



Student Advocacy Resource Centre – List of Services

Services accessed through this office are the choice of the student, and although services may be suggested occasionally, the choice remains with the student on which service(s) to access. Timing of service requests may impact access and availability of service (IE: some services may not be possible during peak times (April/May, December/January)).

Here is a breakdown of the services that the Student Advocacy Resource Centre provides:

Situation Options Overview:

The Student Advocacy Resource Coordinator or their designate(s):

- May take a brief assessment of the student's current situation (facts, support systems/resources/strengths)-as applicable
- May generate a list of options specific to a student's current situation
- May provide additional options as situations change (i.e. OSC appeal)

**Students have the right to choose their desired course of action and can receive/request additional options at any time. Please note that there may be times where a student has exhausted all of their options within the internal processes of MRU*

Self-Advocacy Coaching:

The Student Advocacy Resource Coordinator:

- Provides one-on-one feedback with students on effectively communicating concern(s) whether that be in a meeting setting or in a written narrative
- Assists students with preparing for their self-advocacy effort(s) (i.e. organizing main points)
- May de-brief after an advocacy effort; discussing what went well, and what could be improved
- May offer direct feedback on verbal and non-verbal skills (i.e. body language)
- May assist students to focus on objectivity vs. subjectivity in an advocacy effort
- May encourage and promote self-care before, during, and after advocacy

Meeting Attendant:

The Student Advocacy Resource Coordinator:

- May attend meetings between students and University faculty/instructors and/or staff in formal university processes (i.e. final grade appeal, misconduct meetings and hearings, grievance meetings, academic accommodation meetings, etc.)
- May take notes at a meeting with informed consent of all parties prior to the date of the meeting



- May request students to first directly communicate requests to have a meeting attendant to the other parties of a meeting (MRU faculty or instructor). After this, the Student Advocacy Resource Coordinator will reach out to the other parties of the meeting via email explaining their role as a meeting attendant (student will be cc'd on said email)

****Notes on Meeting Attendant Service:***

- Same-day meeting attendant requests cannot generally be accommodated for scheduling reasons, *unless* it's an Office of Student Conduct hearing. These hearings times are saved into the Student Advocacy Resource Coordinator's calendar, whether the student contacts or doesn't contact this office
- Meeting attendant presence at an MRU meeting does not mean that the Student's Association represents the student or that SAMRU holds the same position as the student
- Meeting attendant's role is to support students in their self-advocacy efforts, to facilitate the student voice, and to provide opportunities to reflect on or revise these efforts, outside of a meeting setting, in order for students to increasingly feel a sense of success in a meeting

Meeting Note-taking:

**Sometimes students find it difficult to advocate and take notes simultaneously and this service may help them to attend to their advocacy exclusively in a meeting setting*

The Student Advocacy Resource Coordinator:

- May take notes during a meeting as a general summary/list of what was discussed, but notes are not to be used as an official record of what was said
- Will provide these notes, upon student request, to be solely for the student's personal use
- May use the initials of parties only in a general meeting note
- Can provide meeting notes to all parties, with the student's prior consent, which can be revoked at any time

Meeting Preparation:

The student and Student Advocacy Resource Coordinator:

- May role-play a meeting conversation for best practices and discuss general tips to minimize, prevent, or de-escalate conflict
- May discuss how to effectively communicate feelings surrounding a concern
- May assist students in pin-pointing or outlining the student's self-identified concerns and main speaking points
- May assist students in identifying the interests of both parties in a conflict situation, prior to a meeting
- May help students identify and focus on existing strengths which may support them to speak effectively in a meeting



Policy Information:

The Student Advocacy Resource Coordinator, or their designate(s):

- May provide general information on institutional MRU policies related to a student's specific situation
- Offers student rights and responsibilities information in various contexts (i.e. Student Code of Conduct)
- Conveys & discusses information on processes related to policy (i.e. Final Grade Appeals, Sexual Violence, etc.)
- Guide students or others to information on contents in the current MRU Academic Calendar, and Residence Conduct Guide

Conflict Resolution Work:

The Student Advocacy Resource Coordinator:

- May engage with students in role-playing effective conflict resolution situations
- Mentors students in their efforts by providing supportive feedback when they are communicating a concern
- Facilitate an understanding of conflict styles while offering a self-reflection on personal conflict style
- Works with students to level power imbalances in conflicts
- Offering differently styles of learning to enhance effective communication when in conflict
- Works with students on learning from conflict situations by de-briefing interactions

Active Listening Skills Work:

The Student Advocacy Resource Coordinator:

- May work collaboratively on reflective and active listening skills work through role play or an activity
- Discusses opportunities in conversations for re-framing/re-phrasing.
- May offer strategies for students to engage in summarizing or paraphrasing skills work
- Identifies opportunities with students to reflect on, clarify, and validate another person's communicated message

Self-Care Planning:

The Student Advocacy Resource Coordinator:

- Assesses the student's current self-care practices and if interested, will work with the student to develop a workable, realistic, and holistic model of self-care
- Generates a list of possible options or avenues for students to explore new interests
- Works with students to build and/or maintain healthy support systems through resource referral and connection to clubs or groups where supports may develop



Resource Referral

The Student Advocacy Resource Coordinator, or their designate(s):

- May refer a student to a resource, but it is the student's choice to decide to pursue, suspend or decline the referral
- Connects students to resources on campus (MRU or SAMRU) for academic or non-academic reasons, within existing service parameters
- Supports students in connecting to resources off campus in relation to a student's specific concerns or needs
- Assists students when bumpy roads in the referral process occur. Students may communicate any difficulties in accessing a service at any time for additional support and options

Correspondence Review

The Student Advocacy Resource Coordinator, or their designate(s):

- Assists students with preparing for an advocacy effort (organizing main points)
- Offers support on appeal work, grievance documents, hearing preparations, and formal letters/emails to faculty/staff.
- Once a written narrative is completed by the student, constructive feedback on grammar, sentence structure, organization of advocacy points, etc. can be provided
- Feedback is given through an objective lens rather than a subjective one (i.e. focus on facts versus feelings).

Please contact the Student Advocacy Resource Coordinator from the Students' Association at any time for any questions or concerns about the above service definitions. Thank you!

Contact Information:

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