

Subject to Change

MOS 4425B FW 2019
Nonprofit Marketing & Advancement
School of Leadership & Social Change

CONTACT

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Hours:

CLASS

Day: Tuesdays
Time: 5:00 p.m. – 8:00 p.m.
Room: TBC

COURSE DESCRIPTION

This course explores the unique ways that nonprofit organizations use traditional marketing methods to generate support for their mission in order to create social change and/or to raise funds. Nonprofit and charitable organizations rely heavily on marketing strategies to build public awareness and philanthropic support for their missions. This course will explore the critical need for resource development in the nonprofit sector and how marketing differs in that context. Specific areas of discussion will include: understanding donor motivations for giving, key message development to advance social change and/or raise philanthropic funds, how nonprofits identify appropriate markets for success, formulating effective communication strategies using a variety of media (traditional and social) to change social behaviours and to inspire action, organizational public relations and advocacy, different aspects of an integrated fundraising program (*i.e. events, direct marketing, personal solicitation/major gifts, and grant writing*), the ethics of fundraising/donor work and the professional's role in it. This course will prepare students to meet a variety of marketing challenges in resource development and social marketing in nonprofit and charitable organizations.

COURSE LEARNING OUTCOMES

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

1. Comprehend both: i) the critical need for marketing strategy in nonprofit organizations to advance mission and to ignite social change; and, ii) the different challenges of marketing in a nonprofit context.
2. Develop and apply appropriate and effective fundraising and social marketing strategies through analysis of donor motivations and/or public behaviours in development of a fundraising strategy or plan for social change.

3. Develop key skills required in the nonprofit sector including ethical discernment, planning, oral and written communication/presentation and persuasion skills.
4. Demonstrate understanding of the importance of philanthropy to a civil society through self-reflection of values/personal ethics, and development of a personal value statement.

Student competency levels on these outcomes will vary. You can expect to achieve these outcomes if you honour course policies, attend classes regularly, complete all assigned work in good faith and on time, demonstrate comprehension of the course content, and meet all other course expectations of you as a student.

BRESCIA UNIVERSITY COLLEGE COMPETENCIES

Primary competencies developed in this course include:

1. Communication (Level 3)
2. Critical Thinking (Level 3)
3. Problem Solving (Level 4)
4. Inquiry and Analysis (Level 2)
5. Social Awareness and Engagement (Level 3)
6. Valuing (Level 3)

See <http://brescia.uwo.ca/academics/brescia-competencies/> for a detailed description of each competency.

COURSE MATERIALS

The core textbooks will be:

Lee, Nancy R., and Philip Kotler. *Social Marketing: Behavior Change for Social Good*. Sixth Edition, 2019.

Mallabone, Guy., Ed. *Excellence in Fundraising in Canada: The Definitive Resource for Canadian Fundraisers, Volume I*. Civil Sector Press. Toronto. 2011.

Mallabone, Guy, Ed. *Excellence in Fundraising in Canada: The Definitive Resource for Canadian Fundraisers, Volume II*. Civil Sector Press. Toronto. 2014.

On reserve:

Tempel, Eugene, et al. *Achieving Excellence in Fundraising*, 4th Edition. Wiley. New Jersey. 2016.

Wymer, Walter, Patricia Knowles and Roger Gomes. *Nonprofit Marketing: Marketing Management for Charitable and Nongovernmental Organizations*. Sage Publications. California, 2006.

Various journal articles will be provided through live links or library reference in OWL.

COURSE PREREQUISITES AND ANTIREQUISITES

Prerequisite(s): MOS 2320A/B or MOS 3320A/B and enrollment in year 4 of the BMOS program.

COURSE STRUCTURE AND CONTENT

The course has four sections; the timeframes noted are approximate and may shift due to the opportunity of outside speakers or emerging topics of relevance:

Module		Theory/Topics	Application	Brescia Comp.
1. Differentiating Nonprofit Marketing: Establishing a Context	Weeks 1-3	Examine the size, scope and nature of the nonprofit sector within a national and global context. Understand why and how marketing for nonprofits differs from that of the private sector. What 'product' are nonprofits marketing? Organizational public relations and advocacy	Critically assess the competitive landscape in which nonprofits operate to clearly define the need for marketing. Articulate the value proposition of nonprofit marketing to support organizational success. Critically assess risks to image/brand and develop strategies to manage risk.	3,4,5
2. Influencing Action: Inspiring Giving and/or Changing Social Attitudes/ Behaviours	Weeks 4-5	Examining the theory behind social marketing Explore the marketing strategies available and their use in influencing social change. Consider frameworks that can assist marketers to tackle social problems through social marketing. Understand the importance of mission and key message development.	Critically assess and select appropriate influencing techniques for different market segments. Develop methods of understanding human behaviour. Develop skill in creating dynamic and persuasive communication content.	1,2,3,4

Module		Theory/Topics	Application	Brescia Comp.
3. Resource Development for Nonprofits (Fundraising)	Weeks 6 – 9	<p>Distinguish between the concepts of 'fundraising', 'development' and 'philanthropy'; understand the art <i>and</i> science of fundraising.</p> <p>Understand the value exchange and identify the various known motivations for donor giving.</p> <p>Compare and contrast the variety of fundraising methodologies available (<i>direct mail, events, personal solicitation, grant-writing</i>).</p> <p>Defining organizational clarity in donor terms: the case for giving</p>	<p>Use the language of the sector and the fundraising profession to confidently interact with nonprofit leaders and donors.</p> <p>Build your skill in how to align fundraising strategy with donor interest.</p> <p>Apply understanding of fundraising mechanics to design an integrated development program for an organization.</p> <p>Build story-telling and presentations skills for fundraising success.</p>	1,2,3,4,5
4. Special Issues in Fundraising	Weeks 10-13	<p>Study the ethical challenges (<i>the importance of trust, honesty, truth-telling, etc.</i>) in fundraising work, and the risks of unethical behaviour.</p> <p>The role of the professional in nonprofit work and the importance of personal values.</p> <p>How performance is measured in nonprofit marketing.</p>	<p>Develop skills to identify and solve ethical challenges using a decision-making framework.</p> <p>Develop your capacity to lead self, others, and society in nonprofit work through self-reflection.</p> <p>Apply evaluation techniques to support organizational performance.</p>	3,5,6

Teaching Methodology and Expectations of Students

Readings may be expanded upon by way of videos, exercises, cases, and/or class discussions. The very nature of the case study approach demands a high level of attendance, preparation, and contribution in class. The nonprofit sector and all work in it is about *people and relationships* - you are expected to be prepared and fully engaged in learning personally to receive the most from this material.

Class Schedule

A tentative schedule for this course will be posted on OWL. I may depart from this schedule as some topics take up more (or less) time than is scheduled, or as more timely material becomes available. Following this schedule is your responsibility. You should check OWL regularly for lecture notes, reading, and announcements. Although they do not appear on the schedule, there may be random, short written assignments given at various points throughout the semester.

These assignments are incorporated into your contribution grade. Please anticipate spending a minimum of 3-5 hours per week preparing for classes, completing readings, cases and exercises, as well as studying for tests and preparing assignments.

COURSE EVALUATION

Component	Timing	Learning Outcomes	Brescia Competency	Weight
Class Contribution	Weekly	1,2,3	1,2,3,4	15%
Position Paper #1	Module 1*	1,2,3	1,2,3,4,5,6	15%
Position Paper #2	Module 2*	1,2	1,2,3,4,5,6	15%
Social Marketing or Fundraising Plan	Module 3*	1, 2	1,2,3,4,5	30%
Ethical Case Study Analysis & Presentation	Module 4*	1,2,3	1,2,3,4,5,6	15%
Personal Values & Giving Statement	Module 4*	3	1,2,5,6	10%

****Detailed assignment instructions, grading rubrics and deadlines will be reviewed and fully discussed in class.***

Evaluation Policies

You must complete all evaluation components to pass the course. I will not re-weight course components unless you have received an academic accommodation. I will not adjust grades based on need. Your mark in the course will be the mark that you earn based on your comprehension of course content. Extra credit assignments are not available, and evaluations cannot be rewritten to obtain a higher mark. Once you have completed an evaluation, you are committed to the mark earned.

Late assignments without an academic accommodation will receive a "0"; academic accommodation will be reviewed on a case by case basis and must be discussed with me personally *in advance* of the due date for any assignment. All assignments are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All assignments submitted for such checking will be included as source documents in the reference database to detect plagiarism of assignments subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

Evaluation Component Descriptions

See detailed assignment instructions and grading rubric for all evaluation components on OWL.

Learning Task #1: Class Contribution (15%)

Class contribution mark assesses your oral communication, critical thinking, complex problem solving and inquiry and analysis skills. Class contribution may also be used to determine whether you have mastered the content of the course and to assess your professionalism, commitment to preparation, civility, ethical perspective and promptness.

At various points in the course, you will be asked to consider one of the weekly readings and post a 300-500 word summary and critique of the reading on the OWL forum, and present your critique in class. During the second half of the class, students may discuss the readings, complete an in-class exercise, discuss the day's topics or engage with guest speaker(s) in the sector. Please follow instructions on OWL for each instance.

While class participation or contribution is not primarily an assessment of attendance, if you are not in class, it is not possible to assess your contribution. Each class will count equally toward your contribution grade and based on preparation, professionalism and persuasion; a detailed rubric will be provided in Week 1. Missed classes will receive a grade of 0 out of 13. If you miss more than 25% of scheduled classes without an approved academic accommodation, you will receive a class contribution grade of "0" for the semester. Your lowest contribution grade for the semester will be dropped from the contribution calculation.

You should attend every class in this course. However, extenuating circumstances arise that make this difficult. Family medical issues, personal medical issues, family bereavement, participation in University sports teams are acceptable reasons for missing class, with appropriate documentation (*i.e. an academic accommodation*) and with notice provided to the instructor.

Assignment Requirements

Please submit all assignments into OWL by the deadline. All assignments should be submitted in Word format (not pdf), 12 font/Times Roman, double-spaced, with one-inch margins unless otherwise indicated by the assignment instructions. If the assignment calls for a specific word count, please include a word count at the end of the assignment.

Learning Task #2

Social Marketing Plan for a Cause, or Fundraising Plan for an Organization

Students will have the opportunity to create either a fundraising or social marketing plan. Students may choose from either social marketing or fundraising but will be required to work within a prescribed framework provided by the instructor. The plan must be crafted for a professional audience and be 2000-2500 words in length; a portion of the mark will also include a formal presentation of the plan in class. Detailed instructions and a grading rubric will be provided on OWL and discussed in class.

Learning Task #4: Ethical Case Study Analysis (15%)

Choosing from among a series of nonprofit ethical challenges scenarios, students must critically analyze the scenario using a decision-making framework, and make recommendations for action on the scenario. Students will be required to present their recommendations to the class. Detailed assignment instructions and a grading rubric will be provided in OWL and discussed in class.

Learning Task #5: Personal Values Exercise (10%)

The nonprofit sector is often a career choice for professionals who see strong alignment between their personal values and the nature of the work inherent in the sector. This exercise will encourage self-reflection to help students consider whether they see alignment for themselves in considering a professional role in nonprofit marketing and advancement. Detailed assignment instructions and a grading rubric will be provided in OWL and discussed in class.

COURSE POLICIES

Attendance Policy

This course has a *Student Focused Learning (SFL)* attendance policy. Class attendance is the best predictor of academic performance, so by attending class, you are setting yourself up for success. Missing more than 25% (or 9 hours) of scheduled course hours without an academic accommodation will result in the following academic consequences: 1) receiving a “0” in the semester class contribution component, and, 2) completing the group project independently.

You are expected to attend class. You should check your UWO email and OWL site mail regularly for any notifications regarding your attendance. You should read the course outline and clarify any concerns that you might have regarding the class attendance policy with me. I suggest that you track your class attendance.

I will send you an email if you are at risk of exceeding the allowable level of absenteeism. If you are struggling with attendance, I encourage you to talk to me, to your academic advisor, to a spiritual advisor, or to a member of the student life staff. We may be able to help. If you believe that your situation warrants an academic accommodation, please consult with your academic advisor to determine if an accommodation would apply to your situation.

Student Use of Technology in Class

I welcome the use of laptops in the classroom if they are used for class related purposes, such as research, participation in class exercises. Using your computer or phone during class for personal activities such as reading or writing e-mail, surfing the web, or playing games is distracting for others, is not conducive to your own learning, and is disrespectful to the instructor. Please ensure your phones are turned off and placed inside a bag.

Recent research shows that grades decline when you use laptops in the classroom for non-educational tasks. Additionally, students find other students use of laptops in the classroom the number one source of interference with their ability to learn (Fried, 2008). So, if I find you using

a laptop for non-class related activities (including texting), I will ask you to close the laptop for the remainder of the class or until a class exercise requires the use of the laptop. This is particularly important when the class is hosting guest speakers from the community in class.

Email

Email is a useful tool for sharing news, setting up appointments, or for a simple assignment clarification, but for more complex questions, a face-to-face meeting is best. Please make an appointment to discuss any personal, academic work, or controversial issues in person, especially any concerns that you might have about your grades.

For privacy reasons, you must use your Western email account to contact me. I check email Monday through Friday during business hours; and you can expect a response within 24 hours during the work week. I will not check email over weekends and holidays, so please plan accordingly.

Appointments

Students are welcome to meet with me by arranging an appointment at a mutually convenient time; please advise during your appointment request what the objective for our discussion is and bring any materials you wish to discuss with you.

Privacy

To respect privacy laws and the privacy of individual students, all grades will be distributed on OWL only. If you wish to discuss a grade, or review a test or paper, please make an appointment with me to meet in person. To respect your privacy, I will discuss your grades only with you. Please do not share or compare your grades. I cannot share information about another student's grades, so discussions comparing grades between students will not be entertained.

DROPPING A COURSE

To drop a course without academic penalty, you must drop the course by the following dates:

Winter Term Half Credit Course

March 7, 2020

For further details, check the online academic calendar in the registrar's website. To book an appointment with one of Brescia's Academic Advisors, call 519.432.8353, extension 28266. If you are registered at another college or main campus, please make an appointment to see your academic advisor at your home campus.

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](http://brescia.uwo.ca/academics/registrar-services/), <http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>.

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.*

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 and warranted.

It is important to note that the Academic 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://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the

Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

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.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

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 obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

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/>.