



University of Calgary MH 318, 2500 University Drive NW Calgary, AB T2N 1N4
T: (403) 220-8576
Calgary. We come from a variety of backgrounds, reflecting the diversity found within the student population in general. We are not professional counselors; however, we have taken seminars in active listening and crises management from the U of C Counseling Centre, as well as specialized diversity training. The team

Volunteer Profile: Jocelyn Kellin

that suits your interests and objectives as a volunteer. If you simply want to visit the Centre to learn what we are all about, we are more than willing to share our expertise and stories, as well as our fantastic selection of coffee and tea!

The Peer Support team is also here to offer guidance to women experiencing academic difficulties, feeling lost on campus, in crises, or those who simply require a friendly, open-minded confidante to help them get through a particularly stressful day. In this role, our main purpose is to listen with compassion. We also provide an access point towards gender-sensitive resources on campus and

within the community. To this end, the Peer Support team has developed an extensive resource database. We can tell you about the various counseling services available on campus and within Calgary, where to find assistance with academic concerns, give complete information regarding sexual health options, provide connections to various social networks on campus and within the city, and much more. The Centre's main purpose is to facilitate empowered sharing, learning, and teaching. Rather than attempt to solve problems for you, our team provides this wealth of information so you can come to an informed decision on your own.

(continued on page 2)



Peer Support Retreat at the Bow Valley Provincial Park, Fall 2007

Women Encouraging Women to Succeed at UofC

When we began conceptualizing the foundation for a Women's Resource Centre at the University of Calgary, we conducted many consultations with important stakeholders like students, faculty and community. We then looked broadly at programming, services and resources offered by other successful Women's Centres across Canada and the United States. One commonality arose as foundational – Peer Support. In the context of the WRC, women work with women in a non-hierarchical environment as peers to navigate challenges, questions and choices in their lives.

Peer Support programs exist everywhere, and are becoming core to organizations globally. So why this shift from a professional model of support to a peer-based model? First, our experience at the WRC demonstrates that women are more than capable of making the right decisions for their own lives when given access to adequate resources and information. Secondly, our experience suggests that women students at the U of C are generally more comfortable speaking to other female students when challenges arise.

Peer-to-peer support challenges traditional power relationships and focuses on mutual capacity building through the support process. Our peer support volunteers are extensively trained in communication and active listening skills, crisis, and work from a feminist anti-oppressive model. This model values the voice and experience of each woman as it relates to her life, choices, challenges and successes. I am honoured to work with an incredible team of Peer Support volunteers this year, led by two fantastic team leaders. They are compassionate, kind and ready to listen and connect with any individual who walks through our door.



Dr. Emes is a professor in the faculty of Kinesiology. Her teaching research and publishing is in three areas: disability, ageing, and higher education. Service activities both in the community and at the university have always been a large part of her portfolio. She has been Chair Person of numerous university committees including the University Budget Committee, Curriculum and Academic Review, and the GFC Appeals Committee. In the community she works with Special Olympics and the YWCA. She has administrative



Most women try to measure up to familial, peer, and media expectations of appearance. Larger women can step into a classroom and face the immediate humiliation of not fitting into a desk-chair combination, or having trouble scooting between rows of seats. They wonder who has noticed and what they must think; even considering if class attendance is worth the embarrassment. Any woman walking through a crowded hallway can glance at other women she thinks are thinner, better-dressed, or prettier and experience a sinking sensation of inferiority that can lead to depression or a focus on appearance that can drag down other areas of her life.

For students who are also professionals or parents, there is constant pressure to maintain high performance levels in all spheres of life given their multiple and demanding roles. Women fear to be seen as 'bad mothers' if they take time for education, and fear failing as students if they give time to parenting, work, leisure or voluntarism. Academic success is highly structured and ranked from outside, and measuring up can become an obsession. More women than men are undergraduates, but there is still the lingering feeling among many women that they must prove themselves worthy of post-secondary

experience of human worth, competence, and capability; it's the extent to which they allow themselves to be happy. Everyone values themselves based on external reinforcements and internal judgments. Low self-esteem comes into play when individuals rely only on external indicators to assess themselves and do not personally acknowledge their own abilities and worth.

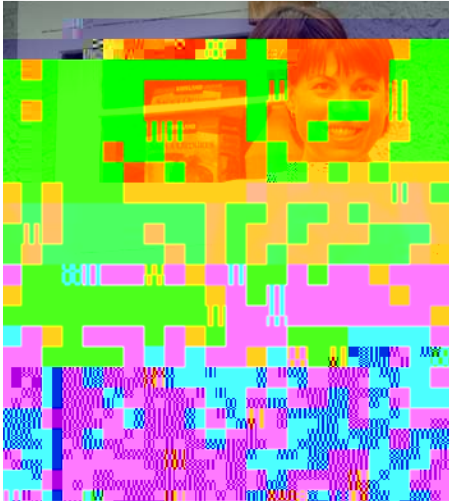
If you disappeared tomorrow, do you feel anyone would notice?

education by



Jocelyn Kelln

Jocelyn Kelln is the Co-Team Leader for the Peer Support Program at the WRC. Jocelyn has an interesting background, beginning with a year in the faculty of Engineering, then deciding to take her Aviation Diploma at Mount Royal College.



After five years working as a commercial pilot, Jocelyn realized she wanted a career change so she returned to school once again, and is currently in her last 2 semesters of a BA in International Relations, hoping to pursue a career with the Canadian Foreign Service.

Jocelyn was first introduced to the WRC in the fall of 2006. Jocelyn recalls the time well, "It was such a welcoming and comfortable space on campus that I found myself wanting to be involved, which led to my