

# Western HealthSciences

## Brescia School of Food and Nutritional Sciences

### FSHD 3345B – Violence and Trauma in the Family Winter 2026

#### 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

#### Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
January 5	February 14-22	April 9	April 10-11	April 12-30

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

#### Contact Information

Course Coordinator/instructor	Contact Information	Office Hours
Julia Yates	<a href="mailto:jyates23@uwo.ca">jyates23@uwo.ca</a>	By Appointment

**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):

Violence and trauma in the family are examined from a variety of theoretical perspectives, such as feminist, exchange, and systems. Dating violence, violence in marriage and marriage-like relationships, child abuse, and elder abuse are considered through a strengths-based approach and trauma-informed practice.

**Antirequisite(s):** [Sociology 4439F/G](#), [Social Work 4468A/B](#).

**Prerequisite(s):** Any 0.5 course at the 2000-level or higher from any department in the Faculty of Health Sciences, the Department of Anthropology, the Department of Gender, Sexuality and Women's Studies, the Department of Psychology or the Department of Sociology; or enrolment in third or fourth year of the Major in Criminal Justice or Honours Specialization in Community and Criminal Justice modules, or permission of the Department.

*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	Date(s)	Time
Lecture 001		

### **Learning Outcomes**

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

1. Understand, describe, and explain various forms of family violence.
2. Explain the significance and impact of family violence to various actors (e.g., individual, society, economy).
3. Critically examine the theoretical underpinnings of family violence from multiple perspectives.
4. Evaluate current programs and policies intended to support individuals who have experienced family violence.
5. Apply your knowledge to critically examine a current topic in family violence.
6. Creatively present your critical examination of a current topic in family violence.

### **Classroom Expectations**

This class consists of two lectures (3 hours total) each week. It is expected that all students will come to class prepared to engage with material. Students are invited to engage with the material in a variety of ways conducive to their preferences and accessibility needs.

Contemporary academic traditions are built upon the power of a select groups of people, namely privileged white folks, typically men. However, that is changing as we move towards classroom content and approaches that acknowledge the importance of inclusivity and equity. I have worked hard to ensure the course content reflects the knowledge created by authors working from diverse social locations. However, there is always room for improvement. Please feel free to contact me (in person or electronically) if you have any suggestions to improve the quality of course materials.

Link to submit anonymous feedback:

[https://uwo.eu.qualtrics.com/jfe/form/SV\\_cTOrF1OUGbonTng](https://uwo.eu.qualtrics.com/jfe/form/SV_cTOrF1OUGbonTng)

Furthermore, I would like to create a learning environment with my students that is respectful and supports inclusivity and diversity. In this class, I encourage and appreciate expressions of different ideas, opinions, and beliefs. My goal is to have meaningful conversations and interactions and create opportunities for intellectual and personal enrichment. I disavow racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or

actions that attempt to silence, threaten, and degrade others. To help accomplish these classroom goals, I invite you to partner with me in the following ways:

- If you feel like your performance in the class is being impacted by your personal and/or intersectional experiences outside of class, please don't hesitate to come and talk with me.
- I am still in the process of learning about anti-racism, decolonization and diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it (anonymous feedback is always an option using the survey linked above).

### **Course Content and Schedule (Subject to change, as needed, throughout the course)**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading(s)</b>
<b>1</b>	<b>Jan 6</b>	<b>Introduction to Course</b>	Course Syllabus
	<b>Jan 8</b>	<b>Introduction to Family Violence</b>	<a href="#">Government of Canada. (2016). <i>The Chief Public Health Officer's Report on the State of Public Health in Canada 2016 - A Focus on Family Violence in Canada.</i></a>
<b>2</b>	<b>Jan 13</b>	<b>Theoretical Perspectives on Family Violence</b>	<a href="#">Hyde-Nolan, M. E., &amp; Juliao, T. (2012). Theoretical basis for family violence. In R. S. Fife &amp; S. Schrage (Eds.), <i>Family violence: What health care providers need to know</i> (pp. 5–16). Sudbury, MA: Jones &amp; Bartlett Learning.</a>
	<b>Jan 15</b>		
<b>3</b>	<b>Jan 20</b>	<b>Feminism and Violence</b>	European Institute for Gender Equality. (2021). <i>Defining and identifying femicide: A literature review</i> (pp. 8-24). <a href="https://eige.europa.eu/publications-resources/publications/defining-and-identifying-femicide-literature-review">https://eige.europa.eu/publications-resources/publications/defining-and-identifying-femicide-literature-review</a>
	<b>Jan 22</b>	<b>Systematic Determinants of Family Violence</b>	Armstead, T. L., Wilkins, N., & Nation, M. (2021). Structural and social determinants of inequities in violence risk: A review of indicators. <i>Journal of community psychology</i> , 49(4), 878–906. <a href="https://doi.org/10.1002/jcop.22232">https://doi.org/10.1002/jcop.22232</a>
<b>4</b>	<b>Jan 27</b>	<b>Violence and Mothering</b>	Secco, L., Letourneau, N., & Collins, E. (2016). 'My eyes were open': Awakened maternal identity and leaving violent relationships for the infant/children. <i>Journal of Family Violence</i> , 31(5), 639–645. <a href="https://doi.org/10.1007/s10896-016-9799-x">https://doi.org/10.1007/s10896-016-9799-x</a>
	<b>Jan 29</b>	<b>Intimate Partner Violence</b>	Ford-Gilboe, M., Varcoe, C., Wuest, J., Campbell, J., Pajot, M., Heslop, L., & Perrin, N. (2023). Trajectories of Depression, Post-Traumatic Stress, and Chronic Pain Among Women Who Have Separated From an Abusive Partner: A Longitudinal Analysis. <i>Journal of interpersonal violence</i> , 38(1-2), NP1540–NP1568. <a href="https://doi.org/10.1177/08862605221090595">https://doi.org/10.1177/08862605221090595</a>
<b>5</b>	<b>Feb 3</b>	<b>Child Exposure to Parental Violence</b>	McTavish, J. R., MacGregor, J. C. D., Wathen, C. N., & MacMillan, H. L. (2016). Children's exposure to intimate partner violence: an overview. <i>International Review of Psychiatry</i> , 28(5), 504–518. <a href="https://doi.org/10.1080/09540261.2016.1205001">https://doi.org/10.1080/09540261.2016.1205001</a>
	<b>Feb 5</b>	<b>Child Abuse</b>	Affi, T. O., MacMillan, H. L., Boyle, M., Taillieu, T., Cheung, K., & Sareen, J. (2014). Child abuse and mental disorders in Canada. <i>CMAJ: Canadian Medical Association Journal</i> , 186(9), E324–E332. <a href="https://doi.org/10.1503/cmaj.131792">https://doi.org/10.1503/cmaj.131792</a>

6	Feb 10	Midterm Review	Review Course Readings
	Feb 12	Midterm	
	Feb 17	Reading Week	No Readings – Take a Break ☺
	Feb 19		
7	Feb 24	Violence in LGBTQ+ Relationships	Edwards, K.M., & Sylaska, K.M. (2013). The Perpetration of Intimate Partner Violence among LGBTQ College Youth: The Role of Minority Stress. <i>Journal of Youth and Adolescence</i> , 42, 1721–1731. <a href="https://doi.org/10.1007/s10964-012-9880-6">https://doi.org/10.1007/s10964-012-9880-6</a>
	Feb 26	Elder Abuse	TBD
8	Mar 3	Sibling Violence	Elliott, K., Fitz-Gibbon, K., & Maher, J. (2020). Sibling violence: Understanding experiences, impacts, and the need for nuanced responses. <i>The British Journal of Sociology</i> , 71(1), 168-162. <a href="https://doi.org/10.1111/1468-4446.12712">https://doi.org/10.1111/1468-4446.12712</a>
	Mar 5	Child-to-Parent Violence	Contreras, L., & del Carmen Cano, M. (2016). Child-to-parent violence: The role of exposure to violence and its relationship to social-cognitive processing. <i>The European Journal of Psychology Applied to Legal Context</i> , 8(2), 43-50. <a href="https://doi.org/10.1016/j.ejpal.2016.03.003">https://doi.org/10.1016/j.ejpal.2016.03.003</a>
9	Mar 10	Arts-Based Approaches to Healing	TBD
	Mar 12	Responses to Family Violence	TBD
10	Mar 17	Presentations Groups 1-3 <sup>1</sup>	No Readings.
	Mar 19	Presentations Groups 4-10 <sup>1</sup>	
11	Mar 24	Presentations Groups 11-13 <sup>1</sup>	
	Mar 26	Presentations Groups 14-20 <sup>1</sup>	
12	Mar 24	Resilience and Coping Through Violence	Mantler, T., Shillington, K. J., Yates, J., Tryphonopoulos, P., Jackson, K. T., & Ford-Gilboe, M. (2022). Resilience is more than nature: An exploration of the conditions that nurture resilience among rural women who have experienced IPV. <i>Journal of Family Violence</i> , 39, 165-175. <a href="https://doi.org/10.1007/s10896-022-00479-2">https://doi.org/10.1007/s10896-022-00479-2</a>
	Mar 26	Trauma- and Violence-Informed Care	Wathen, C.N., & Mantler, T. (2022). Trauma- and Violence-Informed Care: Orienting Intimate Partner Violence Interventions to Equity. <i>Current Epidemiology Reports</i> , 9, 233–244. <a href="https://doi.org/10.1007/s40471-022-00307-7">https://doi.org/10.1007/s40471-022-00307-7</a>
13	Apr 7	Course Wrap-Up	Review course readings.
	Apr 9	Final Exam Review	

## Course Materials You Must Acquire and Their Costs

All required readings/multimedia will be posted to the course site and will be free to access for students.

## Assessments and Evaluation

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

Assessment	Format	Weight	Due Date	Flexibility	Learning Outcome
Midterm Exam	Mixed format	30%	February 12th 2:30pm completed in-class	Not applicable <sup>1</sup>	1-4
Apply Your Knowledge: Assignment	Written	25%	Mar 9 <sup>th</sup> Submitted by 11:59pm EST	72-hour no late penalty <sup>2</sup>	5
Apply Your Knowledge: Presentation	Oral	15%	Mar 17th, 19th, 24th, or 26 <sup>th</sup> Submitted by 9:00am EST the day of your presentation	Not applicable	6
Final Exam <sup>3</sup>	Mixed format	30%	TBA Content from Weeks 8-13	Not applicable	1-4

### Notes:

1. This assessment is considered central to the assessment of learning outcomes in this course. Accordingly, students must provide documentation for any absence from this evaluation. If you miss this evaluation, you must complete the makeup assessment as follows: one makeup exam will be offered to students on February 26th at 4:30pm EST in-person. The makeup assessment is an extension of the Midterm Test, and so you will need to present documentation for this assessment, should you need to miss it. Please note that there is only one makeup assessment for this Midterm. Students approved to miss the makeup will have the weight of this assessment transferred to the final exam. Students must not provide medical or compassionate documentation to the instructor.
2. Students are expected to submit this assignment by the deadline listed. Should extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the deadline without a late penalty. No Academic Consideration is required for this extension. Students submitting their assessment beyond the extended deadline will receive a penalty of 5% per day that it is late. Academic Consideration requests may be granted only for extenuating circumstances that began before the deadline and lasted longer than the extension. Students must not provide medical or compassionate documentation to the instructor.
3. You cannot use undocumented absences for final exams.

### Midterm Exam

The midterm exam for this course will cover all materials from the beginning of the class until the midterm. It will be held in-class on February 12th from 2:30-4:20 pm EST. All course content including lectures, readings, and assigned multimedia presented up to that week will be testable. The midterm will consist of a mix of multiple choice, fill in the blank, and short answer questions.

You will have 1 hour and 50 minutes to complete your midterm and it will take place in-person during class time. If you miss the midterm, one make-up midterm will be offered for this course. If you miss the makeup exam, the weight of your midterm will be shifted to your final exam.

### **Apply Your Knowledge: Assignment (SELECT ONE)**

At the beginning of the semester, groups will be formed. You will work together with your group to complete the apply your knowledge assignment and presentation. Everyone in your group must work on the same assignment option (i.e., select either option 1, 2, or 3).

#### ***OPTION 1: Knowledge Dissemination***

Knowledge dissemination is one way that we can share information on important community issues to lay audiences. If you choose this assignment, your task is to write a paper describing a novel knowledge dissemination campaign (i.e., created by you – not an existing campaign) across three social media platforms related to a topic on family violence. In your paper, you will describe your chosen topic (should be one brief paragraph) and then provide an overview of your evidence-based, knowledge dissemination campaign on each platform to share the important information about your chosen topic with lay audiences. Your explanation should include what information is being shared, to whom (i.e., target audience), in what way, on which platforms, and why this information is relevant to be sharing. Your campaign should be evidence-based and should not exceed 5 pages (excluding your title page and reference list). Please clearly indicate on your title page which assignment option you selected. Your paper must be formatted according to APA 7th edition and must be submitted as a Word Document to the 'Assignments' tab on Brightspace by March 9th at 11:59pm EST.

#### ***OPTION 2: Current Debates***

Many topics in the family violence sector are heavily debated. If you choose this assignment, your task is to write a paper describing a current debate in the literature with respect to family violence. Some examples include (but are not limited to): women as perpetrators of family violence, using family therapy to treat abuse, whether offender groups are effective, or whether child exposure to violence should be considered a form of child maltreatment. Please feel free to use a topic area outside of these examples provided. Present arguments for both sides of your chosen topic and document your conclusion to the debate (i.e., select a side and provide evidence as to why you chose that viewpoint). Your debate should be evidence-based and should not exceed 5 pages (excluding your title page and reference list). Please clearly indicate on your title page which assignment option you selected. Your paper must be formatted according to APA 7th edition and must be submitted as a Word Document to the 'Assignments' tab on Brightspace by March 9th at 11:59pm EST.

#### ***OPTION 3: Artistic Expressions***

Many forms of art are filled with references to family violence. If you choose this assignment, your task is to select one art form (e.g., art piece, song, movie, etc.) that relates to violence in some capacity. In your paper, you will briefly describe what you viewed/watched/listened to (should be one brief paragraph) and then provide a thoughtful, evidence-based analysis of how your chosen art form maps onto the current violence discourse. Some things worth considering include: if this depiction of violence perpetuates harmful stereotypes, if the art form is encouraging violence, if the art form sheds light on new perspectives, if the art form's intended audience is appropriate for the content, etc. Your reflection and analysis should be evidence-based and should not exceed 5 pages (excluding your title page and reference list). Please clearly indicate on your title page which assignment option you selected. Your paper must be formatted according to APA 7th edition and must be submitted as a Word Document to the 'Assignments' tab on Brightspace by March 9th at 11:59pm EST.

## **Apply Your Knowledge: Presentation**

In your predefined groups, students will create a maximum 5-minute presentation that summarizes their 'Apply Your Knowledge' assignment. The presentation can be anything you would like (e.g., song, poem, artistic piece, game, skit, etc.) – the sky is the limit so be creative! You are expected to 'submit' your presentation by 9:00am EST the day of your presentation (i.e., March 17, 19, 24, or 26) if you require the classroom projector for your presentation. If your presentation requires noting but yourselves, then there is no need to submit anything. If you are unsure, please speak with the teaching team. The grading criteria for this assignment can be found on Brightspace.

## **Final Exam**

The final exam for this course is non-cumulative and scheduled by the registrar. All course content after the midterm including lectures, readings, presentations, and assigned multimedia will be testable. The exam will consist of a mix of multiple choice, fill in the blank, and short answer questions. More information on the specific break down will be provided after the winter reading week.

## **General information about assessments**

- Students 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.
- A student might not receive the same grade as their group members if it is determined that the distribution of work was not equal.
- Written assignments will be submitted to Turnitin (statement in policies below).
- Students will have access to Turnitin reports before their submission is graded. Students may have 2 submissions to Turnitin.
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days.
- Any grade appeals on term work must be initiated with the instructor within 3 weeks of the grade being posted. See the University Policy on Undergraduate Student Appeals for more information.

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:**

- Late assessments without academic consideration will be subject to a late penalty of 5% per day.

**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](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](http://www.turnitin.com)).

## **Use of Artificial Intelligence 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.