Western University, Faculty of Health Sciences, School of Health Studies

Gerontology in Practice - Health Sciences 4711A, 2016-17
Community Service Learning Course

“Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.”


Course Instructor
Aleksandra Zecevic, Ph.D.,
Health Sciences Building, Room 336, 519-661-2111 x80455, azecevi2@uwo.ca
Office Hours: By appointment. Professor will be available every week during in-class teamwork on projects.

Teaching Assistant
Melissa Nash (mmandevi@uwo.ca)
To schedule office hours please email the TA directly. In all communication with professor or TAs please indicate “HS4711” in subject line.

Course Description
Gerontology in Practice is a community service-learning (SL) course in which small teams of Health Sciences students will work alongside community partners on projects targeting health and aging. By researching authentic real-life problems that have been identified by the community partners, students will be required to find the theoretical factors behind the issue at hand, discern and critically evaluate available solutions and come up with a proposal to advocate for change. Through reflection, class discussion, a group presentation, creating a video, and the preparation of an implementation document, students will learn through civic engagement and provide community partners with innovative options to improve the lives of elderly in the community.

Course Objectives
Upon completion of this course students will be able to:

1. Define and describe the theoretical and practical nature of issues that affect older adults on a communal level (as opposed to population or individual level).
2. Engage in community service learning with community partners to learn how complex determinants of the aging process influence needs of the elderly, healthcare providers and healthcare system.
3. Recognize current issues in aging, engage in research, critical reflection, and through civic engagement advocate for change in seniors’ families, communities and among care providers.
4. Work in teams, develop an implementation program, prepare public presentations, and effectively reflect on lessons learned both in the classroom and in the community.
5. Identify, describe, critically appraise and consider career opportunities in the field of gerontology.
Course format
Lecture: Monday 2:30-5:30 pm, 3 hour lecture: 2 hours academic component and 1 hour teamwork with community partner, 0.5 credit
Location: Room UCC 66 – WALS classroom
Service learning: Students will spend substantial amount of time working with their community partner. The time and location of service-learning activities will differ from team to team.

Each student will sign a Consent Form to approve future use of materials generated in this course (i.e., video, reflections, presentation and implementation report) by community partner or the course instructor.

Course Evaluation
In this community service-learning course there will be a number of opportunities for evaluation of your learning, engagement in your teams and quality of your contribution to the project. Fifty percent (50%) of the grade is based on individual performance and 50% on team performance. A group exercise will be conducted in week 3 where students will collectively decide by consensus on setting weights for each grade component. The only non-negotiable element is 25% of team grade dedicated to the final Implementation Report. Minimum grade weight is 5% and maximum 15% per component. The final decision is irreversible.

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<tr>
<th>Grade type</th>
<th>Grade component</th>
<th>Evaluator</th>
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<tr>
<td>Individual performance 50%</td>
<td>In-class participation (attendance, discussion)</td>
<td>Professor/TA</td>
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<td>15% Team participation – preparation, communication, contribution, respect, flexibility</td>
<td>Peer evaluation (coefficient)</td>
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<td>7.5% Quizzes - based on assigned readings</td>
<td>Professor/TA</td>
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<td>7.5% Reflections – quality &amp; formatting</td>
<td>Professor/TA</td>
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<td>12.5% Community engagement</td>
<td>Community partner</td>
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<td>Team performance 50%</td>
<td>In-class team presentation</td>
<td>(70% prof/TA, 30% class)</td>
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<td></td>
<td>10% Video</td>
<td>(70% prof/TA, 30% class)</td>
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<td>5% Implementation report / group grade</td>
<td>Community partner</td>
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<td>25% Implementation report (&amp; progress report)</td>
<td>Professor</td>
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Note: For team performance grades the same mark is assigned to all students in the group. Team participation peer evaluation is used as a coefficient to multiply an average grade for each team activity.

Course website
Log into your OWL account using Mozilla Firefox browser (http://www.mozilla.org/en-US/firefox/new/) as Explorer might not display some graphics in custom-made modules. Course information, readings, project proposals, grading forms, assignment links and ample other helpful resources for teamwork, reflection, video creation or use of library resources are uploaded on OWL. Special project sub-sites are created for each team to schedule meetings, communicate with each other and partners, post resources, or exchange drafts. Teams are strongly encouraged to use sub-sites instead of other social media platforms such as Facebook. Activity on the sub-sites will be monitored and awarded as class participation.

Prerequisite Checking
The current list of prerequisites and/or antirequisites is available in the Western Academic Calendar at www.westerncalendar.uwo.ca. Registration in 4th year of a School of Health Studies or permission of the School of Health Studies. Unless you have the requisites for this course or written special permission to enroll, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You
### Class Schedule and Content

<table>
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<tr>
<th>Week</th>
<th>Lecture</th>
<th>SL Activities</th>
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| 1    | **COURSE INTRODUCTION, WALS, CSL & LEARNING HOW TO REFLECT**  
- Welcome, introductions  
- Guest speaker: Stephanie Oliver – WALS (2:40-3:00 pm)  
- “Expert opinion”– advice from previous students (3-3:15 pm)  
- Syllabus overview and expectations, review of projects, OWL, sub-sites, readings, resources, consent forms & contracts, course dynamics  
- Preparation for Speed Dating (identify your 1st, 2nd, ... 7th choice)  
- Guest speaker: Lisa Boyko (4:30-5:10 pm): Introduction to Community Service Learning & Review of Reflection Module  
Preparation:  
→ Review resources at Western Community Engaged Learning (CEL) website: [http://www.success.uwo.ca/experience/community_engaged_learning/index.html](http://www.success.uwo.ca/experience/community_engaged_learning/index.html)  
→ Review a Reflection module on OWL | None |
| 2    | **“SPEED DATING” WITH COMMUNITY PARTNERS**  
- Welcome (10 min) & project introductions by partners (5 min each)  
- Q & A “date” with each community partner (10 min each pod)  
- Strategize, select the project, form teams  
- Conduct first team meeting with the partner, arrange a social | Informal social gathering organized by team members (Mandatory!)  
Teams meet with the “gatekeeper” at the community partner site for orientation |
| 3    | **WORKING IN TEAMS & LIBRARY RESOURCES**  
- Guest Speaker: Roxanne Isard, SHS librarian (2:30-3:00 pm)  
- Guest speaker: Brian Brennan (3:00-4:30 pm)  
  - Learning how to work in teams: Group forming exercises, group norms and roles, communication, cohesion and Active Listening  
  - In class Mini Quiz 0: Reflection & Teamwork (4:40-4:50)  
  - Grade weights setting exercise (4:50 – 5:15 pm)  
Preparation:  
→ Complete Reflection and Teamwork modules BEFORE the class  
→ Working together: [https://www.youtube.com/watch?v=Vyn_xLtZaY&feature=youtu.be](https://www.youtube.com/watch?v=Vyn_xLtZaY&feature=youtu.be) | Teams work with the “gatekeeper” on the project  
In-class Mini Quiz 0  
NO in-class time with community partners! |
| 4    | **TOPICS 1 & 2 NOTE: THIS DRAFT SHOWS TOPICS FROM LAST YEAR, ALL TOPICS AND READINGS WILL BE REVISED WHEN COMMUNITY PARTNERS FOR THIS YEAR ARE CONFIRMED**  
1: AGE FRIENDLY CITIES: DECREASING AGEISM & CHANGING STEREOTYPES  
- Team 1 presentation & activities  
- Class discussion, lessons learned | Teamwork on the project  
Reflection 1 |
### Mandatory readings:

**Recommended reading:**

### 2: HEALTH LITERACY AND LIFELONG LEARNING FOR OLDER ADULTS

- Team 2 presentation & activities
- Class discussion, lessons learned

**Mandatory readings:**

### 5 Oct 10

**THANKSGIVING - no class**

### 6 Oct 17

**TOPICS 3 & 4**

### 3: SOCIAL ISOLATION

- Team 3 presentation & activities
- Class discussion, lessons learned

**Mandatory readings:**

**Recommended reading:**

### 4: AGING WITH DISABILITY

- Team 4 presentation & activities
- Class discussion, lessons learned

**Mandatory readings:**
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<tr>
<th>Date</th>
<th>Topic Description</th>
<th>Details</th>
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<tr>
<td>Oct 24</td>
<td>MIDTERM PROGRESS REPORTS &amp; MINI PRESENTATIONS</td>
<td>- Interim course feedback</td>
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<td>- 7 min progress report &amp; 3 min Q&amp;A by each team (goals, accomplishments,</td>
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<td>commitments, next steps, timeline)</td>
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<td>- Discussion on facilitators and barriers</td>
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<td>Guest speaker: Julie Whitehead (4-4:30 pm): “HowTos” for creating &amp;</td>
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<td>editing a video.</td>
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<td>Oct 31</td>
<td>TOPIC 5: RELOCATION INTO LONG TERM CARE HOME</td>
<td>- Team 5 presentation &amp; activities</td>
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<td>- Class discussion, lessons learned</td>
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<td>Mandatory readings:</td>
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<td>long-term care: Multiple layers shape residents’ experiences.</td>
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<td><em>Journal of Gerontological Social Work</em>, 57(5), 438-459. DOI:</td>
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<td>10.1080/01634372.2013.875971</td>
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<td>impact residents’ transition and psychological adjustment to</td>
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<td>long-term care: A systematic literature review.</td>
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<td>Nov 7</td>
<td>TOPIC 6: ACCESS TO DEMENTIA-SPECIFIC ADULT DAY PROGRAMS</td>
<td>- Team 6 presentation &amp; activities</td>
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<td>- Class discussion, lessons learned</td>
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<td>Mandatory readings:</td>
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<td>Evidence of what works to support and sustain care at home for</td>
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<td>people with dementia: A literature review with a systematic</td>
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<td>effectiveness of adult day services for older adults: A review of the</td>
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<td>Nov 14</td>
<td>TOPIC 7: iPOD PROJECT FOR DEMENTIA</td>
<td>- Team 7 presentation &amp; activities</td>
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<td>- Class discussion, lessons learned</td>
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<td>Mandatory readings:</td>
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<td>Retrieved Aug 26, 2013, from [<a href="http://www.alz.co.uk/research/files/">http://www.alz.co.uk/research/files/</a></td>
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<td>WorldAlzheimerReport2010ExecutiveSummary.pdf](<a href="http://www.alz.co.uk/">http://www.alz.co.uk/</a></td>
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<td>research/files/WorldAlzheimerReport2010ExecutiveSummary.pdf)</td>
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<td>→ Raglio, A., Bellelli, G., Mazzola, P., Bellandi, D., Giovagnoli, A.R.,</td>
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<td>Farina, E., Stramba-Badiale, M., Gentile, S., Gianelli, M.V., Ubezio,</td>
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<td>M.C., Zanetti, O., &amp; Trabucchi, M. (2012). Music, music therapy and</td>
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<td>dementia: A review of the literature and the recommendation of the</td>
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<td>Nov 21</td>
<td>PRESENTATIONS: Teams 1, 2 &amp; 3</td>
<td>- Presentation and video must be uploaded on your team sub-site on OWL</td>
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<td>latest 24 hours before in-class presentation. Invite your community</td>
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<td>partner!</td>
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<td>- Debriefing and class discussion: points for improvement</td>
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Teamwork on the project

Midterm progress report (approved by all team members) is due in class, Oct 26 at 2:30 pm

In-class meeting with community partner (4:30-5:20 pm)

Teamwork on the project

Reflection 3 due Oct 31 at 2:30 pm

In-class Mini Quiz 5 (2:35 - 2:40 pm)

In-class meeting with community partner (4:30-5:20 pm)

Teamwork on the project

In-class Mini Quiz 6 (2:35 - 2:40 pm)

In-class meeting with community partner (4:30-5:20 pm)

Teamwork on the project

Reflection 4 due Nov 14 at 2:30 pm

In-class Mini Quiz 7 open on OWL (2:35 - 2:40 pm)

In-class meeting with community partner (4:30-5:20 pm)

Teamwork on the project

In-class meeting with community partner (4:30-5:20 pm)
PRESENTATIONS: Teams 4, 5, 6 & 7
- Presentation and video must be uploaded on your team sub-site on OWL latest 24 hours before in-class presentation. Invite your community partner!
- Debriefing and class discussion: points for improvement

COURSE OVERVIEW & CELEBRATION
- Review of course objectives and student feedback for future courses
- Submit Implementation Reports for grading and to community partners
- Celebrate successful completion of the course
- Course evaluation
- What is next? Guest speaker: A graduate student’s words of wisdom

Community Engagement
When working with your community partner it is important to exercise respect in every interaction, arrive on time, initiate scheduled activities, demonstrate commitment to your team and the project, respect deadlines, cooperate constructively, demonstrate loyalty and reliability, but also be willing to take direction. Your interaction with others, such as clients, patients, residents or staff at the partner organization site should be positive, engaging, and helpful. It is essential that your overall attitude towards activities and people is constructive. The community partner will provide each student individually and your team with a grade based on three criteria: 1. Good working habits, 2. Acceptance and positive response to constructive criticism, and 3. Focus on learning and serving. Remember, you might be asking your community partner for a reference letter for job applications!

Required Readings and Team teaching
To be able to participate in class discussion you have to complete required readings BEFORE lectures. Readings are aligned with project topics proposed by community partners. Each topic has two mandatory readings and two topics also have recommended readings, as indicated in the Class Schedule & Content table. Quizzes are based on required readings only.
Learning is a shared responsibility of students and faculty. Each team will present the content from required readings and lead the class discussion on their topic. Presentations will be 15 min in length and include at least 2 team/class activities. They will be followed by class discussion. Every attempt will be made to make lectures interesting, engaging and thought-provoking using active learning and learner–centered strategies.

Class Participation
Active student involvement is essential. You are expected to attend ALL classes; come to class on time (don’t be late as you may miss a quiz!); be prepared to participate in discussion; contribute original ideas; listen attentively; debate respectfully and persuasively; suggest strategies; act on strategies; work through differences to complete tasks; evaluate ideas and arguments of others and integrate them into your evaluations; work collaboratively; and contribute to the learning of your classmates. Disruptive behaviour, such as ringing cell phones; text messaging; Facebook; Twitter; consumption of food or drink; littering; listening to music; or e-mailing are not acceptable during the class. Class participation tips are available on OWL.

In-class Mini Quizzes
In active learning, it is imperative to prepare for each class to be able to meaningfully contribute. Hence, seven mini quizzes will be conducted during class time. Mini quizzes are based on required readings assigned for the particular class. Each mini quiz topic will have 5-10 questions randomly selected from a larger question pool. Question types can include: multiple choice, true-false, and fill-in the blank. The order of appearance of each question is randomized, as is the order of multiple choice options. Each mini quiz will be open on OWL for 5-10
minutes at the beginning of the class. All seven quizzes will be graded automatically. Mini quiz 0 will give you an idea what quizzes look like and will not be graded. In weeks 4 and 6 TWO topics will be covered in a quiz.

**Critical Reflection**

Make sure you familiarize yourself with all aspects of the Reflection module available on OWL, especially 4 “C”s of Critical Reflection: Continuous, Connected, Challenging, and Contextualized. It is strongly recommended that you keep a journal of your experiences working on the project and extract from it the most memorable and influential moments for your reflection assignments. There will be 5 bi-weekly reflection assignments and all 5 will be graded. In the last assignment you will reflect on the overall experience in this course. Reflective narratives should be written in Word. To check authenticity, you will upload the file as an attachment to the Turnitin link on OWL before submission deadlines indicated in the course content table. For grading, you will submit a hard copy of the reflective assignment to the TA. Please note the narratives have to concur with the following criteria: student name, student number, title, line spacing 1.5, Arial 11 font, margins 1” for all sides, max 450 words or ONE page only. The TA is instructed not to read more than one page. Anything you write beyond this limit will not be graded! Examples of good and bad reflections are available on OWL.

**Team Work**

In the third week of classes you will be instructed on how to work in teams. Our guest speaker is an expert in this field. A Team Work Module with numerous tools to help you learn effective teambuilding strategies is available on OWL. It is imperative that every student contributes the utmost of her/his talent to the final products: in-class presentations, video and implementation report. **Roommates, best friends, or partners cannot be on the same team.** Remember, this is not a competition! Every student has a responsibility for the success of his or her own team, and the success of every other student in the course.

**Midterm progress report and mini presentation**

The interim report is a chance to reflect on what your team has achieved halfway through the course and provide feedback to the professor, TA, and classmates. Each team will prepare a 7 min presentation outlining their goals, accomplishments, commitments, next steps, and timeline. You can also report on facilitators and barriers of your progress, and respond to questions (3 min). One member of your team will upload a ONE page progress report, approved by all team members, on OWL before the class and submit a hard copy to the professor in class. Use the same formatting as described for the Final Report. The progress report will be graded by the professor as a part of the final implementation report.

**In-class Team Presentation**

At the end of the course every team will have an opportunity to showcase their achievements through an in-class presentation that will include a 3-minute video. The presentation should provide the answer to the question or a solution to the problem, and must be supported by the evidence from research and practice. The presentation will help you greatly in preparation of the final Implementation Report.

In the presentation, you will identify the issue, introduce the topic, give a brief background of the key findings from the literature, present current policies, best practices, programs, services, challenges, limitations, disparities, etc. Using your original critical thinking, in concert with evidence, you will provide a number of realistic, workable, and practical recommendations on how to improve the issue. In addition, you will identify policy makers, organizations, associations, or corporations that could contribute to the betterment of the problem. You can exercise leadership by inviting not only your community partner to your presentation but also influential leaders such as politicians, journalists, hospital administrators, Public Health representatives, deans, other faculty members or policy makers.

Do not forget that every good presentation has an introduction, body, and conclusions/recommendations. Presentation style is up to the team. Presentations will be delivered during class time according to the class
schedule. They will be max 20 minutes long with an additional 10 minutes for questions/discussion and 5 minutes for peer evaluation. Use of audio-visual equipment is encouraged. It is highly recommended that each team practices their presentation in the WALS so you can practice timing, positioning in the room, and use of AV equipment. You can book WALS time at this website: http://uwo.ca/wals/booking_calendar.html Look for “sandbox times” and book early! The presentation and video must be uploaded on your team’s OWL sub-site 24 hours before the class when team is presenting.

Your team presentation will be evaluated by all other students in the class (30%), and an average of the TA and the professor’s grade (70%). The final presentation mark will be given to all members of the team. The criteria for presentation evaluation are outlined on the Presentation Evaluation Sheet – posted on the OWL (Course Information -> Evaluations). It is your responsibility to attend presentations of ALL teams, grade each and submit your grading sheet to the TA. Students who do not submit their presentation evaluations at the end of the last presentation in the term will lose 50% of their Presentation and Video marks.

**Video**
The video should be a maximum of three minutes long. It helps to identify the ‘end user’ or ‘target customer’ before writing a script or planning the video. The video should be of sufficient quality to allow the community partner to use it in their future activities. All students must be involved in the creation of the video. Information about how to create a successful video is available under the Video How Tos. Make sure that you start your video with a title slide (project title, year, community partner) and end the video with slides that will include credentials such as: names of all individuals who participated in creation of the video; information about the university, course number, professor’s name, background music credentials, etc. Examples of videos created previously by students in this course are available under Course Information tab. Use your sub-site on OWL to post the video file or link to YouTube BEFORE your team presentation.

**Implementation Report**
The purpose of the Implementation Report is to summarize project findings and recommend practical solutions to the problem identified by community partner. The report should be written in a form that can be further utilized by the community partner organization. So, discuss with your partner what would work best for them. All students in the team must have an opportunity to provide feedback and must approve the report before submission. Please proofread multiple times!

**Content and organization:** 1. Introduction - describe community partner organization, background of the problem and state the project’s question. Include a literature review of what is already known about this topic, and reflect on national and international best practices. Literature review should include minimum 15 research articles, policies or reports. Mandatory and recommended readings should be included; their reference lists provide a good starting point for further exploration of literature. Websites should be used seldom, always rely on the original sources of information. Learn and apply APA rules for citations of sources in text (e.g., first mention vs. consecutive mentions, number of author names). 2. Methods - identify and describe data collection protocol, participants, setting, tools (e.g., surveys, tests, interviews, focus groups, observations; don’t forget to reference standardized assessment tools), and how data was analyzed. 3. Results and discussion - describe the findings of the investigated problem; propose informed recommendations (which must be supported by evidence) for changes that would bring improvements; explain how this could be achieved, and provide a timeline of implementation activities. Relate your results to theoretical aspects addressed in the course. Report on feasibility and costs of implementation. Connect your findings to life satisfaction, well-being, or the successful aging of older adults. Outline limitations of your approach. 4. Conclusions - Summarize findings. In the last paragraph, reflect on your experience and provide a team statement to answer the question: *What did we learn by conducting this project?* 5. References. Learn rules of APA formatting and apply them. 6. Appendices. Findings should be supported by visual aids such as photos, figures, and tables.

**Format:** Maximum 8 pages (excluding the title page, references and appendices), 1.5 spacing, Arial 11 font size, minimum 1” margins around the page, single sided, APA formatting and referencing style. All support materials,
including data collection tools (e.g., surveys, checklists, interview protocols, consent forms) created during the project should be included in Appendices.

Helpful hints: Report should be written in past tense and third person. Tables, figures and appendices should have captions and should be formatted according to APA rules. Don’t forget to provide clear definitions of major concepts. Define acronyms first time you mention them in text and keep using only acronyms thereafter. All articles cited in text must be in a reference list, and all articles in the reference list must be cited in text.

Due date: December 5, 2015 at 2:30 pm.

Submission: An electronic copy of the report must be uploaded to Turnitin using the link from OWL webpage BEFORE due date deadline. In addition, each team will submit one hard copy of the report to the professor in the last class, and one hard copy to their community partner.

Evaluation criteria include: originality, relevance, justification, correctness, appropriate use of terminology, integration of concepts related to the topic, quality of written expression, clarity, critical thinking, appropriate use of APA format and style, and adherence to instructions.

If you have difficulties with any aspect of the course, please contact Dr. Zecevic immediately. Do not hesitate to provide constructive feedback, comments and suggestions to the professor and Teaching Assistant as we go along.

With hopes that this will be a valuable, inspirational, and joyful course that will challenge and uplift you, I wish you an empowering semester of learning and community serving.

Dr. Aleksandra Zecevic

Other Important Information

- **Plagiarism** – Plagiarism is a major academic offence (see: Academic Policies). DO NOT CHEAT OR PLAGIARIZE! It is not worth it!
- **Late assignments** – late submissions will NOT be accepted. A grade of zero will be assigned to any assignment submitted after the deadline. There will be no make-up assignments. It is your responsibility to attend all lectures and work with your teams and community partners. Extenuating circumstances may be considered on a case-by-case basis. Please take up such issues with the professor.
- **Grading and Appeals** – All grades are sent to the School Director for approval. Faculty cannot release final grades until they have been reviewed by the Director.
- **Re-grading policy** – Disputes regarding grades should be taken up with the professor. If an assignment or final report is to be re-graded the professor reserves the right to re-grade the entire body of work which might result in points lost.
- **Privacy** – SHS policy does not permit student grades to be e-mailed or discussed over the phone.

**Academic Policies**

**Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The Western University, provide examples of behaviour that constitutes a breach of this standard
of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit [http://www.uwo.ca/univsec/pdf/board/code.pdf](http://www.uwo.ca/univsec/pdf/board/code.pdf).

**English Proficiency for the Assignment of Grades:**
[http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf)

**Accommodation for Medical Illness or Non-Medical Absences:**
[http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: [http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf)

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counseling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counseling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counseling Office of the student’s Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

**Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).

2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. **Support Services**

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- [http://www.sdc.uwo.ca/ssd/](http://www.sdc.uwo.ca/ssd/)

