	Administrative Details; Introduction	From <b>Learning through Serving</b> : Chapters 1 & 6
January 17	Setting the Context for Community Building: Ethics and Practice	From <b>Reading Package</b> : 1) <i>Core Concepts for Community Change</i> and 2) <i>Ethical Issues and Practical Dilemmas in Community Organization and Community Participation</i>
January 24	Popular Education and the Challenge of Change	From <b>Reading Package</b> : 1) <i>Theoretical Frameworks for Community Change</i> ; and 2) <i>Problem Posing Education: Freire's Method for Transformation</i>
January 31	Partnering for Community Development Part One <b>Guest Speaker TBA</b>	From <b>Learning through Serving</b> : Chapters 2, 3, 4
February 7	"Community Development One Family at a Time": The WrapAround Process <b>Guest Speaker TBA</b>	From the <b>Reading Package</b> : <i>Individualized Services and Supports Through the WrapAround Process</i>
February 14	Partnering for Community Development Part Two <b>Guest Speaker TBA</b>  <b>CRITICAL ESSAY DUE!!</b>	From the <b>Reading Package</b> : 1) <i>The Heart Of Partnership</i> 2) <i>Principles for Success in Service-Learning</i>
February 21	READING WEEK-NO CLASSES	No new readings
February 28	Community-building: Working with youth and children.  <b>Guest Speaker TBA</b>	From <b>Reading Package</b> : <i>Freirian Praxis in Health Education and Community Organizing: A Case Study of an Adolescent Prevention Program</i>
March 7	<b>Guest Speaker TBA</b>	No Readings
March 14	First Nations Communities	From the Reading Package: <i>Rebuilding Community After the Residential School Experience</i>

CLASS DAYS	WEEKLY TOPICS AND IMPORTANT DATES	REQUIRED READINGS
March 21	STUDENT-LED WORKSHOP	No Readings
March 28	STUDENT-LED WORKSHOP	No Readings
April 4	STUDENT-LED WORKSHOP  Comprehensive End of Term Assignment will be distributed in class	No Readings
April 11	End of Term Assignment due TODAY. NO LATE ASSIGNMENT ACCEPTED!	There is NO Class! This is the day for you to submit the paper to the Brescia Welcome/Information Desk (in the foyer outside the auditorium).

**Required Readings:**

*Community Development Practice: Selected Readings*. 2015. Available through Western's Bookstore

Cress, Christine, et.al. *Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement across Academic Disciplines and Cultural Communities*. Sterling, Virginia: Stylus, 2013.

Komives, Susan & Wendy Wagner. *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*. San Francisco: Jossey-Bass, 2009.

**Partial List of Recommended Readings:** (Some of these would be very useful to review and use for the student-led workshops)

Bishop, Anne. *Becoming an Ally: Breaking the Cycle of Oppression in People (2<sup>nd</sup> Edition)*. Halifax: Fernwood Publishing, 2002.

Bishop, Anne. *Beyond Token Change: Breaking the Cycle of Oppression in Institutions*. Halifax: Fernwood Publishing, 2005.

Borup, Tom. *The Creative Community Builder's Handbook: How to Transform Communities Using Local Assets, Art, and Culture*. Saint Paul: Fieldstone Alliance, 2011. \* This book has many useful chapters that deal with many strategies to use when doing community development, including

assessment practices, funding.

Brown, Jason, and David Hannis. *Community Development in Canada*. Toronto: Pearson Education Canada, 2012 (in particular chapter 10 on diversity/international development).

Graham, John R. and Karen J. Swift and Roger Delaney. **Canadian Social Policy: An Introduction**. Toronto: Pearson, 2012. (in particular chapter 6 on diversity)

Homan, Mark S. *Promoting Community Change: Making it Happen in the Real World [Customized Course Text]*. Pacific Grove, CA: Brooks/Cole Publishing Company, 2004.

Homan, Mark S. *Rules of the Game: Lessons from the Field of Community Change*. Pacific Grove, CA: Brooks/ Cole Publishing Company, 1999.

Minkler, Meredith. (Editor) *Community Organizing and Community Building for Health*. (2<sup>nd</sup> Edition) New Jersey: Rutgers University Press, 2005.

Lotz, Jim and Gertrude MacIntyre. *Sustainable People: A New Approach to Community Development*. Sydney, Nova Scotia: University College of Cape Breton Press, 2002.

O'Hara Agi, and Zita Weber and Kathy Levine. **Skills for Human Service Practice: Working with Individuals, Groups, and Communities**. Don Mills: Oxford University Press, 2010. \*\*( this book has many chapters that could be used for workshops on diversity, or self-care, or assessment practices)

Silver, Jim . (ed.) *Solutions that Work: Fighting Poverty in Winnipeg*. Halifax: Fernwood/ CCPA, 2000.

**\*\*Please Note that chapter 5 in *Learning Through Serving* deals with difference and power –this could be used for the diversity workshop**

## DETAILED OUTLINE OF GRADING AND ASSIGNMENT STRUCTURE

### 1) Ongoing Preparation and Participation- 20%

Contribution by each and every student is a cornerstone of any effective learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. The expectation is that you contribute not only for your own learning but to the learning of your classmates. The participation mark reflects attendance, evidence of preparation and participation in weekly readings and/or assignments. If you have difficulties with participating in class, please make an appointment with me to discuss – sooner rather than later.

The class contribution portion of your grade will be determined by your contribution to the learning of the class. The evaluation will be based not only on how frequently you speak in class, but more importantly, by the quality of what you say and how well you listen and respond to others. High-quality contributions include: starting a class discussion with sound analysis, synthesizing class discussions, summarizing and moving class discussions ahead, giving constructive criticisms or building on others' ideas, substantiating one's views persuasively and logically, responding to others' critiques with reasoned rebuttal, graceful acceptance of new ideas, presenting well thought-out action plans, volunteering for special role-playing or presentations, recalling and sharing relevant experiences, being respectful and non-judgmental towards your classmates' opinions. Respect for the course and each other are essential.

Unsatisfactory contributions include: being absent from class without excuse, being unprepared for class, offering poorly thought-out analysis or action plans, personally criticizing classmates, being close-minded, disrespectful, or otherwise disruptive. These behaviours will lead to negative contribution grades. While attendance at all sessions in this course is expected, circumstances may arise which make it impossible for you to attend, e.g. illness. As a professional courtesy you are expected to advise me in advance of your absence and provide an explanation via messaging through email. Under University regulations, your professor can determine at what point absenteeism has become excessive (generally 25% of scheduled class time) and approach the Dean who may prevent you from writing the final exam, making it very difficult to pass the course. After missing three classes, you and I will meet to discuss how to ensure attendance at the remaining classes.

Please note, each class will count equally toward a student's contribution grade, with each missed class receiving a grade of "0" unless academic accommodation has been granted (e. g. for family medical issues, personal medical issues, family bereavement, participation in University sports teams).

### 2) Blog Assignment – 5%

The aim of the blog is to create a space (for positive social change) to think and co-create with your colleagues. The blog is where you will post your responses to my posted statements. I will post a deadline along with each forum topic.

You will have 2 weeks to complete your forums. It is not advisable to leave your responses until the end of the allotted time period. If you leave it until the last minute you might not be able to access the Internet (this happens more than you would think). ANY late responses will not be graded.

I will create 5 blog posts to coincide with the material from the particular topics you are studying, so each response is worth 1% of your final grade. For each forum you will receive a grade of Outstanding (1%), Satisfactory (.75%), Needs Improvement (.5%), or Not Satisfactory (0%). Your postings will be marked on both content and composition (style, spelling, grammar). Your responses should be 50-150 words in length. If you would like to comment on another student's postings feel free to do so. Remember that everyone in the class can see your work, so please be respectful in your comments.

### **3) Critically Reflective Essay on Service-Learning and Leadership—35%**

**Due Date: Wednesday February 28th 2018.**

**Length: 7 pages, typed, double-spaced and properly referenced.**

**\*\*Please submit hard copy in class.**

The purpose of this assignment is to explore the relationship between community service-learning and the Social Change Model of Leadership Development. There are two parts to this assignment:

1. To begin, read carefully chapters 1, 2, 5 and 6 the text *Leadership for a Better World*.
2. Critically reflect on your own leadership strengths and those components of leadership that you may want to develop further. Additionally, connect community service learning with the Social Change Model of Leadership.

### **4) Student-Led Workshop (20%)**

**Groups will be formed by draw, as well as the dates and topic of the workshop will be decided by a draw**

In this assignment, in a group of 3 or 4 students (size vary depending on number of students enrolled in the course) your task will be to develop a workshop to **teach** your classmates about a core practical element in community-service learning. You can use as your starting point some content from *Learning through Serving*, but, you will need to use additional resources for researching the topic and for conducting some practical activities or exercises with the class. Some of readings included in the **List of Recommended Readings** would be useful resources for you to use. In addition, I recommend that you contact *Student Life Centre* to assist you with some resources or contact persons in the field who could guide you and give you additional information. The topics for these workshops include:

- Diversity/International Development
- Self-care when doing community development
- Securing Funding, Grant Proposal, Assessment Practices and Techniques

In this assignment, all team members will receive the same grade for their presentation. You do not need to submit anything in paper to the instructor, but you need to distribute to the class the bibliographic information of sources used/consulted so that they might be able to read it and incorporate in the comprehensive end of term assignment, if relevant. You are expected to lead and teach the class for that day, so ensure you have enough material, resources, visual aids, and activities for the students! You can use any combination of format, structure, and pedagogical style you wish.

### **5) Comprehensive End of Term Assignment (20%)**

**Distributed: April 4, 2018.**

**Due: Monday April 11<sup>th</sup>, 2018 by 4 pm.**

**Length: 8 pages, typed, double-spaced, properly referenced.**

Instead of a final examination in this course, you will be doing a comprehensive end of term assignment. In essence, this will be like a take-home exam. You will receive **two** questions to answer. These questions will invite you to reflect on course readings, lectures, films, guest speakers, student's workshops and any other course material, and provide two essay answers in response to the questions. There will be no additional research for this assignment; it will be based only on materials from the course.

## **COURSE-SPECIFIC POLICY STATEMENTS**

### **1. Submission of Assignments**

- All assignment should be submitted in class or if outside of class time, to the Brescia Welcome/Information Desk (in the foyer outside the auditorium). Please do not submit assignments under my office door. All due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (e.g. illness, death in the family). For each day the assignment is late, the student will lose  $\frac{1}{2}$  (.5) of a mark (.5% of the final course grade). Except for exceptional circumstances such as those noted above, assignments submitted 7 days or more past the due date will not be accepted.

### **2. Policy Statement Regarding Essay Courses**

- This course is designated as an upper-level "Essay Course", in which, by university regulation, at least 2500 words must be submitted by the student in assignments that show his/her knowledge of the course material. It is therefore required that the student receive an average of 50% or more on the written assignments in order to pass the course.

### **3. Cell Phones and Computers**

- Out of respect for your colleagues and the instructor, please refrain from using cell phones during class time. Ensure that they have been turned off before entering class. Similarly, computers are to be used for note-taking and class related activities only- NOT surfing the net, chatting, looking at photos, etc. Thank you for your cooperation!

### **4. A Note Regarding Email, Appointments and Privacy**

Email is a useful tool for sharing news, setting up meetings or for a simple assignment clarification, but for more complex questions, a face to face meeting is best. Please make an appointment using email (I prioritize email over OWL messaging) to discuss any personal, academic, group work or controversial issues in person, especially any concerns that you might have about your grades. I will check email and our course site on OWL Monday through Friday during office hours; you can expect a response within 48 hours during the work week. Over weekends and holidays I will not be checking email or OWL, so plan accordingly.



## **Appointments**

Students are welcome to meet with the professor during the designated weekly office hours or by arranging an appointment at a mutually convenient time through email correspondence. Make sure to be on time for your appointment, have an objective for the discussion and bring a copy of your paper or exam you wish to discuss.

## **Privacy**

To respect privacy laws, all grades will be distributed on the course site on OWL only. If a student wishes to discuss a grade, or review a test or paper, she must make an appointment with the professor to do so in person. To protect student privacy, the professor may only discuss grades with the student in question. Please do not share or compare your grades. The professor cannot share information about another student's grades, so discussions about comparison of grades between students will not be entertained.

## **2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

### **1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:  
<http://westerncalendar.uwo.ca/2017/pg117.html>

## **2. ACADEMIC CONCERNS**

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html> )

## **3. ABSENCES**

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

## **4. POLICY ON CHEATING & ACADEMIC MISCONDUCT**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

### **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit

a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html> ).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices ([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

## 6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to [Mental\\_Health@Western](mailto:Mental_Health@Western) <http://www.uwo.ca/uwoom/mentalhealth/> for a complete list of options about how to obtain help.

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to

preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario