

The University of Western Ontario  
Faculty of Health Sciences, School of Health Studies  
**Health Sciences 4711A 2011 – Gerontology in Practice**  
**Community Service Learning Course**

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*“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.”*

*Barbara Jacoby, Service-learning in Higher Education, 1996.*

### ***Course Instructor***

Aleksandra Zecevic, Ph.D.

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Office Hours: Wednesday 1-2pm, HSB Room 220

### ***Teaching Assistant***

Sherelle Solomon, [ssolomo5@uwo.ca](mailto:ssolomo5@uwo.ca)

To schedule office hours please email your 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 course in which small groups 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, group presentation, video and preparation of an implementation document, students will learn through civic engagement and provide community partners with innovative options to improve lives of the 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 groups, 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.

### ***Prerequisite Checking***

HS 2711b, Registration in 4<sup>th</sup> year of a School of Health Studies or permission of the Faculty of Health Sciences. 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. The current list of prerequisites and/or antirequisites is available in the Western Academic Calendar at [www.westerncalendar.uwo.ca](http://www.westerncalendar.uwo.ca)

### Course format

2 hour lecture, **1 hour community service**, 0.5 credit

Lecture: Wednesday 10:30-12:30, Room HSB-35

Tutorials: Working with community partner as a group

**Important note: Considering that time dedicated to community engagement does not require scheduling of a classroom at Western, the service hour was not included into the Academic Time Table. Students should be aware that they are expected to spend a minimum of one hour per week working on a project with their community partner.**

### Course website

WebCT OWL. To fully benefit from custom made modules you should log into your WebCT OWL account using Mozilla Firefox browser (free download available from <http://www.mozilla.org/en-US/firefox/new/>). The newest version of Explorer will not display some graphics incorporated into the course content page and modules.

### Required Readings

Readings are assigned in accord with project topics identified by community partners. All readings are indicated in the Class Schedule below. For the last Reflection Assignment the recommended reading is: Grabinski, Joanne C. (2007). *101 Careers in Gerontology. Is Aging the Field for You?* New York, NY: Springer Publishing Company.

### Course Evaluation

In this community service learning essay course there will be a number of opportunities for evaluation of your learning, engagement in your teams and quality of contribution to the projects. Fifty percent (50%) of the grade is based on individual performance and 50% on team performance (with 30% of team grade dedicated to the final Implementation Report). A group exercise will be conducted in week 3 where all students in the class will decide by the team consensus on setting weights for each grade component. Minimum grade weight is 5% and maximum 15% per component. The final decision is irreversible.

Grade type	Grade component	Evaluator
<b>Individual performance</b>	<b>50%</b>	
	<u>    </u> % In –class participation- attendance, discussion, contribution	Professor/TA
	<u>    </u> % Group participation – preparation, communication, participation, respect of others, flexibility	Team member evaluation
	<u>    </u> % Quizzes - based on assigned readings	Professor
	<u>    </u> % Reflections – quality & formatting	Professor
	<u>    </u> % Community engagement	Community partner
<b>Team performance</b>	<b>50%</b>	
	<u>    </u> % In-class team presentation	(70% prof, 30% class)
	<u>    </u> % Video	(70% prof, 30% class)
	<b>30% Implementation Report</b>	Professor (20%), Com. partner (10%)

Note: For team performance grades the same mark is assigned to all students in the group.

*Class Schedule and Content*

Week	Lecture	Community Service Learning
1 Sep 14	<p><b>COURSE INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>Welcome, introductions, overview of the syllabus and expectations</li> <li>Introduction to Community Service Learning</li> </ul> <p>Guest speakers: Stephanie Hayne and Anne-Marie Fisher (basic principles, why use it, contacts with partners, behaviour expectations, professionalism)</p> <ul style="list-style-type: none"> <li>Introduction of Reflection and Team work modules</li> </ul> <p>Preparation:            → Review Community Service Learning at Western website and student resources in particular: <a href="http://success.uwo.ca/index.cfm/experience/csl/">http://success.uwo.ca/index.cfm/experience/csl/</a>            → Review: <a href="http://www.communityservicelearning.ca/en/documents/InformationSheet-s-PrinciplesofGoodPracticeinCSL-2007.pdf">http://www.communityservicelearning.ca/en/documents/InformationSheet-s-PrinciplesofGoodPracticeinCSL-2007.pdf</a></p>	None
2 Sep 21	<p><b>“SPEED DATING” MEETING WITH COMMUNITY PARTNERS</b></p> <p><b>Note: Room change UCC 147 A&amp;B</b></p> <ul style="list-style-type: none"> <li>10 min meetings with community partners to discuss projects</li> <li>Identify projects as your 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choice</li> <li>Form groups</li> <li>Arrange next meeting with the partner</li> </ul> <p>Preparation:            → It is essential to review ALL proposed projects (posted on WebCT) PRIOR to the class, so you can interview each community partner and decide during the meeting which project you would like to work on. Teams will be formed based on the interest in a topic, not friendships or other relationships.</p>	Informal social gathering of each group Will be arranged independently after the class by group members.
3 Sep 28	<p><b>WORKING IN TEAMS</b></p> <ul style="list-style-type: none"> <li>Mini Quiz logistics (Teamwork and Syllabus) – does not count for grade</li> <li>Learning how to work in groups: Group forming exercises, group norms and roles; group communication, cohesion and learning Active Listening</li> <li>Creating a Plan of Action (Job list)</li> <li>Grade weights setting exercise</li> </ul> <p>Preparation:            → Complete a Teamwork module PRIOR to the class</p>	Meeting with the “gatekeeper” at the community partner site for orientation
4 Oct 5	<p><b>LEARNING HOW TO REFLECT &amp; TOPIC 1: GERONTOLOGY</b></p> <ul style="list-style-type: none"> <li>Mini Quiz 1 (Reflection and Gerontology)</li> <li>Review of Reflection Module by Stephanie Hayne and Anne-Marie Fisher</li> <li>Class discussion</li> </ul> <p>Preparation:            → Complete a Reflection module on the WebCT</p>	Group work on the project

	<p>Readings:</p> <p>→ Brody, E. M. (2010). On being very, very old: An insider's perspective. <i>The Gerontologist</i>, 50(1), 2-10.</p> <p>→ MacGregor, D. G. (2003). Psychology, meaning and the challenges of longevity. <i>Futures</i>, 35: 575-588.</p>	
5 Oct 12	<p><b>TOPIC 2: AGE FRIENDLY CITIES</b></p> <ul style="list-style-type: none"> <li>• Mini Quiz 2</li> <li>• Class discussion</li> <li>• Brainstorming on projects with this theme</li> </ul> <p>Readings:</p> <p>→ Menec, V., Means, R., Keating, N., Parkhurst, G., &amp; Eales, J. (2011). Conceptualizing Age-Friendly communities. <i>Canadian Journal on Aging</i>, DOI: 10.1017/S0714980811000237</p> <p>→ Lui, C.W., Everingham, J.A., Warburton, J., Cuthill, M., &amp; Bartlett, H. (2009). What makes a community age-friendly: A review of international literature. <i>Australasian Journal on Aging</i>, 28(3), 116-121.</p> <p>Useful optional reading:</p> <p>→ World Health Organization (2007). <i>Global Age-friendly Cities: A guide</i>. <a href="http://www.who.int/ageing/publications/Global_age_friendly_cities_Guide_English.pdf">http://www.who.int/ageing/publications/Global_age_friendly_cities_Guide_English.pdf</a></p>	<p>Group work on the project</p> <p>Reflection 1 Assignment is due on Wed, Oct 12 at 7 am</p>
6 Oct 19	<p><b>TOPIC 3: RETIREMENT &amp; BUILT ENVIRONMENTS</b></p> <ul style="list-style-type: none"> <li>• Mini Quiz 3</li> <li>• Class discussion</li> <li>• Brainstorming on projects with this theme</li> </ul> <p>Readings:</p> <p>→ Kim, J. E., &amp; Moen, P. (2002). Retirement transitions, gender and psychological well-being: A life-course, ecological model. <i>Journal of Gerontology: Psychological Sciences</i>, 57B(3), 212-222.</p> <p>→ Stalenhoef, P., Diederiks, J., Knottnerus, A., De Witte, L., &amp; Crebolder, H. (1998). How predictive is a home-safety checklist of indoor fall risk for the elderly living in the community? <i>European Journal of General Practice</i>, 4(3), 114-120.</p> <p>Useful optional readings:</p> <p>→ Review Fall Prevention Center of Excellence website <a href="http://www.stopfalls.org">http://www.stopfalls.org</a></p> <p>→ A home environmental assessment for prevention of falls. <a href="http://www.stopfalls.org/files/ProgramExpansion-HomeAssessmentTool.pdf">http://www.stopfalls.org/files/ProgramExpansion-HomeAssessmentTool.pdf</a></p>	<p>Group work on the project</p> <p>Reflection 2 Assignment is due on Wed, Oct 19 at 7 am</p>
7 Oct 26	<p><b>TOPIC 4: DEMENTIA &amp; LONG TERM CARE</b></p> <ul style="list-style-type: none"> <li>• Mini Quiz 4</li> <li>• Class discussion</li> <li>• Brainstorming on projects with this theme</li> </ul> <p>Readings:</p> <p>→ Alzheimer's Disease International. (2011). <i>World Alzheimer Report 2010</i>. The global economic impact of dementia. Executive summary. Retrieved September 3, 2011, from <a href="http://www.alz.co.uk/research/files/WorldAlzheimerReport2010ExecutiveSummar">http://www.alz.co.uk/research/files/WorldAlzheimerReport2010ExecutiveSummar</a></p>	<p>Group work on the project</p> <p>Reflection 3 Assignment is due on Wed, Oct 26 at 7 am</p>

	<p><a href="#">y.pdf</a></p> <p>→ Bains, B. (2007). <i>Long-term care homes legislation: Lessons from Ontario</i>. Canadian Women's Health Network. Retrieved September 3, 2011, from <a href="http://www.cwhn.ca/en/node/39381">http://www.cwhn.ca/en/node/39381</a>.</p> <p>→ Burgess (2010). Rum raisin, monkey crunch, and mocha frappuccino cherry with gummy bears on top: striving for personal autonomy and choice in a regulated long-term care environment. <i>North Carolina Medical Journal</i>, 71(2), 164 -167.</p> <p>Useful optional readings:</p> <p>→ Alzheimer Society. (2010). <i>The impact of dementia on Canadian society</i>. Executive summary. Retrieved September 3, 2011 from <a href="http://www.alzheimer.ca/docs/RisingTide/AS%20Rising%20Tide-Executive%20Summary_Eng_FINAL_SecuredVersion.pdf">http://www.alzheimer.ca/docs/RisingTide/AS%20Rising%20Tide-Executive%20Summary_Eng_FINAL_SecuredVersion.pdf</a></p> <p>→ Alzheimer's Association. (2010). <i>Alzheimer's disease facts and figures</i>. Chapter 1 ONLY. Retrieved September 3, 2011 from <a href="http://www.alz.org/documents_custom/report_alzfactsfigures2010.pdf">http://www.alz.org/documents_custom/report_alzfactsfigures2010.pdf</a></p> <p>→ Ontario Ministry of Health and Long-Term Care. (2007). <i>Long-Term Care Homes Act, 2007</i>. Retrieved September 3, 2011 from <a href="http://www.health.gov.on.ca/english/public/legislation/ltc_homes/ltc_homes.html">http://www.health.gov.on.ca/english/public/legislation/ltc_homes/ltc_homes.html</a></p>	
8 Nov 2	<p><b>TOPIC 5: PHYSICAL AND RECREATIONAL ACTIVITY IN LATER LIFE</b></p> <ul style="list-style-type: none"> <li>• Mini Quiz 5</li> <li>• Class discussion</li> <li>• Brainstorming on projects with this theme</li> </ul> <p>Readings:</p> <p>→ Makila, P., Hirvensalo, M., &amp; Parkatti, T. (2010). Changes in physical activity involvement and attitude to physical activity in a 16-year follow-up study among the elderly. <i>Journal of Aging Research</i>, doi:10.4061/2010/174290.</p> <p>→ Benjamin, K., Edwards, N., Guitard, P., Murray, M. A., Caswell, W., &amp; Perrier, M. J. (2011). Factors that influence physical activity in long-term care: Perspectives of residents, staff, and significant others. <i>Canadian Journal on Aging</i>, 30(2), 247-258.</p>	<p>Group work on the project</p> <p>Reflection 4 Assignment is due on Wed, Nov 2 at 7 am</p>
9 Nov 9	<p><b>TOPIC 6 : PATIENT EDUCATION &amp; FUTURE DELIVERY OF HEALTH CARE</b></p> <ul style="list-style-type: none"> <li>• Mini Quiz 6</li> <li>• Class discussion</li> <li>• Brainstorming on projects with this theme</li> </ul> <p>Readings:</p> <p>→ Warsi, A., Wang, P. S, LaValley, M. P., Avorn, J., &amp; Solomon, D. H. (2004). Self-management education programs in chronic disease: A systemic review and methodological critique of the literature. <i>Archives of Internal Medicine</i>, 164(15), 1641-1649.</p> <p>→ Holman, H., &amp; Lorig, K. (2000) Patients as partners in managing chronic disease (Editorial). <i>British Medical Journal</i>, 320, 526-527.</p> <p>→ Koop, E. C., Mosher, R., Kun, L., Geiling, J., Grigg, E., Long, S., ... , &amp; Rosen, J.M. (2008). Future delivery of health care: Cybercare. <i>IEEE Engineering in Medicine and Biology Magazine</i>, 27(6), 29-38.</p>	<p>Group work on the project</p> <p>Reflection 5 Assignment is due on Wed, Nov 9 at 7 am</p>

10 Nov 16	<p><b>PRESENTATIONS</b></p> <ul style="list-style-type: none"> <li>Teams 1, 2 and 3</li> </ul> <p>Videos must be uploaded on WebCt and presentations must be emailed to professor latest Tuesday Nov 15, 4 pm</p>	Group work on the project
11 Nov 23	<p><b>PRESENTATIONS</b></p> <ul style="list-style-type: none"> <li>Teams 4, 5 and 6</li> </ul> <p>Videos must be uploaded on WebCt and presentations must be emailed to professor latest Tuesday Nov 22, 4 pm</p>	Group work on the project
12 Nov 30	<p><b>PRESENTATIONS</b></p> <ul style="list-style-type: none"> <li>Teams 7, 8 and 9</li> </ul> <p>Videos must be uploaded on WebCt and presentations must be emailed to professor latest Tuesday Nov 29, 4 pm</p>	Reflection 6 My Career in Gerontology? Assignment is due on Wed, Nov 30 at 7 am
13 Dec 7	<p><b>COURSE OVERVIEW AND CELEBRATION</b></p> <ul style="list-style-type: none"> <li>Team 10 presentation</li> <li>Review of course objectives and feedback for future</li> <li>Submit Implementation Reports for grading and to community partners</li> <li>Celebrate successful completion of the course</li> </ul> <p>Videos must be uploaded on WebCt and presentations must be emailed to professor latest Tuesday Dec 6, 4 pm</p>	Implementation Reports are due on Wed Dec 7 at 7 am

### ***General Study Hints***

Learning is a shared responsibility of students and faculty. Students are expected to complete all readings BEFORE lectures on the dates of the assigned readings. Every attempt will be made to make lectures interesting, engaging and thought-provoking using active learning and learner-centered strategies. Some material covered during lectures might not be in readings. Note-taking is the responsibility of the student.

### ***Participation***

Active student involvement is essential. You are expected to attend all classes; come to class on time; be prepared and ready to participate in discussion; contribute original ideas; listen attentively; debate respectfully and persuasively; suggest strategies and act on strategies to work through difference 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; talking; text messaging; Facebook, Twitter, disturbing consumption of food or drink; littering; listening to music; e-mailing or using internet are not acceptable during the class.

### ***Quizzes***

At the beginning of selected classes the Readiness Assessment Quiz from required readings assigned FOR THAT CLASS (!) will be conducted. It will typically consist of multiple choice, true-false and fill-in blank questions. It is imperative to prepare for the class to be able to successfully complete the quiz, participate in class discussion and provide meaningful feedback to your colleagues. A web based clicker Top Hat Monocle will be used for the quizzes. More information will be provided in the class.

### ***Critical Reflection***

Make sure you familiarize yourself with all aspects of Reflection module available on WebCT, 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 assignments. **There will be 6 reflection assignments and the best 5 will be graded.**

The last reflection is thematic and you are challenged to contemplate on the possibility to have a career in Gerontology. Suggested reading: Grabinski, Joanne C. (2007). *101 Careers in Gerontology. Is Aging the Field for You?* New York, NY: Springer Publishing Company, will be helpful for this reflection.

All reflective narratives are to be written in Word. Please note the narratives have to concur with the following criteria: student name, student number, title, line spacing 1.5, font Arial 11, margins 1” for all sides, max 450 words or ONE page only. TA is instructed not to read more than one page. Anything you write beyond this limit will not be graded!

Reflective assignments submission deadlines are indicated in the course content table. Word files must be uploaded BEFORE the 7 AM (!) deadline using Turnitin link at the WebCT to receive full points.

### ***Community Engagement***

When working with 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 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. Good working habits, acceptance and positive response to constructive criticism and focus on learning and serving will be reflected in the evaluation that the gatekeeper at the community organization will provide for each student.

### ***Team Work***

In the third week of classes you will be instructed how to work in teams. A Team Work Module with numerous tools to help you learn effective teambuilding strategies is available on WebCT OWL. It is imperative that every student contributes the utmost of her/his talent to the final products: in-class presentation, video and 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 video. The presentation must provide the answer to the question or solution to the problem, and must be supported by the evidence from research and practice. Presentation will help you greatly in preparation of 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, 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, groups, associations, corporations, etc. that could contribute to the betterment of the problem. You can exercise leadership by inviting to your presentation not only representatives from your community partner 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 schedule on page 6. They will be max 20 minutes long with an additional 5 minutes for questions/discussion and 5 minutes for peer evaluation. Audiovisual equipment is available in the classroom. It is highly recommended that each team practices their presentation in the classroom so you can practice timing and familiarize yourself with AV



equipment. Students are responsible for upload of their presentation PRIOR to the class time. Presentation and video must be emailed to the professor one day before presenting, latest at 3 pm.

Presentations will be evaluated by all students (except your group) in the course (30% of the presentation mark), and an average of TA and the professor's grade (other 70%). The final presentation mark will be given to all members of the group. The criteria for presentation evaluation are outlined on the Presentation Evaluation Sheet – posted on the WebCT OWL. It is your **responsibility to attend presentations of ALL groups**, grade each and submit the grading sheet to the TA at the end of the last presentation in the term. Students who do not submit their presentation evaluations will lose half of their Presentation and Video marks.

### ***Video***

The video should be a maximum three minutes long trailer that will advertize your solution to the problem. It should be of sufficient quality to allow the community partner to use the video in their future activities. All students must be involved in creation of the video. To submit the video you have to compress the file before uploading it on the link available at the WebCT OWL. More information about how to create successful video is available in Reflection Module.

### ***Implementation Report***

The purpose of Implementation Report is to summarize research findings and 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.

Content and organization: 1. *Introduction* - describe community partner organization, background of the problem and the question that was answered. Include a literature review of what is already known about the phenomenon you are describing, and reflect on national and international best practices. Describe tools and instruments used 2. *Methods* - identify and describe data collection protocol, participants, setting, and tools (interviews, focus groups, surveys, observations) , and how data was analyzed. 3. *Results and discussion* - describe the outcomes of investigated problem, propose informed recommendations for changes that would improve identified problem, explain how this could be achieved and provide timeline of implementation activities. Relate your results to theoretical aspects addressed in the course. Report on feasibility and cost of implementation. Connect your findings to life satisfaction, well-being or successful aging of the older adults. 4. *Conclusions* - Summarize findings, reflect on your experience and provide a team statement to answer the question: `What did we learn by conducting this project?` 5. *References*. 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 format and referencing style.

Due date: **December 7, 2011 at 7 am.**

Submission: An electronic copy of the report must be uploaded to Turnitin using the link from WebCT OWL webpage before due date deadline. In addition, each team will submit to the professor one hard copy of the report on the last day of class, December 7th.

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.



### ***Other Important Information***

- **Plagiarism** – Plagiarism is a major academic offence (see: Academic Policies at the end of this syllabus). 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 Director for approval. Faculty cannot release final grades until they have been calculated by the Faculty and 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 University of Western Ontario, 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/board/code.pdf>.

#### English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

#### Accommodation for Medical Illness or Non-Medical Absences

[http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/handbook/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: <https://studentservices.uwo.ca/secure/index.cfm>.

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 Counselling 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 Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling 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:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf) .

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> ).
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.

### 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/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

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 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