



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
Affiliated with the University of Waterloo
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Restoring Steering Committee and Anti-Racism and Decolonization SpokesCouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Fall 2023

Course Code: SOC 204R

Course Title: Sociology of Adolescence

Class Times/Location: Monday and Wednesday from 1:00pm-2:30pm/REN 2102

Instructor:

Office: REN 1451

Office Hours: Mondays 2:30pm - 3:30pm or virtually by appointment request

Email: alishau.diebold@uwaterloo.ca

Course Description

This course provides an overview of the sociological understanding of youth and adolescence, focusing on the social issues that young people face in contemporary society. We will investigate the forces that shape experiences of youth through examining: (1) the social definitions of adolescence in cross-cultural and historical perspectives, (2) the social roles of adolescents in the institutional structures of urban-industrial societies with special emphasis on the family, education, and the economy, (3) the relationship of adolescents' social roles to processes of social change and stability, (4) the ways societal definitions of adolescence shape

how youth interact with other members of society, and (5) the experiences youth have with social institutions such as education, employment, the criminal justice system, and politics—and the roles that relationships, lifestyles, and identities play in shaping adolescence today.

Course Objectives and Learning Outcomes

Experiential learning practices are used in this course to help you develop a deeper understanding of the course topics. The content, in-class activities, and assignments have been developed with the intention to enhance your exploration of the course content. Everyone brings different strengths, knowledge, perspectives, and understandings into the classroom; therefore, collaboration within the learning environment will help ensure individual and collective success. Your dedication and openness to the learning process will be key to achieving the learning outcomes for this course.

A. Disciplinary Knowledge and Practice

- Demonstrate an understanding of the historical nature of the sociological study of adolescence and how it has been conceptualised
- Describe an understanding of the institutional nature of youth and show how it shapes and contextualises our understanding of youth

B. Critical Thinking

- Recognize and deconstruct youth as diverse and complex identities and also examine the interactional relationship with structures and processes

C. Solution Seeking

- Identify an understanding of the relationship between youth and social change

D. Communication and Engagement

- Demonstrate an understanding of the nature and social dynamics amongst youth (e.g. inequality in relation to class, gender, ethnicity, and geography)

Required Text

France, A., Coffey, J., Roberts, S., & Waite, C. (2020). *Youth Sociology*. Macmillan Education Ltd.

- ISBN: 978-1-137-49041-4 – This textbook is available both through [Amazon](#) as a paperback and as an e-book or paperback from the [Bloomsbury website](#).

All other material including readings will be provided on LEARN.

Course Requirements and Assessment

The format for this course will be in-person lecture style. You will be offered opportunities to further develop your reflection, research, and critical analysis skills. You will be expected read the required readings and draw on each other's strengths by working individually and collaboratively in peer groups to learn and apply the course concepts. The classroom sessions will include lectures, discussions, and group activities. Time will be allocated for students to work on the group project during the scheduled lecture dates. I will post lectures on LEARN for students to access before the scheduled class time.

Assessment	Date of Evaluation (if known)	Weighting
Participation	Within the dates of the course	10%
Article Critical Review Assignments	Within the dates of the course	20%
Mid-term Paper	October 25, 2023	30%
Group Project: Community Action Plan		
• Group Presentations	November 20 – December 4, 2023	20%
• Group Paper	December 4, 2023	20%
Total		100%

For all submitted written work, please adhere to [APA 7th edition standards](#) including:

- Typed, double-spaced;
- Correct grammar and spelling, pages numbered;
- Coherent structure and format, clarity, appropriate and properly referenced;
- All elements of the required assignment are covered; and
- Assignments must be submitted in Microsoft Word documents.

Assessment 1 - Participation

This is an in-person course requiring your active engagement in discussions. As such, part of your grade will be based on the quality of your in-person classroom contributions.

Assessment 2 – Article Critical Review Assignments

You are asked to complete two short critical review assignments. Each assignment will be no longer than 2-3 pages and incorporate at least one additional source. You will be asked to choose one reading to review per assignment. This assignment can be used to prepare for class as we will discuss readings each week. Please submit these assignments by the end of the term.

Assessment 3 – Mid-term Paper

You are invited to write a research paper on a topic directly relevant to the course, 7-8 pages. A research paper is a type of academic writing that provides an in-depth analysis, evaluation, or interpretation of a single topic. Potential topic ideas include:

- **Youth Subcultures in the Digital Age:** Analyze how digital spaces have given rise to new youth subcultures and communities. Investigate how these subcultures form, evolve, and contribute to the construction of youth identity.
- **Youth Activism and Social Change:** Examine the role of youth in contemporary social and political movements. Discuss how young activists use social media, protest, and advocacy to drive change.
- **Youth and Education Inequalities:** Investigate the impact of socioeconomic status, race, and gender on educational opportunities and outcomes for young people. Discuss how these disparities affect youth's life chances and future prospects.
- **Youth and Mental Health:** Explore the prevalence of mental health issues among youth and the sociological factors that contribute to this phenomenon. Analyze the role of academic pressures and peer relationships in youth mental health.
- **Youth and Justice:** Examine the justice system and its impact on young people. Discuss the sociological perspectives on juvenile delinquency and the effectiveness of rehabilitation versus punitive approaches.
- **Youth and Family Dynamics:** Investigate changing family structures and the evolving roles of parents and siblings in the lives of today's youth. Explore how family dynamics impact youth development and decision-making.
- **Youth and Political Participation:** Examine the political engagement of young people, including voting behavior, activism, and civic participation. Analyze the factors that influence youth's political involvement and the potential for generational political shifts.

All papers will be assessed on the depth and breadth of analysis, the quality of the writing, and the inclusion of 6 academic sources. Papers should reflect an understanding of both course readings and issues and topics raised in class discussion. Please share your topic with the instructor by e-mail or in-person by October 4, 2023. More detailed information will be provided on LEARN to guide your thinking.

Assessment 4 – Community Action Plan

This assessment will be completed in groups of four. You will select a topic from the course and design a proposal for better supporting youth in Waterloo, Ontario, and the surrounding area. We will discuss several already existing services, programs, and initiatives in-class, so that you will be prepared to complete this group project. Together, you will be required to research and determine some of the biggest challenges experienced by youth, examine the existing programs and strategies, and offer insights on potential growth for the future. You will work to complete an 10-12 page proposal as a group, and also provide a 30-minute presentation about your proposal for the class. Please share your topic with the instructor by November 6, 2023. A more detailed outline will be provided on LEARN to guide your thinking.

Course Outline

Week	Date	Topic	Readings Due
1	Sept. 6	Introduction to the Course	
2	Sept. 11, 13	Continuation of Intro.	
3	Sept. 18, 20	History of Adolescence & Personality Development	Readings on Learn
4	Sept. 25, 27	Youth and Education	<p>Sept. 25 (Optional) - Deller, F., & Tomas, S. (2013). <i>Strategies for Supporting Youth Education: A Snapshot of Early Intervention Programs in Ontario</i>. Toronto: Higher Education Quality Council of Ontario.</p> <p>Sept. 25 - France, A., Coffey, J., Roberts, S., & Waite, C. (2020). <i>Youth Sociology</i>. Macmillan Education Ltd. Chapter 3, pg. 47-63</p> <p>Sept. 27 (Optional) - Vetrone, L., Benoit, C., Magnuson, D., Jansson, S. M., Healey, P., & Smith, M. (2022). Education Aspirations and Barriers to Achievement for Street-Involved Youth in Victoria, Canada. <i>Social Inclusion, 10</i>(4), 4–15. https://doi.org/10.17645/si.v10i4.5335</p>

Week	Date	Topic	Readings Due
			Sept. 27 - Wager, A. C., Ansloos, J. P., & Thorburn, R. (2022). Addressing structural violence and systemic inequities in education: A qualitative study on Indigenous youth schooling experiences in Canada. <i>Power and Education</i> , 14(3), 228–246. https://doi.org/10.1177/17577438221108258
5	Oct. 2, 4	Youth and Employment / Preparation for Research Paper	Oct. 2 - Broad, G., & Ortiz, J. (2020). Sparking Social Transformation through Cycles of Community-Based Research: Revue Canadienne de Recherche sur les OSBL et l'Économie Sociale (ANSERJ). <i>Canadian Journal of Nonprofit and Social Economy Research</i> , 11(1), 62-75. https://doi-org.libproxy.wlu.ca/10.22230/anserj.2020v11n1a321 Oct. 2 - France, A., Coffey, J., Roberts, S., & Waite, C. (2020). <i>Youth Sociology</i> . Macmillan Education Ltd. Chapter 4, pg. 67-81 Oct. 4 - (Optional) - Mahboubi, P., & Higazy, A. (2022). <i>Lives Put on Hold: The Impact of the COVID-19 Pandemic on Canada's Youth</i> . C.D. Howe Institute Commentary.
READING WEEK (Oct 10 – 13)			
6	Oct. 16, 18	Cultures and Identities	Oct. 16 (Optional) - Alessi, E. J., Sapiro, B., Kahn, S., & Craig, S. L. (2017). The first-year university experience for sexual minority students: A grounded theory exploration. <i>Journal of LGBT Youth</i> , 14(1), 71–92. https://doi.org/10.1080/19361653.2016.1256013 Oct. 16 - France, A., Coffey, J., Roberts, S., & Waite, C. (2020). <i>Youth Sociology</i> . Macmillan Education Ltd. Chapter 5, pg. 100-112 Oct. 18 (Optional) - Gyan, C., Chowdhury, F., & Yeboah, A. S. (2023). Adapting to a new home: resettlement and mental health service experiences of immigrant and refugee youth in Montreal. <i>Humanities & Social Sciences Communications</i> , 10(1), 86–86. https://doi.org/10.1057/s41599-023-01572-7

Week	Date	Topic	Readings Due
7	Oct. 23, 25	Space, Place, and Digital Experiences	<p>Oct. 23 - France, A., Coffey, J., Roberts, S., & Waite, C. (2020). <i>Youth Sociology</i>. Macmillan Education Ltd. Chapter 6, pg. 115-117, 127-134</p> <p>Oct. 23 - France, A., Coffey, J., Roberts, S., & Waite, C. (2020). <i>Youth Sociology</i>. Macmillan Education Ltd. Chapter 7, pg. 137-140</p> <p>Oct. 25 (Optional) - Noble, A., Owens, B., Thulien, N., & Suleiman, A. (2022). "I feel like I'm in a revolving door, and COVID has made it spin a lot faster": The impact of the COVID-19 pandemic on youth experiencing homelessness in Toronto, Canada. <i>PLoS One</i>, 17(8), e0273502–e0273502. https://doi.org/10.1371/journal.pone.0273502</p> <p>Oct. 25 - Veronis, L., Tabler, Z., & Ahmed, R. (2018). Syrian Refugee Youth Use Social Media: Building Transcultural Spaces and Connections for Resettlement in Ottawa, Canada. <i>Canadian Ethnic Studies</i>, 50(2), 79–99. https://doi.org/10.1353/ces.2018.0016</p>
8	Oct. 30, Nov 1	Youth and Crime	<p>Oct. 30 - France, A., Coffey, J., Roberts, S., & Waite, C. (2020). <i>Youth Sociology</i>. Macmillan Education Ltd. Chapter 9, pg. 188-193</p> <p>Oct. 30 (Optional) - Silcox, J. (2022). Youth crime and depictions of youth crime in Canada: Are news depictions purely moral panic? <i>The Canadian Review of Sociology</i>, 59(1), 96–114. https://doi.org/10.1111/cars.12370</p> <p>Nov. 1 - Bhatt, G., & Tweed, R. (2018). University and Community Acting Together to Address Youth Violence and Gang Involvement. <i>Canadian Psychology = Psychologie Canadienne</i>, 59(2), 151–162. https://doi.org/10.1037/cap0000149</p> <p>Nov. 1 (Optional) - Webster, C. M., Doob, A. N., & Spratt, J. B. (2019). The Will to Change: Lessons from Canada's Successful</p>

Week	Date	Topic	Readings Due
			Decarceration of Youth. <i>Law & Society Review</i> , 53(4), 1092–1131. https://doi.org/10.1111/lasr.12433
9	Nov. 6, 8	Youth and Well-Being	<p>Nov. 6 - France, A., Coffey, J., Roberts, S., & Waite, C. (2020). <i>Youth Sociology</i>. Macmillan Education Ltd. pg. 205-208</p> <p>Nov. 6 (Optional) - Guruge, S., & Butt, H. (2015). A scoping review of mental health issues and concerns among immigrant and refugee youth in Canada: Looking back, moving forward. <i>Canadian Journal of Public Health</i>, 106(2), e72–e78. https://doi.org/10.17269/CJPH.106.4588</p> <p>Nov. 8 - Chiodo, D., Lu, S., Varatharajan, T., Costello, J., Rush, B., & Henderson, J. L. (2022). Barriers and Facilitators to the Implementation of an Integrated Youth Services Network in Ontario. <i>International Journal of Integrated Care</i>, 22(4), 19–. https://doi.org/10.5334/ijic.6737</p> <p>Nov. 8 (Optional) - Kontak, J. C., Caldwell, H. A. T., Kay-Arora, M., Hancock Friesen, C. L., & Kirk, S. F. L. (2022). Peering in: youth perspectives on Health Promoting Schools and youth engagement in Nova Scotia, Canada. <i>Health Promotion International</i>, 37(3). https://doi.org/10.1093/heapro/daac081</p>
10	Nov. 13, 15	Youth Belonging and Citizenship / Time for Group Project	<p>Nov. 13 - France, A., Coffey, J., Roberts, S., & Waite, C. (2020). <i>Youth Sociology</i>. Macmillan Education Ltd. 219-220, 227-231</p> <p>Nov. 13 (Optional) - Greene, S., Burke, K. J., & McKenna, M. K. (2018). A Review of Research Connecting Digital Storytelling, Photovoice, and Civic Engagement. <i>Review of Educational Research</i>, 88(6), 844–878. https://doi.org/10.3102/0034654318794134</p> <p>Nov. 13– Houwer, R. (2016). <i>Changing Leaders, Leading Change: A Leadership Development Model for Marginalized Youth in Urban Communities</i>. Youthrex Research & Evaluation eXchange.</p> <p>Nov. 15 (Optional) – Bean, C., & Kramers, S. (2017). <i>Game On: Sport Participation as a Vehicle for Positive Development for Youth Facing Barriers</i>. Youthrex Research & Evaluation eXchange.</p>

Week	Date	Topic	Readings Due
			Nov. 15 (Optional) - Morgan, J. (2018). <i>Resilience in song: Arts non-profit Darkspark transcends barriers through pop music</i> . This Magazine, vol. 52, no. 3, Nov.-Dec. 2018, pp. 36+. Gale Academic OneFile, link.gale.com/apps/doc/A567425520/AONE?u=wate18005&sid=bookmark-AONE&xid=c1034c37
11	Nov. 20, 22	Group Presentation	No readings
12	Nov. 27, 29	Group Presentation	No readings
13	Dec. 5	Group Presentation & Celebration of Learning	No readings

The instructor reserves the right to make changes to the course outline throughout the course. Any changes will be done in consultation with students at least one week in advance.

Attendance Policy

Students should make every effort to attend each class and class component as scheduled. If a student is aware of an upcoming absence, the student should inform the instructor soon as possible after the realization.

Late or Incomplete Work

Students should make every effort to submit their assignments on time. Late work will be deducted cumulatively at 10% each day that the assignment is late, including weekends. If a student anticipates a conflict with an assignment deadline or has concerns about completing the assignment, the student should contact the instructor as soon as possible once the realization is made.

Coursework Submission Policy

Dropboxes have been set up on LEARN for all course assignments and paper submissions. If you have any technical issues using the Dropbox, please notify the instructor by email to arrange an alternate submission process.

Policy on Plagiarism

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. See Waterloo’s policy on [Fair Dealing](#). Violation of Canada’s Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor at the time assignment details are provided if they wish to submit an alternate assignment.

Electronic Device Policy

Computers are used for the purposes of taking notes and completing classroom exercises. Please avoid doing non-class activities during in-person sessions and group meetings. Cell phones and other devices should not be used during in-person sessions and group meetings for non-course purposes.

It is an expectation that you will not, without prior informed consent, take and/or distribute audio, video, or other photographs of the instructor or students. You will not post (privately or publicly) on social media platforms (i.e., Facebook, IG, Twitter, etc.) any learning materials or slides, audio, video, or other recordings/photographs/screenshots of the instructor, students, guest speakers, or people engaged in the classroom, without obtaining informed consent.

Communication Policy

As part of a collaborative learning environment, you are encouraged to ask questions during class time and/or request an appointment with the instructor when needed. If you have questions about course material and content, please make the instructor aware by emailing the following address: alishau.diebold@uwaterloo.ca using the course code (SOC 204R) in your email subject heading line alongside your name. Messages will be returned within 48 business hours (unless announced otherwise). That means you may not receive a response during the evening or on the weekend. Please be patient and avoid emailing multiple times.

Final Examination Policy

For **Fall 2023**, the established examination period is **December 8 - 21**. The schedule will be available early October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule](#).

Accommodation for Illness or Unforeseen Circumstances

I follow the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [Accommodation due to illness](#).

Accommodation Due to Religious Observances

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. [See Request for accommodation on religious grounds](#).

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity](#) website for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo [Policy 71 – Student Discipline](#). For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Academic Integrity Office (UWaterloo): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- Lecture handouts and presentations (e.g., PowerPoint slides)
- Lecture content, both spoken and written (and any audio or video recording thereof)
- Questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- Work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in [Policy 71 – Student Discipline](#). Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- [Counselling Services](#): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

Off Campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

Full details can be found online at the [Faculty of ARTS](#) website.

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe](#) app to your phone to quickly access mental health support information.

A Respectful Living and Learning Environment for All

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada

to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.