



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
Affiliated with the University of Waterloo
40 Westmount Road North
Waterloo, ON Canada N2L 3G4
Phone: 519-884-4404 | uwaterloo.ca/renison

Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodihošyó: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 Re-storying Steering Committee and Anti-Racism and Decolonization Spokesouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Winter 2024

Course Code: SOCWK/SWREN 120R

Course Title: Introduction to Social Work

Class Times/Location: REN 3106B, Mondays and Wednesdays, 1:00 p.m. to 2:20 p.m.

Instructor: Dr. Arshi Shaikh-Grande

Office: 1601, Social Development Studies, Renison University College-University of Waterloo

Office Phone: 519-884-4401. Ext. 28688

Office Hours: Wednesdays, Noon to 12:30 p.m.

Email: arshi.shaikh@uwaterloo.ca

Course Description

This course provides an overview of the social work profession as a part of the larger social welfare system in Canada. Students will be required to pay a particular attention to Indigenous and Eurocentric histories of the social work profession as well as Indigenous and Eurocentric worldview, values, and ethics. Students will explore theories, practice models, processes and generalist skills required to engage in social

work practice with various social groups (e.g., women, racialized minorities, Indigenous peoples, LGBTQ+, persons with disabilities) across different sectors and systems (e.g., child welfare, health care, mental health).

Course Objectives and Learning Outcomes - (Upon completion of this course, students should be able to)

- A. Discuss the major concepts of Eurocentric social work profession and social welfare system.
- B. Describe the pre-colonial and colonial history of social work profession.
- C. Appreciate Indigenous and Eurocentric social work worldview, values, and ethics.
- D. Understand theoretical approaches and practice models.
- E. Comprehend different levels (e.g., micro, mezzo, macro) of social work practice.
- F. Think critically about various fields of social work practice as they impact marginalized and disadvantaged social groups.

Required Textbook

Hick, S. F., & Stokes, J. (2017). *Social work in Canada: An introduction* (4th Edition). Toronto, Ontario: Thompson.

Optional Textbook

Ives, N., Denov, M. & Sussman, T. (2020). *Introduction to social work in Canada: Histories, contexts and practices* (Second Edition). Don Mills, Ontario: Oxford University Press.

Readings Available on LEARN

- Restricted access to the mandatory textbook is available through library course reserve at Lusi Wong Library, Renison University College-University of Waterloo.
- Access to some of the readings in the optional textbook are available through Course Reserve

Course Requirements and Assessment

Students are required to attend each class, bring textbook to class, complete in-class reflection activities, group case studies, and participate in ongoing discussions.

Assessment	Date of Evaluation (if known)	Weighting
Weekly Reflection Activities (In-class)	Weeks 2 to 12	20
Quizzes	Ongoing- Schedule on LEARN	20
Group Case Studies (In-class)	Weeks 3, 6, 8	30
Final Group Info-Poster Assignment	April 8, 2024	30
<hr/>		
Total		100%

Assessment 1. Weekly Reflection Activities (In-class)

Objective

Reflection activities are designed to allow you to engage in deep thinking and learning about certain critical topics pertaining to social work education and practice in Canada.

Description

You are required to complete 8 reflection activities throughout the term. Reflection activities **must be completed in-class**. Reflection activities will be based on course material, such as lecture content, class discussions, videos and guest speakers.

How to Submit Your Assignment

Please note that the following instructions pertain to this specific assignment. Instructions for other assignments may differ.

For each reflection activity, you will write answers to questions in a separate **Word or PDF** document and upload these documents in relevant Dropboxes (e.g., Reflection 1, Reflection 2) on LEARN.

Your assignment must be submitted in **one** of the following file types:

Microsoft Word (DOC or DOCX)

Portable Document Format (PDF)

Make sure you include your name and student ID along with your answers in the WORD or PDF Document.

How Your Assignment Will Be Graded

You are expected to reply to all of the reflection activity questions; your grade will represent the percentage of the questions you answer thoughtfully. You will receive 0 or 1 point for each answer, but you will not receive written feedback.

Assessment 2 Quizzes

Objective

The purpose of each quiz is to determine how well you have engaged with the textbook material.

Description

You will complete online quizzes for chapters 1, 2, 3, 5, 9, and 10. Hence, you will be completing a total 6 quizzes throughout the term.

Quizzes will be comprised of ten randomly chosen multiple choice questions from the textbook.

The online quizzes may be completed with the textbook (**open book**) – however, the quizzes are individual assessments and should not be completed with the assistance of others.

Access and Availability

Quizzes can be accessed by clicking Submit and then Quizzes on the course navigation bar above.

Chapter 1 Quiz

Chapter 2 Quiz

Chapter 3 Quiz

Chapter 5 Quiz

Chapter 9 Quiz

Chapter 10 Quiz

Quizzes will be available from the first week of classes and remain open till the last day of classes (i.e., April 8, 2024).

There is no maximum time limit, however, you might want to set aside approximately 3 hours for each quiz.

You will be allowed to take the quiz only once.

Guidelines Before Taking a Quiz

Stable Internet Connection: Use a stable, preferably wired (as opposed to wireless), high speed Internet connection.

Supported Browser: Check the System and Software Requirements to ensure you are using a Waterloo LEARN supported browser.

LEARN Downtime: WARNING: A message will be posted on the LEARN home page indicating if a downtime is scheduled. Please do not take quizzes during this time.

Start on Time: Quizzes must be started with enough time to complete prior to the due date and time as indicated in the Course Schedule on LEARN. If you submit past the due date and time, you may be marked as late.

Taking a Quiz

Starting Your Quiz: If your quiz has a time limit, the timer begins as soon as you start the attempt. Leaving the quiz does not pause the timer.

Tracking Your Answers: Keep track of your answers so that you have a record in case any computer-related problems occur.

Saving Your Answers: Answers will be automatically saved once a response is selected. If you exceed the time limit, any questions answered after the time exceeded may not be recorded or count towards your final score.

Watching the Time: If your quiz has a time limit, keep an eye on the Time Left displayed in the top left corner of the quiz page. Quizzes submitted after this time will be recorded as a late submission and may not include any unsaved responses.

Submitting a Quiz

Submitting Properly: You MUST click the Submit Quiz button in order to begin the submission process.

Submission Processing Time: If you attempt to submit with little or no time remaining before the stated submission deadline, your submission may not be accepted. To accommodate variable network traffic and server response, please allow at least 2 minutes for your submission to complete.

Technical Support

If you encounter technical difficulty, please contact Technical Support at learnhelp@uwaterloo.ca. Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).

Assessment 3 Group Case Studies (In-class)

Objective

The purpose of group case studies is threefold.

Enable you to understand group work processes and skills which are valuable and transferrable in social work practice

Allow you to engage in critical thinking and learning by interacting with your classmates about different client or case scenarios.

Apply your knowledge of social work concepts and theories to real-life scenarios.

Description

This course is based on the pedagogical philosophy that students learn well in introductory courses through active engagement with the material. A move towards this type of approach requires a greater time investment for both teaching staff and students with the hopes that it will create a more meaningful learning experience. You will be completing 3 group case studies throughout this term. I would like to express my deep gratitude towards my fellow professor, Dr. Craig Fortier for developing some of these case scenarios.

Instructions

As a part of a group of 4-5 students, you will be required to review written material about specific case scenarios and fill out the appropriate decision making or case analysis sheet provided with each Case Study.

Note: Each group must calculate and include the word count for each question in (brackets) at the end of each response.

Complete and submit the Group Case Studies. Groups will discuss in-class and/or after the class and complete the decision-making tool or case analysis for each case. After reviewing the associated weekly content, review the associated case study or case scenario. Download the decision-making tool or case analysis sheet relevant to the case scenario.

One group member will upload the decision-making tool or case analysis sheet to their Microsoft Office 365, OneDrive and share it for collaborative editing with the team members.

Tasks should be delegated among group members to complete the assignment.

Include the names of group members who participate in the group case study analysis process.

Assign **one person per group** to submit the completed document to the dropbox. Please do not submit to the dropbox until all participating group members agree that the work is complete.

Your assignment must be submitted in one of the following file types:

Portable Document Format (PDF) (Recommended)
Microsoft Word (DOC or DOCX)

How Your Assignment will be Graded

Grades will be assigned on the basis of information filled out in the decision-making tool or case analysis sheet in a WORD or PDF format.

All participating group members will receive the same grade - unless a majority of group members inform the instructor otherwise.

Non-participating members will receive a grade of 0.

Assessment 4 Final Group Info-Poster Assignment

Objectives

The goal of the Group Info-Poster: Group Final Assignment is for you to work collaboratively to:

Synthesize and apply course concepts from the course to provide information on a topic of interest. Find, select, use, and combine information from a range of sources.

Understand the potential uses for information posters in social work.

Communicate digitally through visuals and writing.

Work together in a group to engage critically with media and images.

Description

This assignment contains two components (1) An Info-poster designed to raise consciousness about social injustices and to bring about transformative changes

in society, and (2) A Word or PDF Introductory document accompanying the poster.

(1) Info-Poster

A good digital informative poster from social work perspective will present complex human and social reality holistically, and implicitly or explicitly fulfill the four mandates of social work discipline and profession. These four mandates are social justice/social change, person-in-environment, empowerment, and problem solving. Your group will draw on the creative abilities of group members (i.e., collective) to convey your collective expressions about a particular aspect of social work and use credible sources to support the message. A good digital poster is designed with a specific central message and for a specific viewers/reader (e.g., common people, fellow social workers, other professionals, politicians, policy makers).

(2) Introductory Document

This Introductory Document will identify the central message contained in the poster, why this message was selected by group members, and who the targeted viewers/readers are for the poster. **Include the names of group members who participate in the creation of Info-Poster and contribute to the Introductory document.** This should be a **one-page double spaced write-up** in Times New Roman, 12 font size.

Info-Poster Design and Format

Creative approaches to the format of the poster are encouraged, as long as your group fulfills the requirements described above.

Info-Poster Creation Tools

There are a variety of tools available to help support the design of a poster. Use tools your group is comfortable with. You can use Microsoft Office 365 tools like Microsoft Word or PowerPoint, or a tool of your groups' choice. The assignment is intended to help your group creatively express ideas in the digital world, but the focus is NOT to develop advanced graphic or technical skills. You do not need to print or present your poster. You can include audio and video with the poster, but you are not required to.

PowerPoint

PowerPoint can be used to create a digital poster. You will need to create a new presentation and set up a custom size. To do this you will need to:

PowerPoint Slide Size Setup

Create a new blank presentation in PowerPoint.

From the Design tab, select Slide Size.

Select the Custom Slide Size option from the dropdown menu and then setup the width and height.

Click OK.

Material obtained from other sources must be correctly cited

APA Format Citation Guide

Library APA Module on Citation

You are encouraged to review the 15 minute training on APA Style.

Additional Resources For Poster Creation:

Resources for Poster Presenters | Quick Reference

Introduction to Effective Poster Presentations

Undergraduate Research Posters - University of Texas at Austin (examples of good posters)

Effective Poster Presentation Handout

Poster Design Handout

Collaborate in PowerPoint

Student How To: Collaborate in Word

University of Guelph: Find Audio, Images and Videos for Remixing

To accompany the poster, each group will post a brief introduction to their topic, (about 250 words). Include the central message, key points, and issues presented in the poster. Explain how you communicated information to your target audience. Describe the meaning of the graphics, words, colours and various aspects of the poster. Explain why your group chose the specific elements.

How to Submit Your Group Info-Poster and Introductory Document.

There are two ways each group will submit their Info-poster and Introductory Document. Each group will select a member who will take the responsibility for submission.

(I) Discussion Board on LEARN

All groups will post the creative renderings to the Poster Viewing discussion board for the entire class to view. How other people see a social situation is important to learning about social work, (e.g., domestic violence, eating disorders). Submitted posters and the accompanying introductory write-up, will be viewed by all students. You are encouraged to reflect and comment on each other's work using the Grading Rubric as a guide.

(ii) Dropbox on LEARN

One group member will submit the final Info-Poster and Introduction document to the Info-Poster Assignment Dropbox for instructor grading. Both the poster and your introduction can be submitted to the same dropbox. In the case of multiple submissions by the same group of students, your instructor will mark only the final documents uploaded, so make sure your final documents are the correct ones. The Introductory Document must be submitted in Microsoft Word (DOC or DOCX).

Your group Info-poster must be submitted in one of the following file types:

Graphic Files.

Supported file types include .JPG, .GIF, .BMP, .PNG, .TIFF, and PDF.

Presentation, Audio and Video Files.

Acceptable audio file formats are .MP3, .AIF, or .WAV. Acceptable video file formats are .MPEG/.MPG, or .MP4.

MS Office Files.

Files created in Microsoft Office applications (Word, PowerPoint, Excel, Access, etc.)

If your group hopes to submit a file type that is not included in the list above, please contact your instructor.

Note: It is strongly suggested that you limit the size of your file to 55 MB or less.

How Your Assignment will be Graded

All participating group members will receive the same grade.

Non-participating group members will receive a grade of 0.

The final assignment will be graded according to five criteria outlined below.

Social Work Perspective

The poster clearly focuses on a social work topic, implicitly or explicitly fulfills the four mandates of social work discipline and profession, and clearly aligns with the goals and description of this assignment.

Creative expression

Info-Poster is pleasing and maintains the viewer's interest. Elements meaningfully contribute to the poster's ability to convey the message.

Organization

Clear and consistent organization that communicates the central issue or topic. Information is systematically organized and supports readers' comprehension of the main message.

Effort

Poster is error free. Accurate and detailed information is provided and supports the purpose. Relevance of information Content is compelling and conveys useful or meaningful information. Chosen information sources are cited and of high quality.

Introductory Document

The introductory Document informs and convinces the reader of the poster's intended purpose. Introduction should be a separate word Document, 1-page, double spaced, Times New Roman, Font Size 12.

Course Outline

Week	Date	Topic	Readings Due
1	Jan 8	Course Outline	
	Jan 10	Social Work and Social Welfare in Canada	Required Textbook Chapter 1. Social Work and Social Welfare in Canada
2	Jan 15	Social Work and Welfare State in Canada (Cont'd)	Required Textbook Chapter 1. Social Work and Social Welfare in Canada
	Jan 17	History of Social Work Profession	Required Textbook Chapter 2. Towards a History of Social Work in Canada
		Reflection 1 (In-class)	
3	Jan 22	Ethics in Social Work Profession	Required Textbook Pages 24, 26-27 (Ethics) Optional Textbook Chapter 3. Ethics in Social Work.
	Jan 24	Group Case Study 1 (In-class)	Chapter 14. International Social Work (pages: 396-399)

Week	Date	Topic	Readings Due
4	Jan 29	Social Work Theories and Practice Models	<p>Required Textbook. Chapter 3. Social Work Theories and Practice Models: Conventional and Progressive Approaches</p> <p>Optional Textbook. Chapter 2. Social Work Theories.</p>
	Jan 31	Social Work Theories and Practice Models (cont'd)	
		Reflection 2 (In-Class)	
5	Feb 5	Social Work with Individuals and Families	<p>Required Textbook Chapter 4. Individuals, Groups, and Communities</p>
	Feb 7	Social Work with Groups and Communities (Possible Guest Speaker)	
		Reflection 3 (In-class)	
6	Feb 12	Social Work and Child Welfare	<p>Required Textbook Chapter 5. Social Work and Child Welfare in Canada</p>
	Feb 14	Group Case Study 2 (In-class)	

Week	Date	Topic	Readings Due
	Feb 19	Family Day	
	Feb 17 – 25	Reading Week	
7	Feb 26	Social Work and the Health of Canadians	Required Textbook. Chapter 6. Social Work and the Health of Canadians
	Feb 28	Mental Health and Social Work Practice Reflection 4 (In-class)	Required Textbook. Chapter 7. Mental Health and Social Work practice.
8	Mar 4	Social Work with Women in Canada	Required Textbook. Chapter 8. Social Work with Women in Canada
	Mar 6	Group Case Study 3 (In-class)	
9	Mar 11	Social Work and Indigenous Peoples	Required Textbook Chapter 9. Social Work and Indigenous Peoples
	Mar 13	Social Work and Indigenous Peoples (cont'd) Reflection 5 (In-class)	

Week	Date	Topic	Readings Due
10	Mar 18	Racialized Canadians and Immigrants (Possible Guest Speaker)	Required Textbook Chapter 10. Racialized Canadians and Immigrants
	Mar 20	Social Work with Older Canadians Reflection 6 (In-class)	Required Textbook Chapter 11. Social Work with Older Canadians.
11	Mar 25	Social Work and Sexual and Gender Diversity	Required Textbook Chapter 12. Social Work and Sexual and Gender Diversity
	Mar 27	Social Work and Persons with Disability Reflection 7 (In-class)	Required Textbook Chapter 13. Social Work and Persons with Disability
	Mar 29	Good Friday	
12	Apr 1	International Social Work Practice	Required Textbook. Chapter 14. International Social Work Practice.
	Apr 3	Stories from the Social Work Field Reflection 8 (In-class)	
	Apr 8	Review	No readings

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

Students must submit all the coursework by due date in an appropriate Dropbox on LEARN.

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](#).

Generative Artificial Intelligence (GenAI)

This course includes the independent development and practice of specific skills, such as critical thinking skills, written and oral communication skills, academic writing skills. Therefore, the use of Generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of [Policy 71](#) (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does

not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage ([ICAI](#), n.d.).

Electronic Device Policy

Students are prohibited from recording or capturing with visual/audio equipment any part of class in any capacity without the expressed permission of the professor.

Any request for content in the alternate format should be made through AccessAbility Services.

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the class.

Attendance Policy

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

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

For **Winter 2024**, the established examination period is **April 11 – April 25**. 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

The instructor follows 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@caminowellbeing.ca 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.