



Sprett
School of Business
Carleton University



Institute of Technology Entrepreneurship and Commercialization

TIMG 5201A Technology and Wealth

Winter 2025 (January 6 to April 8, 2025)

CLASS TIME AND PLACE

- Thursdays, 18:05 p.m. - 20:55 p.m. Eastern Time (Ottawa time)
- In person: Nicol Building 3020
- Online: [Click here to enter Zoom classroom](#) (passcode = Focus)
- This is a HyFlex course. You can attend in person, online, or a combination of both.

WEBSITE FOR COURSE RESOURCES AND ONLINE PARTICIPATION

- [Click here to enter "Brightspace" – the online course environment](#)

INSTRUCTOR

- Professor Eduardo Bailetti
- Eduardobailletti@cunet.carleton.ca
- Office: Nicol Building 5060
- Office hours available 11AM-12PM Tuesdays (starting February) or request by email.

COURSE CALENDAR DESCRIPTION

TIMG 5201 Technology and Wealth [0.5 credits]

Tools, models, approaches, theories and frameworks are used to deploy technology to create and appropriate wealth.

TARGET AUDIENCE

TIMG 5201 Technology and Wealth is for graduate students in the Technology Innovation Management (TIM) program registered in one of the degree pathways – the Master of Entrepreneurship (MEnt), the Master of Applied Business Analytics (MABA), the Master of Digital Transformation & Entrepreneurship (MDTE), the Master of Engineering (MEng) or the Master of Science – in their second, third term or fourth term of study.

1 – INTRODUCTION

Technology is reshaping how value is created and captured in today's economy. With advancements accelerating at an unprecedented pace, industries face growing pressures and uncertainties. In this dynamic environment, graduates of the Technology Innovation Management (TIM) program need the competencies and tools to adapt to change and make sound, strategic decisions.

This course is designed to equip students with the mindset, knowledge, and skills needed to make informed business decisions about innovation. Students will develop their ability to analyze research on emerging technologies and translate this knowledge into practical applications that create value for businesses, customers, and themselves.

Graduates who develop the competencies required to bridge the gap between research and practice will stand out in today's economy. They will be well-positioned to leverage technology to generate wealth and deliver meaningful outcomes for the organizations and communities they serve.

This course helps a TIM student to:

1. Gain a deep understanding of the “how technology creates wealth” domain
2. Take knowledge gained from basic research and translate it into tangible solutions that add value to small and large businesses
3. Apply activity theory and ChatGPT to solve real company problems, enhance innovation, and foster collaboration
4. Develop four critical thinking skills – generate, recommend, synthesize, and execute
5. Actively create new knowledge and expand one's understanding of a subject or domain
6. Take responsibility for their education

Focus on the student

This course is designed with your personal and professional growth in mind. The time and effort you invest in your coursework should be seen as a direct contribution to your life and future endeavors. Rather than merely focusing on grades, you are encouraged to draw motivation from your own goals and aspirations.

Make the most of this learning opportunity.

2 – LEARNING ENVIRONMENT

You will participate in a dynamic learning environment where you and your peers define what is valuable, engage deeply with your work, and strive to achieve your goals.

Each week, you will engage in learning activities asynchronously (on your own time) and in synchronously (together at the same time – e.g., our three-hour classes). The asynchronous and synchronous components of this course are designed to complement each other. Completing asynchronous work provides the foundation for richer, more informed participation during synchronous sessions, ultimately deepening your learning experience.

Asynchronous learning

You are expected to manage your time effectively to fulfill your responsibilities to this course, yourself, and your other commitments.

Asynchronous learning activities typically include:

- Reviewing lectures, videos, articles, and slides
- Conducting independent research
- Taking notes
- Engaging in self-reflection
- Participating in online discussions
- Completing and submitting course assignments

Synchronous learning

During synchronous sessions, you will actively engage with your peers and the instructor in activities such as discussions, presentations, reflections, and exercises inspired by inquiry-based learning and problem-based learning.

To be prepared to fully participate in class:

- Complete all assigned asynchronous activities beforehand
- Ensure your personal laptop is charge and ready
- Approach each session with an open and curious mindset

While some lectures will still be part of these sessions, expect to take high-quality notes, share your perspectives, and actively participate.

Passive listening is discouraged, whether you are attending in person or online. Active participation is a critical component of the learning process. Engaging fully in discussions,

presentations, and exercises will deepen your understanding of the material and foster a collaborative learning environment that benefits all participants. Hybrid mode of classes

Attending class in person is strongly recommended as it enriches your learning experience through direct human connection (i.e., you learn more with your peers and the instructor). However, the option to join online is available so that those who are sick do not feel pressured to come to class and risk infecting others. Regardless of the mode you choose to attend, active participation and attention are essential for you to learn and benefit from this course.

Ensure that you are comfortable with the online tools and platforms used in this course. If you need assistance, ask the instructor, use the resources available on Brightspace, or independently find tutorials or guides online to help you navigate the course technology effectively.

Sickness and childcare

If you are feeling unwell, please stay home and connect online to protect the health of others. If you need to bring your child to class, they are welcome to sit quietly with us. In either case, notifying the instructor via email in advance is appreciated.

If you encounter other challenges that affect your participation in the course, please communicate with the instructor as soon as possible. We are committed to creating a supportive and understanding learning environment.

Online course infrastructure

All course content, instructions, links, and submission portals are available online here: <https://brightspace.carleton.ca/d2l/home>. To access the course Brightspace webpage, go to the link, submit your credentials, select the academic term, and click this course.

Asking questions

Course-related questions – An anonymous discussion forum is available to you to ask course related questions to the professor. It's called "Ask the Prof", and you can find it on Brightspace.

- Tip: Click subscribe on the Ask the Prof discussion forum to keep track of all Q&A posts.
- Tip: Review your Brightspace settings to ensure you receive notifications from the course.

Accommodations and non-course related questions – If you want guidance on private items or are seeking accommodation, please email the instructor directly. Note that accommodations are to be requested prior to a submission deadline, not after.

In-class – The instructor will always dedicate time in each class for questions to be asked.

Your motivation

It is important to first note, to effectively learn as a student, you must:

- Desire the change that education can bring – Genuine learning requires a willingness to evolve and adapt.
- Pay focused attention throughout the process – Focused engagement is essential for understanding and retaining new concepts.
- Manage the uncertainty inherent in learning and innovation – The unknown is critical to mastering new skills and knowledge; embrace it to manage it.

While the instructor can support you in navigating uncertainty, your personal motivation and attention are crucial for your success.

Important dates

- January 6th (Monday) – Start of term
- January 17th (Friday) – Last day to register and change courses
- January 31st (Tuesday) – Last day to withdraw with full fee adjustment
- February 17th (Monday) – University closed for statutory holiday
- February 17-21 – Break week, no classes
- March 15th (Saturday) – Last day for academic withdrawal from courses
- April 8th (Tuesday) – Winter term ends; Last day for classes and assignments

Schedule

Class	Topic	Deliverable due before class
1 Jan 9	Course orientation	-
2 Jan 16	Translational research	-
3 Jan 23	Systematic literature reviews (SLR)	-
4 Jan 30	SLR methods and tools	-
5 Feb 6	Presentations – SLR launch update	Presentation 1 - Group
6 Feb 13	Activity theory	-
7 Feb 27	Activity systems	-
8 Mar 6	Presentations – SLR update	Presentation 2 - Group
9 Mar 13	Presentations – SME activity system	Presentation 3 - Individual
10 Mar 20	Improving research vignette	
11 Mar 22	Intervention adoption	Systematic literature review
12 Apr 3	Presentations – Research vignettes	Presentation 4 - Individual
Finals	-	Research vignette

3 – COURSE LEVEL LEARNING OUTCOMES

A learning outcome is what you will be able to do after completing this course.

The table below provides the learning outcomes at the course level.

You can:	Assignments
Execute – do what you are required to do	Exceed or meet specifications on all assignments
Synthesize – figure out what is important	Slide decks 1 and 2
Recommend – determine what should be done	Systematic literature review report and research vignette
Generate – create something from nothing	Systematic literature review report and research vignette
Communicate – deliver high-quality presentations	Presentations 1, 2, 3 and 4

4 – EVALUATION AND ASSIGNMENTS

Student evaluation

Assignments and deliverables	Final evaluation weight	
Systematic literature review on technology X		
Systematic literature review report	35	Group
Slide deck 1, 2	20	Group
Presentation 1, 2	5	Group
Research vignette: Intervention to adopt technology X		
Research Vignette 2	35	Individual
Presentation 3, 4	5	Individual

Any late submissions will incur a 10% penalty for each full day they are late, rounded up. The instructor will calculate your final grade by adding together the weighted scores from all assignments and using the total to determine your letter grade. Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Note that a "B-" is the minimum passing grade for this graduate course.

Assignments

There are two major assignments this term.

- 1) Systematic literature review on novel technology X
 - Form a group of 1, 2, or 3 to complete this assignment.
 - Select a novel technology and complete a systematic literature review.
 - Deliver two presentations that provide insights into the group's ongoing work, including updates, reflections, and commitments on what will be done next.
 - Submit a presentation slide deck ahead of each presentation.
- 2) Research vignette: Intervention to adopt novel technology X
 - Complete this assignment individually.
 - Select a company you can find information about on the internet and use activity theory and the results of your systematic literature review to detail an intervention that creates value for the company using the novel technology, and the benefit of adopting it.
 - Deliver two presentations that provide insights into your ongoing work to produce the research vignette, including updates, reflections, and commitments on what will be done next.

Concepts

- Translational research involves taking insights, models, or frameworks generated through research and converting them into actionable strategies, products, processes, or tools that address real-world business challenges, drive innovation, and enhance organizational performance.
- A systematic literature review involves a structured, transparent, and replicable method of identifying, analyzing, and synthesizing research literature to answer a specific business-related question or address a problem. Unlike traditional reviews, systematic literature reviews follow a predefined protocol and aim to minimize bias, ensuring the findings are comprehensive and reliable for decision-making and theory development in business.
- A research vignette is a concise, focused narrative or scenario that encapsulates key aspects of a research project. It is used to illustrate specific phenomena, concepts, or findings in a clear and engaging manner. Research vignettes help convey complex ideas in a digestible format, making them useful for presentations, proposals, publications, or teaching.

Structure of a Systematic Literature Review Report

The Systematic Literature Review Report is a formal document that your group produces. It is a 20+ page, double spaced document that conforms to [Carleton accepted standards](#).

The outline provided below will help structure your systematic literature review (review), ensuring that it is rigorous, reproducible, and provides a comprehensive examination of the available evidence on the topic.

1. **Title**

- Clearly state the focus of the review: Examining the benefits and challenges of implementing a specific AI service, product, process, or system within a small or medium-sized client organization.

2. **Abstract**

- Provide a single paragraph, limited to 150 words, identifying the client and their problem, and covering the review's objectives, methodology, results, anticipated outcomes, and conclusions.

3. **Introduction**

- **Background:** Introduce the focus of the review, its importance, and relevance.
- **Objective:** Clearly articulate the goal of the review that is specific, measurable, achievable, realistic, and timely.

4. **Methods**

- **Study criteria:**
 - i. Study types (e.g., randomized controlled trials, observational studies)
 - ii. Participant types
 - iii. Intervention types
 - iv. Expected outcomes (e.g., efficiency improvements, enhanced decision-making)
- **Search methods:**
 - i. Databases and sources used
 - ii. Search key words, terms and strategies
 - iii. Time and language considerations
- **Data collection and analysis:**
 - i. Selection and exclusion criteria
 - ii. Data extraction methods
 - iii. Quality assessment (risk of bias)
 - iv. Data synthesis approach (narrative synthesis)

5. **Results**

- **PRISMA Flow Diagram:** Visualize the study selection process.
- **Study characteristics:** Describe the included studies (types, participants, interventions, outcomes).
- **Risk of bias:** Assess the bias risk within included studies.
- **Study results:** Present results orderly and logically.

- Results synthesis: Summarize the integrated findings.
6. **Discussion**
 - Main findings: Outline key findings and how they relate to the objectives.
 - Limitations: Address study and outcome limitations, including publication bias.
 - Comparison with other studies: Discuss how findings align or contrast with other research.
 - Implications: Explore the implications for practice, theory, or policy.
 7. **Conclusions**
 - Summarize the main findings in relation to the review's objectives.
 8. **References**
 - Cite all sources used in the review following an appropriate academic format.
 9. **Appendices (if applicable)**
 - Include additional materials such as excluded study lists and paper search strategies.

Structure of a Research Vignette

1. **Title** – A concise and engaging title that reflects the vignette's focus.
2. **Context/Background**
 - Briefly introduce the broader topic or issue the research addresses.
 - Provide relevant background information to situate the vignette within its field.
3. **Problem Statement**
 - Define the specific problem or gap that the research aims to address.
4. **Research Objective**
 - Clearly state the goal or purpose of the research.
5. **Methodology**
 - Outline the approach or methods used to conduct the research.
6. **Key Findings**
 - Summarize the main results or insights from the research.
7. **Implications/Applications**
 - Discuss the relevance or potential impact of the research.
8. **Conclusion/Takeaway**
 - Conclude with a brief reflection or actionable insight.
9. **References (Optional)**
 - Cite key studies, data sources, or frameworks mentioned, if needed.

Tips for authoring a research vignette

- Keep it concise: Limit the vignette to a single page or a few paragraphs.
- Focus on clarity: Avoid jargon and explain concepts in simple terms.

- Highlight relevance: Emphasize why the research matters to a specific audience.
- Incorporate storytelling: Use engaging language and real-world examples to capture interest.
- Length: A research vignette should be no more than 10 double-spaced pages.

Group presentation requirements

1. **Focus Areas:**

- Research content: Highlight the core elements of your systematic literature review, including the problem statement, research objectives, methodology, and key findings.
- Progress updates: Showcase the distinct aspects of your progress since the last presentation, emphasizing achievements and milestones.
- Challenges: Discuss any challenges encountered during your research, how you addressed them, and lessons learned.
- Actionable insights: Share practical insights or next steps that demonstrate how your work aligns with the course objectives of systematic literature reviews and translational research.

2. **Format and Delivery:**

- Prepare a professional slide deck to support your presentation. Slides should be visually appealing, concise, and clearly organized.
- Deliver your presentation in a clear and confident manner, ensuring you stay within the allocated time.
- Be prepared to answer questions from the audience and integrate feedback into your future work.

3. **Evaluation Criteria:** Presentations will be graded based on the following:

- Content: Clarity, relevance, and alignment with vignette content and course objectives.

4 – STANDARDS OF BEHAVIOUR

TIM brand and values

The brand of the TIM program is an asset that is valuable. All TIM alumni and students work hard to protect and enhance both their own brand and the TIM brand.

The table below identifies our expectations (what we value) and what is not acceptable in our value system. Individuals registered in this course must act accordingly.

	What the instructor expects	What the instructor finds unacceptable
Course assignments	<ul style="list-style-type: none"> • Original work • High-quality work delivered on-time for public examination 	<ul style="list-style-type: none"> • Plagiarized work • Low-quality work delivered late with excuses
Focus	<ul style="list-style-type: none"> • Co-create innovation to make a difference in our university, disciplines, and communities 	<ul style="list-style-type: none"> • Knowledge that fills menial gaps and has little or no impact on communities, our region, country, or world
Source of information	<ul style="list-style-type: none"> • Reputable scholarly journals 	<ul style="list-style-type: none"> • Low quality journals, individual opinions, and stories
Mode in which students acquire knowledge and skills	<ul style="list-style-type: none"> • Independent and critical thinking • Application of new knowledge to gain insights on how to launch and grow technology companies 	<ul style="list-style-type: none"> • Memorization and regurgitation of information • Application of superficial opinions, stories, management fads, generalities
Challenge	<ul style="list-style-type: none"> • Trying new things, destroying boundaries, and being deep thinkers 	<ul style="list-style-type: none"> • Over-extending yourself by taking on so many things that you no longer have the capacity to do a respectable job at any of them.
Environment	<ul style="list-style-type: none"> • Relevant, substantive, fun, positive, 24x7 experiential learning 	<ul style="list-style-type: none"> • Only 3 hrs/week listening, worthless, trivial, theatre, boring, negative

Expectations of students

You are here for your growth, so we believe in and expect the highest standards from you.

The instructor expects you as a student to:

- Comply with the university's [academic integrity standards](#).
- Use generative AI ethically and responsibly, ensuring that it is used as a tool to enhance your capabilities rather than replace you as the one learning.
- Ensure assignments meet grading specifications before submitting.
- Deliver clear, influential, organized, and error-free professional-quality work.
- Complete individual work independently.
- Submit assignments on time and show up to class on time.
- Be prepared and actively participate in all classes.
- Avoid disturbances in class, including device alerts and side talking.
- Collaborate and interact respectfully with others.
- Engage with peers and instructors to produce new knowledge.
- Take initiative in tasks benefiting the venture project and your learning.
- Use the Carleton email for course-related correspondence.
- Respond to emails promptly and professionally.
- Deliver clear, concise, insightful presentations within the allotted time.
- Schedule assignments and study time in personal calendars.
- Send advance notification of scheduling conflicts, absence from class, assignment submission lateness, and clarifications needed to complete work on time.
- Navigate adversity and disagreements with a positive, respectful mindset.
- Deal with uncertainty productively.
- Work proactively and productively with peers to produce high-quality work on time
- Not freeload off others work and not tolerate freeloading from others

Pass to extend submission deadline – Students are expected to submit course deliverables following the instructions and specification provided, on time (i.e., before the deadline), and to high-professional standards. However, each student can expect to receive a one-day extension to a submission deadline once during the term. Students wishing to use this one-day extension are expected to email the instructor with their request for this accommodation.

Students are not required to purchase textbooks or other learning materials for this course.

Rules of conduct

Engagement

Your engagement with your peers and the course content is important for learning. Your success depends on the extent and intensity of your engagement. The classroom and your experience will be richer if your engagement levels are high.

You are expected to show up to class prepared, on time, and ready to actively engage in discussions.

Students will engage with the course individually and as part of groups. Each student is to interact with members of their groups actively and respectfully to complete assignments and assimilate the content covered in the course.

You are not permitted (i.e., not allow) or engage in freeloading for team projects or group work. You will respond to emails reliably and promptly, arrive at team meetings prepared, and work through adversity and disagreement while maintaining a positive and respectful mindset towards your peers and yourself. Work collaboratively and learn from each other.

Respect and integrity

You are to interact with your peers, the instructor, and the learning space with respect and integrity. Students come from different places, cultures, religions, legal systems, family dynamics, and experiences, and possess different perspectives, sexual orientations, beliefs, and norms. Abusive, intolerant or prejudice behaviour or sentiment will not be tolerated in our learning environment at any point in time. Ever. The TIM alumni form a unified community, and students will inevitably be alumni together; you are expected to behave accordingly.

Submission responsibility

You are to submit each deliverable, regardless of whether it is graded.

Academic Integrity

This is a graduate course at an academic institution of higher learning. You are to support your claims with well-researched facts, cite their sources using accepted citation practices, and produce work and correspondence that meets high standards of professionalism. Plagiarism is not acceptable in any form. Providing fake references as evidence of your work is unacceptable. You are expected to familiarize yourself with the university's standards on plagiarism as you will be held accountable to it (see plagiarism).

ChatGPT and other generative AI technology

You are encouraged to use generative artificial intelligence (GenAI) applications such as ChatGPT (<https://chat.openai.com/chat>) within this course. ChatGPT will be actively taught and used throughout the course.

However, you must do your work rather than ask the machine to do it all for you. You are responsible for your work and education; you are expected to use the technology responsibly.

To be considered “responsible” when using these technologies, you are expected to 1) submit record of your conversation with the GenAI application, 2) check, verify, and provide proper citations to the claims and ideas used, and 3) apply critical thinking skills to increase the value created by the machine. Assignment submissions that appear unedited, unthinking, copy-paste text from the machine will be flagged and penalized.

Example uses of ChatGPT:

- Improve the quality of the venture presentation slide deck and presentation
- Translate text
- Generate text
- Summarize text
- Explore concepts and brainstorm options
- Propose research method steps
- Engage in question answering and role playing
- Improve the explanation of data acquisition and data analysis
- Eliminate all errors in grammar spelling, capitalization, and punctuation
- Ensure that citations and references are complete and correct

Plagiarism

Plagiarism, including copying and handing in for credit someone else's work, is a serious instructional offence that will not be tolerated. Please refer to the [website on Academic Integrity from the Carleton Registrar's Office](#) for additional information. Plagiarism is against the TIM culture. A case of plagiarism will be referred to the Dean of the Faculty of Graduate and Postdoctoral Affairs (FGPA). The instructor will not deal with the matter directly. Carleton University has a clear process to deal with allegations of plagiarism.

The [University Academic Integrity Policy](#) defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- Using another's data or research findings without appropriate acknowledgement
- Submitting work developed in whole or in part by someone else, with or without modifications, as one's own; and
- Failing to acknowledge sources using proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

5 – Support and resources

Information on accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Informal accommodation due to short-term incapacitation

If you require short-term informal accommodations due to the need to travel to Canada, sickness, or emergency. Provide your request in writing to the instructor in advance. If accommodations are due to an emergency, contact the instructor as soon as possible to alert him of the situation. Undue delay to inform the instructor may result in denial of request for accommodations. In the case of sickness, provide the instructor with your completed Self-Declaration for Academic Considerations form (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>).

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or <mailto:pmc@carleton.ca> for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Mental health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please

speak to someone. There are numerous resources available both on- and off-campus to support you.

Carleton provides a list of support services available here: <https://carleton.ca/wellness/>

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Final note:

This learning experience is for YOU and the career you envision for yourself. Remember this!

You are not here to make the professor happy; you are here to maximize your personal development so that you give your future self more options for happiness and success.

The course explores the new and how to harness it. This will push you as you go from unconsciously incompetent, to consciously incompetent, to consciously capable. Embrace the new, push through the uncertainty, and trust the process.

This is your opportunity to achieve another level as a person. Use it.

I am delighted to have the opportunity to learn with you in this course.

Have a great term!

- Professor Eduardo Bailetti