Western HealthSciences

School of Health Studies

Western HealthSciences

Health Sciences 2800: Health Sciences Research Methods

Fall & Winter | 2026-2027



Campus Supports

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to Wellness & Wellbeing
- Studying with disabilities, go to Accessible Education
- Writing skills, go to the Writing Support Centre
- Learning skills and strategies, go to Learning Development & Success
- Contacting the ombudsperson, go to the Office of the Ombudsperson

Your course coordinator can also **guide you** to available campus resources and/or services.

Technical Requirements

Stable internet connection Laptop computer

Land Acknowledgement

We acknowledge that Western University is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples whom we recognize as contemporary stewards of the land and vital contributors of our society.

Accessibility Acknowledgement

Incorporating equity into the student experience in meaningful ways is important to the School of Health studies. To that end, we honour all manner of differences inherent within the student population and incorporate accessible options for inclusion to the best of our abilities in each course offering.

Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
September 9	October 10-18	December 9	December 10	December 11–22

September 30, 2026, is National Day for Truth and Reconciliation and is a non-instructional day

November 30, 2026: Last day to withdraw from a first-term half course without academic penalty

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
January 4	February 13-21	April 9	April 10-11	April 12-30

March 30, 2027: Last day to withdraw from a half course without academic penalty

Contact Information

Instructor names: Drs Afshin Vafaei, Anita Kothari, Lesley Gittings and Treena Orchard

E-mail address: avafaei2@uwo.ca , akothari@uwo.ca , lgitting@uwo.ca , torchar2@uwo.ca

Office hours*:* By appointment

Teaching Assistant(s)	E-mail address	Office Hours
Name	To be decided (TBD)	To be decided (TBD)

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL Brightspace. Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements. If you need assistance, visit OWL Brightspace Help or contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Calendar Course Description (including prerequisites/anti-requisites):

Course Description

This course provides an introduction to research in the Health Sciences. Students will learn about the whole research process, from formulating research questions, study design, methodologies and methods, data collection, analysis, and knowledge translation. Attention will be provided to basic qualitative and quantitative methods, and their application to healthcare settings.

Antirequisite(s): Family Studies and Human Development 2300F/G, Foods and Nutrition 2032A/B, Health Sciences 2801A/B, Kinesiology 2032A/B, Psychology 2801F/G, Psychology 2802F/G, Psychology 2830A/B, Psychology 2840F/G, Sociology 2206A/B, the former Psychology 2800E, the former Psychology 2820E.

Prerequisite(s): Health Sciences 1001A/B and Health Sciences 1002A/B.

Course Weight: 1.00

Breadth: CATEGORY A

Extra Information: 3 contact hours.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.
NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Delivery Mode: In-person

Component	Day(s)	Time	Location
Lecture	TBA	TBA	TBA
Tutorial 1	TBA	TBA	TBA

My Course Description

This course provides an introduction to research in the Health Sciences which is critical for student success in upper year courses and for future career paths. Students will learn about the whole research process, from formulating research questions, study design, methodologies and methods, data collection, analysis, and knowledge translation. Attention will be provided to basic qualitative and quantitative methods, and their application to healthcare settings.

Learning Outcomes

Upon successful completion of this course, you will be able to:

1) Identify and describe the core characteristics and principles of health research;
2) Explain key concepts related to ontology, epistemology and research traditions;
3) Describe, plan and apply diverse methods of collecting data;
4) Describe and apply various methods of data analysis;
5) Describe and apply knowledge mobilisation strategies for impact; and
6) Identify core issues in epistemic justice.

1 Tutorial Sessions are described below and students can check Brightspace for their tutorial day/time/instructor.

Course Content and Schedule

Week	Date(s)	Topic	Reading/Assessment	Tutorial	Things due
1	September 9	Introductions; Course Outline Review & Expectations; The Health Research Process LG, TO, AK, AV	Jacobsen 2021: C.1 and https://blogs.lse.ac.uk/studentsatlse/2022/05/01/three-tips-to-tackle-readers-block/	No	
2	September 16	Planning a Research Project (1) AK	Jacobsen 2021: C.2, 3	No	
3	September 23	Planning a Research Project (2) AK	Jacobsen 2021: C. 4 and https://teaching.uwo.ca/genai/posts/2025/article_eight.html	Yes	
	No instruction on September 30	Truth and Reconciliation Day	Tutorials will be conducted this week.	Yes	
4	October 7	Quantitative Data collection, Sampling, Questionnaire Design, Coding AV	Jacobsen 2021: C.19, 20, 21	No	
	October 10-18		Fall Reading week		
5	October 21	Measurement, Reliability, Validity, Random Sampling Error AV	On OWL Brightspace	Yes	
6	October 28	Bias, the role of the 3rd factor: Confounding, Interaction (Effect Modification) AV	On OWL Brightspace	Yes	
7	November 4	**MID-TERM TEST (20%)** (scheduled during class time)		No	

Week	Date(s)	Topic	Reading/Assessment	Tutorial	Things due
8	November 11	Research Study Designs (1): Overview, Case Series, Ecological and Cross-sectional Studies AV	Jacobsen 2021: C.7, 8, 9	Yes	
9	November 18	Research Study Designs (2): Case-Control and Cohort Studies AV	Jacobsen 2021: C.10, 11	Yes	
10	November 25	Research Study Designs (3): Experimental Studies AV	Jacobsen 2021: C.12	Yes	
11	December 2	Descriptive statistics; Introduction to Comparative Statistics AV Open office hours: Review, Q & A (AV)	Jacobsen 2021: C.29, 30	Yes	
14	TBD	**FINAL END OF TERM TEST/EXAM (25%) (Date TBD)**			
	December 11-22	***Exam Period***		December 11-22	
	December 23, 2026-January 3, 2027	***Winter Break***		December 23, 2026-January 3, 2027	

Week	Date(s)	Topic	Reading/Assessment	Tutorial	Things due
15	January 6	Introduction to qualitative research; Role of qualitative research in health; Qualitative research aims & questions LG	-Pope, C., & Mays, N. (1995). Reaching The Parts Other Methods Cannot Reach: An Introduction To Qualitative Methods In Health And Health Services Research. *BMJ: British Medical Journal*, *311*(6996), 42–45. http://www.jstor.org/stable/29727970 -Green, J., and Thorogood, N., (2018). Qualitative Methods for Health Research (4th ed., Chapter 1, pp. 3-27) -Greenhalgh, T., Annandale. E., Ashcroft, R., Barlow, J., Black, N., Bleakley, Aa et al. An open letter to *The BMJ* editors on qualitative research. *BMJ* 2016; 352 :i563 doi:10.1136/bmj.i563	No	
16	January 13	Epistemology in qualitative research; Qualitative research designs LG	-Jacobsen, K. (2021). Introduction to Health Research Methods: A Practical guide (3rd ed.), Chapter 13: Qualitative Studies, pp. 101-106. (*See assigned course textbook.) -Ayton, D., Tsindos, T. and Berkovic, D. (2023). Qualitative Research – _A practical guide for health and social care researchers and practitioners. Melbourne, Australia. Monash University Library. (Chapters 5-10, pp. 46-77). (*Link here) -Recommended (optional): Bowleg, L. (2017). Towards a Critical Health Equity Research Stance: Why Epistemology and Methodology Matter More Than Qualitative Methods. *Health Education & Behavior*,	Yes	

Week	Date(s)	Topic	Reading/Assessment	Tutorial	Things due
17	January 20	Qualitative sampling & recruitment; Qualitative research methods: interviews, focus groups, observation LG	-Green, J., and Thorogood, N., (2018). Qualitative Methods for Health Research (4th ed., Chapter 3, pp. 75-81). Sage Publications. -Ayton, D., Tsindos, T. and Berkovic, D. (2023). Qualitative Research – _A practical guide for health and social care researchers and practitioners. Melbourne, Australia.	No	
18	January 27	Knowledge Justice LG	-Campbell, H., McKeown, A., Holmes, K., Sansom, L., Dilkes, D. and Glasgow-Osment, B. (eds). Knowledge Justice in Helping Professions. Chapter 2. *(Online – _Link here) -Redvers N, Lokugamage AU, Barreto JPL, Bajracharya MB, Harris M. (2024) Epistemicide, health systems, and planetary health: Re-centering Indigenous knowledge systems. *PLOS Glob Public Health*, 4(8):e0003634. doi: 10.1371/journal.pgph.0003634 . -Optional: Learning bundle videos (to be posted)	No	
19	February 3	Indigenous Research Methods LG	-Lavallee, L. (2009). Practical application of an Indigenous research framework and two qualitative Indigenous research methods: Sharing circles and Anishnaabe symbol-based reflection. International Journal of Qualitative Methods, 8(1), 21–40. https://doi.org/10.1177/160940690900800103 -Learning bundle videos (to be posted)	Yes	

Week	Date(s)	Topic	Reading/Assessment	Tutorial	Things due
20	February 10	MID-TERM TEST (20%) (scheduled during class time)		No	
	February 13-21	***Spring Reading Week***			
21	February 24	Research ethics, power, positionality and reflexivity TO	Moriña, 2021 and Ide & Beddoe, 2024	No	
22	March 3	Collaborative and community-based methods TO	Ambtman-Smith et al., 2023 and Watharow, & Wayland, 2022	No	
23	March 10	Research Writing TO	Zebracki et al., 2024 and Rushforth et al., 2021	Yes	
24	March 17	Arts-based research TO	Laliberte Rudman et al., 2023 and Naji et al., 2025	Yes	
25	March 24	Knowledge to Action cycle: knowledge synthesis of primary studies AK	Jacobsen 2021: C.15 and Straus SE, Tetroe J, Graham I. Defining knowledge translation. CMAJ. 2009 Aug 4;181(3-4):165-8. doi: 10.1503/cmaj.081229. Epub 2009 Jul 20. PMID: 19620273; PMCID: PMC2717660.	Yes	
26	March 31	KTA cycle – knowledge mobilization AK	Canadian Institutes of Health Research. *Mobilizing Knowledge for Health, Societal and Economic Impacts: A Canadian Knowledge Mobilization Strategy and Action Plan*. Ottawa, ON: Canadian Institutes of Health Research; 2026	No	
27	April 7	Q & A, Review	TBA	No	
	April 10-11	***Study Days***			
	April 12-April 23, 2027	***Exam Period – FINAL EXAM 25% TBD***			

Class Format

This class is divided into sections that reflect methodologies that fall within quantitative, qualitative, and applied contexts as well as insights regarding pre-research preparation, restorative justice, Indigenous perspectives, arts-based approaches and knowledge mobilization. Each professor will lead a portion of the course that pertains to their area of specific expertise, with some overlap to be expected. Each lecture is 2 hours long, and there are 13 tutorials spread over the course of the year.

Teaching Assistants As Points of Contact

Each student is assigned a TA who is their point of first contact throughout the course. It is the assigned TA who students email if they have a question that is NOT outlined in the syllabus. Given our class size and limited availability regarding email alongside our other teaching duties, please be selective and specific about your email inquiries. If the situation in question is a complex or sensitive case, then the instructor in charge of the set of lectures can be looped into the communications.

Communicating with us

We work hard and protect our respective 'me' time and would like our communications to occur from Monday- Friday (i.e., 8 am- 5pm). This is not to restrict your access to the instructors or TAs; we're just letting you know what our preferred boundaries are. These timings also extend to our TA.

BRIGHTSPACE

RESOURCES- ALL ARTICLES POSTED FOR YOU

LECTURE SLIDES- ALL SLIDES POSTED EITHER BEFORE OR AFTER THE LECTURE.

ANNOUNCEMENTS- WE MAKE THEM OFTEN, SO PLEASE CHECK REGULARLY

Course Materials You Must Acquire and Their Costs



Image of book

Textbook: Weeks 1 to 11, and week 25**:** Jacobsen, Kathryn H. (2021). *Introduction to Health Research Methods: A Practical Guide (3rd edition).* Burlington, MA: Jones & Bartlett. Students need to purchase this edition. Second-hand or older editions will not be sufficient.

Where to get it: Amazon or check on western bookstore

Cost: $84.42 (paperback) at Amazon

Additional mandatory course readings posted on Brightspace.

Assessments and Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weight	Due Date	Flexibility	Learning Outcome
Tutorials	In-person Participation and Activities	10%	See Course Schedule	Up to 3 missed tutorials permitted	All
Mid-term Test – Term 1	Mixed format	20%	November 4, 2:30 PM - 4:30 PM	Not applicable - Designated Assessment	All

Assessment	Format	Weight	Due Date	Flexibility	Learning Outcome
End of Term 1 Test	Mixed format	30%	To be decided (TBD)	Not applicable	1, 2, 3,4,5,6
Mid-term Test – Term 2	Mixed format	20%	February 10, 2:30 PM - 4:30 PM	Not applicable - Designated Assessment	All
End of Term 2 Exam	Mixed format	25%	To be decided (TBD)	Not applicable	All

Notes:

1. ***Tutorials – 10%.***
   There are 13 tutorials, which will be opportunities for students to interact with their assigned Teaching Assistant to review key course content from the previous week. Engaging discussion and in-tutorial activities, including writing, will take place during tutorials. Students receive marks for attending and contributing to the activities during tutorial. In-person participation is essential for the grades and student enjoyment of this portion of the class. We want students to attend all tutorials, however, we realize that life happens and therefore each student is permitted to miss a maximum of 3 tutorials and still receive full marks.

   Tutorial Schedule:

Section	Day	Time	Room	GTA (TBD)
002	Tuesday	6:30 pm -7:30 pm	TC-304	
003	Tuesday	6:30 pm -7:30 pm	TC-303	
004	Thursday	9:30 am -10:30 an	TC-304	
005	Thursday	9:30 am -10:30 an	TC-303	
006	Thursday	10:30 am -11:30 a	SEB-1056	
007	Thursday	10:30 am -11:30 a	TC-304	
008	Thursday	11:30 am -12:30 p	TC-304	
009	Thursday	11:30 am -12:30 p	TC-303	
010	Friday	12:30 pm -1:30 pm	FNB-2230	
011	Friday	12:30 pm -1:30 pm	HSB -11	

2. ***Term 1: Mid-term test- 20%:***
   Will be focused on quantitative research methods. Topics include pre-research preparation (e.g., development of a research question), calculations of measures of occurrence and associations, evaluation of misclassification and confounding, and investigation of quantitative methodological issues such as confounding, bias, random sampling error in real life scenarios. T/F, multiple choice, calculation, and short answer (fill in the blank).

   This is a designated assessment, and therefore **academic consideration requires documentation as soon as possible and no later than 48 hours after the missed assessment.*

3. ***End of term 1 test – 30%:***
   Will be focused on quantitative research methods. In addition to the topics listed for the mid-term test, deep understanding of quantitative study designs and associated validity issues using real life scenarios will be tested.
   T/F, multiple choice, calculation, and short answer (fill in the blank).

   This test will be ***cumulative*** and evaluates students' deep understanding of ***ALL*** course materials and will be scheduled by the Office of the Registrar during the formal exam period. ***All materials*** covered in the classes are ***testable***.

4. ***Term 2: Mid-term test - 20%:***
   Will focus on the first five weeks of the second term. Will include multiple choice, true/false and short answer questions.

   This is a designated assessment, and therefore **academic consideration requires documentation as soon as possible and no later than 48 hours after the missed assessment.*

5. ***End of Term 2 exam- 25%:***
   Will focus on everything after the Spring Reading Week (i.e., material from Feb. 24th and onwards). Will include multiple choice, true/false and short answer questions.

General information about assessments

- ☑ All assignments are due at 23:59 EST unless otherwise specified
- ☑ You are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0
- ☑ Written assignments will be submitted to Turnitin (statement in policies below)
- ☑ You might not receive the same grade as your group members if it is determined that the distribution of work was not equal
- ☑ After an assessment is returned, you should wait 24 hours to digest feedback before contacting your evaluator; to ensure a timely response, reach out within 7 days
- ☑ Requests for regrading must include a written explanation and evidence showing how the work meets the assignment criteria or rubric. Requests without a clear justification will not be considered.
- ☑ Prior to the filing of a written request for relief, you must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If you are dissatisfied with the decision of the instructor or you do not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate Chair of the School offering this course, within three (3) weeks from the date that the mark was issued.

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Rounding of Grades (for example, bumping a 79 to 80%)

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented.

Information about late or missed assessments:

- ☑ Attendance at all classes is **mandatory,** and it is not possible to provide equal opportunity for all students to make up for the missed classes. **All materials** covered in the classes are **testable**, including discussions in lectures and tutorials that are orally communicated. If you are **absent from a graded class activity**, you will receive **a zero** for the activity.

- ☑ **Missed Exams:**
  If you are too ill to write a quiz or exam or there are other 'extenuating circumstances' beyond your control' you **must** document this with a medical certificate (if available). If you are ill for an extended period of time, it is your responsibility to contact the teaching team immediately on your return to campus. Please see the Academic Consideration policies below.

- ☑ Only **one makeup time** will be scheduled for missed midterm exam. The scheduled makeup exam date for Term 1-Midterm test is XXX and for Term 2-Midterm test is XXX **TENTATIVE final examination common make-up** dates in January 2027 and May 2027 will be announced when the Final Exam schedule is released by *Exam Central*. There will be **NO second make-up exams for the midterm and final.** Students who have missed makeup exams with **a valid and approved accommodation** should write the exam in the next iteration of the course.

    - **You cannot use undocumented absences for final exams.**

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in Types of Examinations policy

Academic Policies and Statements

Support Services

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

1. Academic Support and Engagement - http://academicsupport.uwo.ca
2. Wellness and Well-being - https://www.uwo.ca/health/
3. Registrar's Office -- http://www.registrar.uwo.ca/
4. Ombuds Office -- http://www.uwo.ca/ombuds/

The websites for Registrarial Services (http://www.registrar.uwo.ca), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: http://westernusc.ca/services/) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (https://www.uwo.ca/health/) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's Non-Discrimination/Harassment Policy (M.A.P.P. 1.35) and Non-Discrimination/Harassment Policy – Administrative Procedures (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's Human Rights Office. Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

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 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 https://www.uwo.ca/univsec/pdf/board/code.pdf

Absence from Course Commitments

Students must familiarize themselves with the Policy on Academic Consideration – Undergraduate Students in First Entry Programs

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by Accessible Education, please work with your accessible education counsellor regarding your missed course work.

Accommodation for Religious Holidays

Students should review the policy for Accommodation for Religious Holidays. Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the policy on Scholastic Discipline for Undergraduate Students.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are

plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com (www.turnitin.com).

For group assignments, all members share responsibility for academic integrity. Plan your work so the group has time to review the full submission and ensure all sources are appropriately used and cited. In the absence of a scholastic offence, everyone gets the same mark, so work with the rest of your group in a proactive fashion.

Use of Artificial Intelligence (AI) for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

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.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review The policy on Accommodation for Students with Disabilities. If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit Accessible Education for more information.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from

the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is zero on the test or exam.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: https://remoteproctoring.uwo.ca.

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Students can read more about the policy here and a link to the procedures is listed in the Support Services sections of this document.

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their

designate, to the Senate Review Board Academic (SRBA). Students can read more about the policy here and a link to the procedures is listed in the Support Services section of this document.

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