

Fostering a Sense of Belonging in Times of Crisis and Challenge

An Equity, Diversity, and Inclusion (EDI) Handbook for Individuals and Organizations During COVID-19



UNIVERSITY
of GUELPH

OFFICE of DIVERSITY
AND HUMAN RIGHTS

Spring 2020



About the Handbook

Dear community member,

In these challenging times when everyone’s lives are being affected by the COVID-19 pandemic, it is important, that we continue to maintain a culture of equity, inclusion, and support in our communities. This is a time to come together, offer to help one another, and work to strengthen the relationships within our communities.

The reality is that our diverse identities may cause us to experience the difficulties of COVID-19 differently. Those with friends and family in other countries will be feeling the strain of tightening borders. Those with disabilities or preexisting conditions may be feeling particularly anxious. Those with family caregiving responsibilities may be finding it difficult to stay balanced with multiplying responsibilities. And those of us who were already feeling marginalized by society, may be feeling particularly vulnerable at this time. This unprecedented situation and the resulting difficulties pose serious challenges to our mental health and wellbeing. It’s important now more than ever before that we work together to support and care for one another as we navigate through this troubling situation.

The myriad of challenges that we are currently facing means that our various identities may cause us to feel increasingly isolated and alone at this time. But diversity is still our strength. The diversity that makes our community a special place will continue to bind us together. It enables us to build

and cement the connections that sustain us by checking in on each other, supporting each other, and empathizing with each other. Our social bonds will strengthen through any period of physical distancing.

While it is important to remember that even the strongest allies will not erase the difficult challenges people are facing during the COVID-19 pandemic, strong supports, and relationships will help us get through these trying times.

This handbook aims to foster a sense of belonging in times of crisis and challenge. It offers suggestions on how to focus on equity, diversity, and inclusion so we can support one another during the difficult days ahead.

Take care of each other,

The Office of Diversity & Human Rights

University of Guelph



Table of Contents

1. Dealing with Stigma.....page 4
2. Allyship during COVID-19.....page 5
3. Sexual and Domestic Violence..... page 6
4. Mental Health, EDI, and COVID-19..... page 7
5. Inclusive Leadership..... page 8
6. International Community Members..... page 9
7. Supporting Persons with Disabilities..... page 10
8. Providing Accommodations..... page 11
9. Accessibility for Remote Work..... page 12
10. Accessibility for Online Learning..... page 13
11. Supporting Those Facing Financial Pressures..... page 14
12. University of Guelph Resources..... page 15
13. Community Resources..... page 16
14. References..... page 17

Dealing with Stigma



“I want to change the cycle of stigma and prejudice that destroys lives all over the world every day. Until we can get in front of people and awaken them to the idea that this is not acceptable.”

- Timothy Shriver

Stigma Definition

Stigma is a negative stereotype; discrimination is a behavior that results from the negative stereotype (source: CMHA).

Stigma and discrimination can occur when people associate COVID-19 with a specific group, ethnic community or nationality. These narratives can be manifested in forms of racism or xenophobia. Stigmatized groups may be subjected to hurtful and harmful comments, different treatment in social services like healthcare, or even physical violence. These stigmatic behaviours can have a significant effect on the mental health of affected individuals. Stigma affects us all. It creates fear or anger towards people instead of the virus. It's important for all of us to stand up and refute these narratives.

Possible Stigma Associated with COVID-19

- Wrongly implying that particular racial or ethnic groups are more susceptible to viruses.
- Wrongly assuming that some racial or ethnic groups are spreading the disease more than others, instead of recognizing that this is a global pandemic with community spread.

What Should I Do If I Experience a Microaggression?

- **Protect your physical safety and emotional health**—It's up to you to decide if and when you want to respond. If it's too much emotional labour, it's ok to walk away.
- **Surround yourself with community**—Connect with peers, community organizations, or even online networks to share your experiences.
- **Seek Support if You Need It** – if you're a University of Guelph student, faculty, or staff, the Office of Diversity and Human Rights is here to help. We can help with alternative resolution or a formal human rights complaint.

What Should I Do If I Notice Problematic Behaviours?

- **Model Appropriate Behaviour** – Step in to reframe comments in the moment to an appropriate response.
- **Give someone the chance to repeat or reframe what they said** – Sometimes we notice our mistakes and need a chance to correct ourselves. Other times, we might need some education.
- **Focus on Yourself**— Don't try to interpret what other people might be feeling or thinking. Focus on why or how it made you upset or insulted you.
- Be supportive of people who are from hard hit areas and are worried about friends or relatives in the affected regions.

What Should I Do if I Got Something Wrong?

- **Be reflective and don't argue** – recognize that everyone makes mistakes, and it's not a sign of bad character that you did something wrong.
- **Offer a genuine apology**—Reflect on what you said and apologize for the harm that was caused.
- **Commit to do better in the future and avoid engaging in the same problematic behavior again.**

Allyship During COVID-19

“We need people to stand up and take on the problems borne of oppression as their own, without remove or distance. We need people to do this even if they cannot fully understand what it’s like to be oppressed for their race or ethnicity, gender, sexuality, ability, class, religion, or other marker of identity.”

- Roxane Gay, “On Making Black Lives Matter”

Allyship Definition

An ongoing and lifelong process of building relationships with others, especially those with different lived experiences than our own. (PeernetBC.com)

During this time of physical distancing, it is vital that we continue to maintain a strong culture of equity and inclusion in our community. While allyship is an essential ingredient of an inclusive community at all times it is particularly important in this moment. Our various identities may cause us to experience the challenges of COVID-19 differently and feel increasingly isolated. Allyship is a way for all of us to come together and support each other through any challenge, local or global. Be an “ally” and strengthen the relationships within our community.

Allyship tips

- Listen to others’ experiences.
- Evaluate your own biases and perceptions.
- Unlearn established norms and pathways that have been accepted as “normal”.
- “Call in” others who perpetuate harmful words, actions, or behaviours.
- Broaden your perspectives to understand the experiences of others.

How Can I Be an Ally During COVID?

- Acknowledge your own privileges, openly discuss them, and recognize that the challenges some may be facing in this time might be different than your own.
- Resist the urge to “solve” concerns and issues and listen for cues from others about how to offer assistance.
- Seek out resources to help understand the lived experiences of others.
- Be open and receptive to feedback – recognize that you won’t always get it right.
- Challenge the status quo and ask who is being left out of decision-making and established norms.

How Can I Call In Versus Call Out?

When people say or do things that might be harmful to us or those around us, it’s appropriate to address the behaviour. When we want to use our influence with someone to continue building bridges and relationships, we will often choose to call in problematic behaviours, rather than calling out.

Calling in:

- **Done privately and after the fact**, rather than **publicly, in the moment**.
- **Invites conversation** about why the behaviour was hurtful and provides someone the opportunity to reframe what was said in a more appropriate way.
- **Leads to long-term shifts in perspectives and behaviours**.
- **Avoids a public condemnation** that could be counterproductive.

Mental Health and COVID-19

Mental Health Definition

Mental health is defined as a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community. (World Health Organization)

“No one would ever say that someone with a broken arm or a broken leg is less than a whole person, but people say that or imply that all the time about people with mental illness.”
– Elyn R. Saks

Mental Health & COVID-19

- 1 in 5 Canadians experiences a mental illness or addiction problem.
- By the time Canadians reach 40 years of age, 1 in 2 have—or have had—a mental illness.
- Young people aged 15 to 24 are more likely to experience mental illness and/or substance use disorders than any other age.

Coping with the increasing stresses and strains as a result of the COVID-19 pandemic is a serious challenge for everyone. The realities of self-isolation and physical distancing combined with the uncertainties of the future are having an impact on people’s mental health and wellness. These challenges may be particularly acute for those with existing mental health conditions. For those living with anxiety or depression, for example, the uncertainty of the pandemic may exacerbate these conditions. Social isolation may also provide unwanted time and space to focus on worries and concerns. It’s important during these demanding times to think about the various mental health challenges that are being created by the escalating pandemic and be sensitive and supportive of those needing assistance. In addition, take the time to focus on your own mental health and wellbeing during this challenging time.

How Can We Ground Ourselves?

- Set aside dedicated times to consume COVID news. Don’t become overly focused on coverage on the virus.
- Reframe negative narratives into positive ones. Instead of focusing on isolation, try to see the advantages of being at home more.
- Engage in pro-social behaviours. Support and reach out to colleagues, friends, family, and neighbours. For instance, see if you can drop off some groceries at an elderly neighbour’s door if you know they’re anxious about leaving their home.
- Be mindful about the present moment. If you’re watching a movie, for example, just focus on the movie and put your phone away if you can.
- Set achievable expectations for yourself. Don’t increase your stress by setting unrealistic goals for yourself.
- Create a strong daily routine. Create borders when working from home between work and family time.
- Exercise. Get up and stretch your legs when working for hours on your laptop. Take a walk in your backyard.
- Be patient and kind to yourself and others. Practice gratitude, even for minor things.
- Contact Ontario’s Mental Health Helpline at 1-866-531-2600 or [chat live](#) with a mental health professional.

How Can We Support Others?

Use helpful language and be kind. For example say:

- “I’m here for you. What can I do to help?”
- “These are all normal feelings to be having at this time. Let’s sort through them together.”

As an ally, watch the use of language that perpetuates stigma around mental health.. For example instead of saying:

- “The news is depressing,” say something like “It’s a busy news day!”
- Provide information on resources such as U of G Counselling services <https://wellness.uoguelph.ca/counselling/> or 519-824-4120 ext.52131.



Sexual & Domestic Violence

During COVID-19

“You’re not a victim for sharing your story. You are a survivor setting the world on fire with your truth. And you never know who needs your light, your warmth, and raging courage.”

– Alex Elle



Sexual Violence Definition

Sexual violence is defined any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, Sexual Harassment, stalking, indecent exposure, voyeurism and sexual exploitation. (University of Guelph, Sexual Violence Policy)

Sexual Violence & COVID-19

- 1 in 3 women will experience sexual violence in their lifetime (World Health Organization, 2016).
- 1 in 6 men will experience sexual violence in their lifetime (1in6 Project, 2016).
- A majority of sexual assaults occur in a residence, or commercial establishment by someone known to the victim (Statistics Canada, 2014).
- 1 in every 5 women will experience sexual violence while studying at a post-secondary institution.

While home is the safest place to be during this pandemic to protect the health of those around us, it may be a dangerous place for those targeted by sexual violence or domestic abuse. Isolation can be a tool of abusers, and it’s a tactic that may be used to exert control over targets of abuse. Some experts suggest we are likely to see increased rates of sexual violence and domestic abuse during government-mandated periods of physical distancing. There is also less opportunity for allies and those close to survivors to notice warning signs and potential indicators of abuse. In addition, as a result of the unique circumstances surrounding COVID-19, survivors may be feeling particularly vulnerable and unable to seek help. Survivors may also feel more reliant on their abusers for financial support, shelter, or childcare. It is therefore important to maintain our social connections with others through alternative means. If we notice potential warning signs of escalating abuse, we must take action to ensure the safety of our friends, neighbours, and loved ones.

What Can I Do?

- Have conversations. Reach out through video calls, email, or text.
- Listen to understand and without judgement. Be supportive and encouraging.
- Resist urges to assess or evaluate someone’s responses or emotions.
- Read about the warning signs of domestic violence.
- Make note of behavioural changes, physical signs, and emotional indicators.
- Provide information on resources, such as local Sexual Assault or Crisis Centres. To locate the nearest Sexual Assault Support Centre, [click here](#).
- Look for 24/7 Crisis Lines in your area (e.g., Student Wellness Sexual Violence Support 519-824-4210 ext. 52131, Guelph-Wellington Women in Crisis—519-836-5710 or 1-800-265-7233) or call the Assaulted Women’s Helpline at 1-866-863-0511 (TTY: 416-364-8762).

If you think someone is in danger, call 911 or your local police immediately.

What can I say?

- “I believe you. This is not your fault.”
- “I hear you. I recognize that you’re feeling (x emotion). That’s a completely valid emotion to be feeling right now.”
- “How can I help?”
- “I’m here for you. Here are the ways you can reach me if you need me.”



Inclusive Leadership

“Inclusivity means not just ‘we’re allowed to be there,’ but we are valued. I’ve always said: smart teams will do amazing things, but truly diverse teams will do impossible things.”

– Claudia Brind-Woody

Definition of Inclusion

The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. (Source: independentsector.org)

Inclusive Leadership & Management During COVID-19

The COVID-19 pandemic has forced our community to deal with some incredibly demanding challenges on a daily basis. As a result of this unprecedented situation, leadership has to be strong and inclusive in order to be effective. Managers have to problem solve, adapt, and work tirelessly to make informed, key decisions that affect our entire community at breakneck speed. The various identities of our community cause many to experience the challenges of COVID-19 differently, each in their own unique way. Here are some strategies to consider while making the tough, yet necessary decisions moving forward. Inclusive, thoughtful, and fair leadership is more important now, than ever before as we problem solve and work to foster a sense of belonging during this time of crisis.

How Can You Be an Inclusive Leader?

- Remember that everyone has different circumstances and a different background. Broaden your perspectives by seeking out advice and resources to understand the unique needs of our diverse community.
- Include a diverse set of voices at the table. To arrive at the “right” answer, we require diversity in thought, experience, and professional expertise.
- Do not use terms that cast unintentional projections of hatred or insensitivity toward certain communities, when talking about the virus.
- Reject racism, sexism, xenophobia, and all hateful or intolerant speech, in all dealings.
- When making difficult decisions, especially about resources, apply an equity lens. The effects of decisions may not be equally felt across all groups.

How Can You be a Strong, Empathetic Manager with the Increasing Challenges Posed by COVID-19?

- Build community, friendship and loyalty through virtual coffee hours with colleagues, office-mates, students, and faculty. We’re all in this together.
- Be kind and understanding with expectations. People are working and learning under vastly different circumstances and perhaps without resources. Prioritize and focus on what’s important.
- Take care of yourself. Recognize your own stress and limitations. Get proper rest and create boundaries as you work from home. Create a work routine and allow for ‘me time’ and ‘family time’.
- Practice patience during email, text, and video conferencing. Be clear in requests and remember to promote respect and inclusion in all conversations.
- Be sensitive to an address unequal access to technology and tools. Some staff, students, and faculty who are working and learning from home may not have access to the necessary resources for remote work.
- Remember to advocate for students, staff and faculty who may have fewer resources during this time.

Supporting International Community Members

Supporting New Immigrants and International Students During COVID-19

Canada's strength is its diversity and this diversity is strengthened by the large number of newcomers that we welcome to our country every year. According to Statistics Canada, Canada welcomed over 300,000 new immigrants and over 170,000 non-permanent residents, including asylum claimants, work permit holders, and international students in 2018/19. During COVID-19, we must continue to look out for our friends and neighbours especially those who may not have family or an established community to rely upon during this challenging time.

How Can We Support Newcomers and International Students in Our Communities?

New immigrants identify finding an adequate job, learning a new language, lacking a support network, and decreased social interaction as some of the greatest difficulties they face, in the first four years after arriving in Canada. (Source: Coalition of Inclusive Municipalities). These difficulties are exacerbated during COVID-19.

- Build community. Reach out to your newcomer neighbours and ask how you can support them. Remind them you're here to help.
- If they are unable to access resources, let them know where they can access information, supports, or resources. For example, the YMCA offers a [Newcomer Information Program](#) and some centres offer online programming.
- For those experiencing food insecurity, consider donating grocery store gift cards to newcomer programs or a monthly donation to local food banks.
- Include those that have family abroad in your own social interactions, like Zoom or Skype gatherings with friends or FaceTime.
- Be kind and supportive.

What Resources are Available to Me as a Newcomer or International Student?

Resources for Newcomers

Care for Newcomer Children:

<https://cmascanada.ca/cnc/about-cmas/>

COVID-19 Resources for Newcomers in Canada:

<https://arrivein.com/en/daily-life-in-canada/covid-19-resources-for-newcomers-in-canada/>

Resources for International Students

Winter 2020 Emergency Bursary Application Form for International Students

<https://www.uoguelph.ca/registrar/studentfinance/sites/studentfinance/files/docs/w20-international-bursary.pdf>

International Students COVID-19 FAQs:

<https://news.uoguelph.ca/2019-novel-coronavirus-information/international-students-covid-19-faqs/>





Supporting Persons with Disabilities

Ableism Definition

Beliefs or attitudes that see persons with disability as less worthy of respect or consideration, less able to contribute and participate, or of less inherent value than others. (Ontario Human Rights Commission)

- 15% of the world's population lives with some form of disability.
- In Canada, 22% of the population aged 15 or older identifies as having a disability.

“Accessibility allows us to tap into everyone’s potential.”

- Debra Ruh

How Does COVID Affect Persons with Disabilities?

Persons with disabilities may be feeling particularly vulnerable, forgotten, and isolated as a result of the COVID-19 pandemic. The measures taken to contain the spread of the virus combined with societal attitudes regarding persons with disabilities, can have a strong negative impact on the lives of these individuals. Assessments of the COVID-19 situation often exclude those with disabilities for whom this disease can be particularly risky.

Persons with disabilities may be at increased risk of contracting COVID-19. Some may not be able to practice physical distancing to the extent required, as they may require external support from individuals like personal support workers or care providers. For those that can practice physical distancing, the situation may result in those individuals being cut off from regular care and critical services that they need.

What Can I Say?

If someone needs emotional support, listen and affirm that you care. You could say:

- “You are not a burden. You are valued.”
- “Is there anything I can do to make things easier for you?”
- “Is there anything I can do to help?”

When “calling in” you could say:

- “We need to look out for all of us.”

What Can I Do?

- If you aren't high risk, offer to run essential errands for those needing assistance.
- Allow persons with disabilities and caregivers to work from home where possible.
- Recognize that caregivers may require additional support and flexibility to perform tasks and accomplish goals.
- Put adequate accommodations in place for persons with disabilities. Relax requirements for medical documentation.
- Provide adequate web accessibility for individuals with disabilities using online resources and tools.
- Build supports for persons who are immunocompromised or otherwise high-risk.
- Recognize that some disabilities are invisible. Keep adequate physical distancing during any outings.

Accessibility for Online Learning

“I wish for a world that views disability, mental or physical, not as a hindrance but as unique attributes that can be seen as powerful assets if given the right opportunities”

— Oliver Sacks

Accessibility Online

Many instructors have long embraced the potential of online learning, either in hybrid form or for fully-online courses. Given the rapid transition to online learning for all instructors during COVID-19, it's important to maintain accessible learning for all learners.

Accommodations for Students During COVID-19

Remember that students are dealing with significant changes to their routines, adjusting to the transition to online learning, and may be dealing with loved ones or are themselves affected by COVID-19. Try to be flexible to the extent possible in granting accommodations to your students.

Consider the following best practices:

- Some students with disabilities rely on notetakers. If possible, share lecture notes or PowerPoint slides, as these students no longer have access to their notetakers.
- Wherever possible, try take-home exams or assignments instead of timed online exams. Timed testing is stressful in the best of circumstances but particularly in these circumstances. If you must do a timed test, ensure students' accommodations for additional time are respected.
- Keep in mind that students might have limited or varied access to technology and internet. It may be difficult for some students to join live discussions with a microphone or webcam, for example.
- Make your online materials available in multiple formats. If providing live lectures, also provide recorded versions with captions or text transcripts.
- Be flexible with requests for extensions and accommodations. Relax requirements for documentation.

Here are some resources to consult to ensure your courses are accessible:

- [Universal Design – Best Practices for Online Learning](#)
- [Accessibility and Course Materials](#)
- [Accessible Instruction](#)
- [WebAIM – Resources for creating accessible documents and other links](#)
- [Tips for Teaching Students with Disabilities](#)

Thanks to our colleagues at the Open Learning and Educational Support team at the University of Guelph for their help with these resources! Some of these resources focus on D2L's online learning platform. If your institution uses another platform, make sure to consult that provider's guidance on accessibility.

Providing Accommodations

The Ontario *Human Rights Code*

The Ontario *Human Rights Code* requires organizations to “prevent and remove barriers and provide accommodation to the point of undue hardship.” Although an accommodation could be provided related to any protected ground, accommodation most often arises in the context of creed, family status, sex (pregnancy), disability, age, gender identity, and gender expression.

Whatever accommodation is provided, it must respect the dignity of the person, be individualized, achieve integration, and ensure full participation.

What is a Reasonable Accommodation?

The Ontario Human Rights Commission’s position is that “employers have a duty to accommodate employees in relation to COVID-19, unless it would amount to undue hardship based on cost, or healthy and safety.”

When Would I Be Entitled to an Accommodation?

- If an employee has a disability that puts them at risk or is immunocompromised.
- If an employee needs time away for medical investigation, supervision, or treatment, is in isolation because of quarantine, or needs to be away from work to care for children because of school, day care closures, or to care for other relatives.

What Would Potential Accommodations Look Like?

- Allowing employees to work remotely, work alternate hours, take leaves from work, or other accommodations reasonable under the circumstances.
- The *Code* also applies to housing, so if a tenant cannot make their rent because they’ve been hospitalized, for example, landlords would need to allow the tenant to pay the rent late if it’s not an undue hardship to do so.

Please visit the Ontario Human Rights Commission’s [website](#) for more information.

Would I Need to Have Medical Documentation?

- Employers should take requests for accommodation in good faith.
- Employers should be flexible and not overburden the health care system with requests for medical notes.
- Employees should get information from medical testing **only that is reasonably necessary** to the employee’s fitness to perform the job.
- Employees are **not** required to disclose information that may identify the disability.





Accessibility For Remote Work

Remote Work

The phenomenon of remote work or working from home may have been available to many employees, including those with disabilities, prior to the COVID-19 pandemic. Given advances in remote work technology, employees can be fully integrated with their teams and interact despite physical distances.

Employers should, however, also assess whether the technologies they have employed are accessible to all employees.

Take a look at this list of resources:

Creating Accessible Documents for Shared Work

[Microsoft Word](#)

[Accessible Word and PDF Documents](#)

[Excel Spreadsheets](#)

[Using the Acrobat X Pro Accessibility Checker](#)

[Create and verify PDF accessibility](#)

[PowerPoint Tips](#)

Email and Web Accessibility

[Email Accessibility](#)

[Social Media Accessibility](#)

[Video and Audio Captioning](#)

Remote Work Tools

[Zoom Accessibility](#)

[Microsoft Teams Accessibility](#)

[Webex Accessibility](#)

[Webex Teams Accessibility](#)

[Google Hangouts Accessibility](#)



Facing Financial Pressures

“We must work together to ensure the equitable distribution of wealth, opportunity, and power in our society.”

- Nelson Mandela

Did you know?

- In 2015, 1 in 8 Canadians were living in poverty.
- 1 in 5 racialized families live in poverty in Canada.
- People living with disabilities are twice as likely to live below the poverty line.
- 21% of single mothers in Canada live in poverty.
- 28-34% of shelter users are Indigenous.

Financial Insecurity During COVID-19

The COVID-19 pandemic is creating some serious financial challenges for individuals and families across the country. Canadians living on fixed incomes or close to the poverty line are especially at risk during these uncertain times. People with precarious employment are being disproportionately affected by COVID-19 measures as a result of physical distancing and isolation. Equity seeking groups are especially vulnerable during these uncertain times. This reality is having an impact on low income and post-secondary students for example as they navigate through a constantly changing situation with increasing demands and limited resources.

Resources to Lessen Financial Burdens

Canada Emergency Response Benefit

<https://www.canada.ca/en/services/benefits/ei/cerb-application.html>

Flexibility for Taxpayers

https://www.canada.ca/en/department-finance/news/2020/03/canadas-covid-19-economic-response-plan-support-for-canadians-and-businesses.html#Flexibility_for_Tax-filers

Mortgage Default Management Tools

https://www.canada.ca/en/department-finance/news/2020/03/canadas-covid-19-economic-response-plan-support-for-canadians-and-businesses.html#Mortgage_Default_Management

Support for Postsecondary Students

<https://news.ontario.ca/maesd/en/2020/03/province-supports-postsecondary-students-during-covid-19.html>

Ontario COVID-19 Emergency Assistance

https://www.mcass.gov.on.ca/en/mcass/programs/social/apply_online.aspx

Guelph Food Bank

<http://guelphfoodbank.ca/>

University of Guelph Student Financial Aid Counselling

<https://www.uoguelph.ca/registrar/studentfinance/aid/counselling>

University of Guelph Resources

Resources at the University of Guelph

Mental Health

List of on-campus and local mental health and crisis services:

<https://wellness.uoguelph.ca/accessibility/resources/distress>

Counselling Services:

<https://wellness.uoguelph.ca/counselling/>

519-824-4120 ext.52131

Staff and Faculty – Employee Family Assistance Program (EFAP):

<https://www.uoguelph.ca/hr/managers-employee-health-wellness/supportive-counselling-services>

Homewood Health – 1-800-663-1142

Supporting Persons with Disabilities / Accommodations

For human rights inquiries on campus:

Diversity and Human Rights

dhinfo@uoguelph.ca

<https://www.uoguelph.ca/diversity-human-rights/>

Human Rights Policies and Procedures

<https://www.uoguelph.ca/diversity-human-rights/human-rights-policy-and-procedures>

For students with disabilities:

Student Accessibility Services

Accessibility@uoguelph.ca

<https://wellness.uoguelph.ca/accessibility/>

For staff and faculty:

Occupational Health and Wellness

<https://www.uoguelph.ca/hr/hr-services/occupational-health-wellness>

Sexual Violence:

Sexual Violence Policies and Procedures:

<https://www.uoguelph.ca/diversity-human-rights/sexual-violence-policies-and-procedures-students-staff>

Sexual Violence Support

Phone: 519-824-4120 ext. 52131

Sexual Violence Support Coordinator

svinfo@uoguelph.ca

519-824-4120 x53020

Campus Community Police

Emergency: 519 824-4120 ext 2000 or 519-840-5000

Non-emergency: 519 824-4120 ext 52245

Student Housing Services

Contact [Student Housing Services](#)' Residence Assistant or Residence Manager through a Residence Hall Desk

East: ext 58124

North: ext 58122

South: ext 58123

Office of Diversity and Human Rights

dhinfo@uoguelph.ca

Accessibility

Open Learning and Educational Support:

Accessible Education Resources for Instructors: <https://opened.uoguelph.ca/student-resources/Accessible-Education>

Information for Students with Disabilities: <https://opened.uoguelph.ca/student-resources/Student-Academic-Accessibility-Accommodations>

Diversity and Human Rights Web Accessibility Resources:

<https://www.uoguelph.ca/accessibility/web/resources>

Diversity and Human Rights Accessible Education Resources:

<https://www.uoguelph.ca/diversity-human-rights/accessibility-aoda-resources>

Community Resources

Resources in our Community

Mental Health

Canadian Mental Health Association— Waterloo Wellington

Crisis line: 1-844-437-3247

TTY: 1-877-688-5501

Website: <http://cmhaww.ca/>

Email:

For general inquiries: corporate@cmhaww.ca

For Education & Mental Health Promotion: education@cmhaww.ca

Hope For Wellness Help Line:

Telephone Crisis Intervention & support for First Nations & Inuit: 1-855-242-3310

Kids Help Phone:

Crisis Line: 1-800-668-6868

Sexual Violence:

Guelph Wellington Women in Crisis

24 Hour Crisis Line: 519-836-5710 or 1-800-265-7233

Phone: 519-836-1110

Email: adminsac@gwwomenincrisis.org

Website: <https://gwwomenincrisis.org/>

Guelph General Hospital – Guelph Wellington Care and Treatment Centre for Sexual Assault and Domestic Violence

After Hours Phone: 519-837-6440 ext. 2728

Office Phone: 519-837-6440 ext. 2210

Email: info@guelphgeneralhospital.com

Website: www.gghorg.ca

Guelph Police Service:

Emergencies: 911

TTY Non-emergency: 1-866-513-8062

Non-emergency: 519-824-1212

Victim Services Wellington: 519-824-1212 ext. 7304

Supporting Persons with Disabilities / Accommodations

City of Guelph Accessibility Policies & Accessibility Advisory Committee:

<https://guelph.ca/living/accessibility/>

City of Guelph Accessibility Services Coordinator:

Phone: 519-822-1260 extension 2670, TTY 519-826-9771

Guelph Independent Living:

[https://guelphindependentliving.org/resources/
community-directory/](https://guelphindependentliving.org/resources/community-directory/)

Phone: (519) 836-1812

Fax: (519) 836-7918

TTY: (519) 836-5952

Email: info@guelphindependentliving.org



References

List of References Consulted

Sexual Violence

<https://www.communitycare.co.uk/2020/03/23/covid-19-increased-isolation-risks-worsening-level-severity-domestic-abuse/>

Supporting Persons with Disabilities

<http://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability>

<https://news.un.org/en/story/2020/03/1059762>

<https://www.canada.ca/en/employment-social-development/programs/accessible-people-disabilities.html>

Providing Accommodations

<http://www.ohrc.on.ca/en/policy-primer-guide-developing-human-rights-policies-and-procedures/7-accommodation-policy-and-procedure>

http://www.ohrc.on.ca/en/news_centre/covid-19-and-ontario's-human-rights-code---questions-and-answers-0

Dealing with Stigma

<https://www.apa.org/monitor/2017/01/microaggressions>

COVID-19 Facts

World Health Organization

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen>

Photographs:

Stigma photo, pg. 5

By: Hudson Hintze on Unsplash

Mental Health photo, pg. 6

By: Emma Simpson on Unsplash

Sexual Violence Photo, pg. 7

By: Sandevil Sandh on Unsplash

Supporting Persons with Disabilities photo, pg. 8

By: Absolutvision on Unsplash

Providing Accommodations photo, pg. 10

By: Noah Zsyo on Unsplash

Accessibility for Remote Work photo, pg. 11

By: Kaitlyn Baker on Unsplash

Facing Financial Pressures photo, pg. 12

By: Ibrahim Rifath on Unsplash

Community Resources photo, pg. 15

By: Trent Erwin on Unsplash

Supporting Newcomers photo, pg.14

By: Aldofo Felix on Unsplash