

The University of Western Ontario; Faculty of Health Sciences, School of Health Studies
Gerontology in Practice - Health Sciences 4711A, 2014-15
Community Service Learning Course

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

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

Course Instructor

Aleksandra Zecevic, Ph.D.,

Health Sciences Building, Room 336, 519-661-2111 x80455, azecevi2@uwo.ca

Office Hours: By appointment. Professor will be available every week during in-class teamwork on projects.

Teaching Assistant

Dylan Brennan, dbrenna4@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 (SL) course in which small teams of Health Sciences students will work alongside community partners on projects targeting health and aging. By researching authentic real-life problems that have been identified by the community partners, students will be required to find the theoretical factors behind the issue at hand, discern and critically evaluate available solutions and come up with a proposal to advocate for change. Through reflection, class discussion, a group presentation, creating a video, and the preparation of an implementation document, students will learn through civic engagement and provide community partners with innovative options to improve 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 teams, develop an implementation program, prepare public presentations, and effectively reflect on lessons learned both in the classroom and in the community.
5. Identify, describe, critically appraise and consider career opportunities in the field of gerontology.

Course format

Lecture: Wednesday 2:30-5:30 pm, 3 hour lecture: 1.5 hours academic component and 1.5 hours teamwork with community partner, 0.5 credit

Location: Room UCC 66 – WALs classroom

Service learning: Students will spend substantial amount of time working with their community partner. The time and location of service-learning activities will differ from team to team.

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. A group exercise will be conducted in week 3 where students will collectively decide by consensus on setting weights for each grade component. The only non-negotiable element is 25% of team grade dedicated to the final Implementation Report. Minimum grade weight is 5% and maximum 15% per component. The final decision is irreversible.

Grade type	Grade component	Evaluator
Individual performance 50%		
5%	In –class participation (attendance, discussion)	Professor/TA
15%	Team participation – preparation, communication, contribution, respect of others, flexibility	Peer evaluation
7.5%	Quizzes - based on assigned readings	Professor/TA
7.5%	Reflections – quality & formatting	Professor/TA
15%	Community engagement	Community partner
Team performance 50%		
10%	In-class team presentation	(70% prof/TA, 30% class)
10%	Video	(70% prof/TA, 30% class)
5%	Implementation report / group grade	Community partner
25%	Implementation report (& progress report)	Professor

Note: For team performance grades the same mark is assigned to all students in the group. Peer evaluation is used as a coefficient to multiply an average grade for each team activity.

Course website

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

Prerequisite Checking

The current list of prerequisites and/or antirequisites is available in the Western Academic Calendar at www.westerncalendar.uwo.ca. Registration in 4th year of a School of Health Studies or permission of the School of Health Studies. Unless you have the requisites for this course or written special permission 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.

Class Schedule and Content

Week	Lecture	SL Activities
1 Sep 10	<p>COURSE INTRODUCTION & LEARNING HOW TO REFLECT</p> <ul style="list-style-type: none"> Welcome, introductions Guest speakers: Stephanie Oliver – WALs (2:40-3:00 pm); “Expert opinion” – Gina, Adam and Emma (3-3:10 pm) Syllabus overview and expectations, review of project proposals, OWL, sub-sites, reading, resources Preparation for Speed Dating (identify your 1st, 2nd, ... 7th choice) Guest speaker: Anne-Marie Fisher (4-4:45 pm): Introduction to Community Service Learning; Review of Reflection Module <p>Preparation:</p> <p>→ Review student resources at Western CSL website: http://www.success.uwo.ca/experience/community_service_learning_csl/index.html</p> <p>→ Review: http://www.communityservicelearning.ca/en/documents/InformationSheets-PrinciplesofGoodPracticeinCSL-2007.pdf</p> <p>→ Review a Reflection module on OWL</p>	None
2 Sep 17	<p>“SPEED DATING” MEETING WITH COMMUNITY PARTNERS</p> <ul style="list-style-type: none"> Welcome and introductions 10 min “date” with each community partner to discuss projects Select the project, form teams Conduct first meeting with the partner, arrange a social <p>Preparation:</p> <p>→ It is essential to review and rank ALL projects in order of interest BEFORE Sep 15th, 8 am. Project proposals and a link to rank your preferences can be found in Course Information -> Project Summaries on OWL. You will interview each community partner and decide which project to work on. Teams are formed based on the interest in a topic, not friendships or relationships.</p>	Informal social gathering organized by each team
3 Sep 24	<p>WORKING IN TEAMS</p> <ul style="list-style-type: none"> Guest speaker: Brian Brennan (2:30-4 pm) <ul style="list-style-type: none"> Learning how to work in teams: Group forming exercises, group norms and roles, communication, cohesion and Active Listening Guest Speaker: Marisa Surmacz FHS librarian (4:10-4:40 pm) Grade weights setting exercise Creating a Plan of Action (Job list) <p>Preparation:</p> <p>→ Complete Reflection and Teamwork modules PRIOR to the class</p>	<p>Teams meet with the “gatekeeper” at the community partner site for orientation</p> <p>Quiz 1 open on OWL Sep 23, 2:30 pm to Sep 24, 2:40 pm</p>
4 Oct 1	<p>TOPIC 1: AGE FRIENDLY CITIES, FRAILTY TO FUNCTION INDEX</p> <ul style="list-style-type: none"> Class discussion Marisa Surmacz FHS librarian will be available in class (4-5:30 pm) <p>Readings:</p> <p>→ Menec, V., Means, R., Keating, N., Parkhurst, G., & Eales, J. (2011). Conceptualizing Age-Friendly communities. <i>Canadian Journal on Aging</i>, DOI: 10.1017/S0714980811000237</p> <p>→ Theou, O., & Rockwood, K. (2012). Should frailty status always be considered when treating the elderly patient? <i>Aging Health</i>, 8(3), 261-271.</p> <p>Useful resources:</p>	<p>Teamwork on the project</p> <p>Reflection 1 assignment is due on Wed, Oct 1 at 2:30 pm</p> <p>Quiz 2 open on OWL Sep 30, 2:30 pm to Oct 1, 2:40 pm</p>

	<p>→ World Health Organization (2007). <i>Global Age-friendly Cities: A guide</i>. http://www.who.int/ageing/publications/Global_age_friendly_cities_Guide_English.pdf</p> <p>→ Plouffe, L. & Kalache, A. (2010). Towards global Age-Friendly Cities: Determining urban features that promote active aging. <i>Journal of Urban Health: Bulletin of the New York Academy of Medicine</i>, 87(5), 733-739.</p>	
5 Oct 8	<p>TOPIC 2: PHYSICAL ACTIVITY AND FALLS - MEASURING & ASSESSING FUNCTION</p> <ul style="list-style-type: none"> • Class discussion • Skill building practical work – functional tests application <p>Readings:</p> <p>→ Sherrington, C., Whitney, J., Lord, S.R., Herbert, R.D., Cumming, R.G., & Close, J.C.T. (2008) Effective exercise for the prevention of falls: A systematic review and meta-analysis. <i>Journal of the American Geriatrics Society</i>, 56; 2234-2243.</p> <p>→ Waters, D.L., Hale, L.A., Robertson, L., Hale, B.A., & Herbison, P. (2011). Evaluation of a peer-led falls prevention program for older adults, <i>Archives of Physical Medicine and Rehabilitation</i>, 92(10); 1581-1586.</p> <p>→ Hauer, K., Lamb, S.E., Jorstad, E., Todd, C., Becker, C., on behalf of the PROFANE group. (2006). Systematic review of definitions and methods of measuring falls in randomized controlled fall prevention trials. <i>Age and Aging</i>, 35; 5-10.</p> <p>Useful resource: → https://instruct.uwo.ca/kinesiology/9641/assessment_list.html</p>	<p>Teamwork on the project</p> <p>Reflection 2 assignment is due on Oct 8 at 2:30 pm</p> <p>Quiz 3 open on OWL Oct 7, 2:30 pm to Oct 8, 2:40 pm</p>
6 Oct 15	<p>TOPIC 3: HEALTH EDUCATION</p> <ul style="list-style-type: none"> • Class discussion <p>Readings:</p> <p>→ Merriam, S.B., & Kee, Y. (2014). Promoting community wellbeing: The case for lifelong learning for older adults. <i>Adult Education Quarterly</i>, 64(2), 128-144.</p> <p>→ Hill, E.K. (2008). Assessing health literacy. <i>Journal of Hospital Librarianship</i>, 5(4), 11-24.</p> <p>Useful resource: → http://www.euromedinfo.eu/teaching-older-adults.html/</p>	<p>Teamwork on the project</p> <p>Reflection 3 assignment is due on Oct 15 at 2:30 pm</p> <p>Quiz 4 open on OWL Oct 14, 2:30 pm to Oct 15, 2:40 pm</p>
7 Oct 22	<p>MIDTERM PROGRESS REPORTS & MINI PRESENTATIONS</p> <ul style="list-style-type: none"> • Interim course feedback, 10 min presentation by each team • Goals, accomplishments, commitments, next steps, timeline • Discussion on facilitators and barriers • One page progress report (approved by all team members) is due in class • Guest speaker: Julie Whitehead (4-4:30 pm): "HowTos" for creating and editing a video. 	<p>Teamwork on the project</p> <p>Midterm progress report is due on Oct 22 at 2:30 pm</p>
8 Oct 29	<p>TOPIC 4: DEMENTIA, NPIS, PET THERAPY</p> <ul style="list-style-type: none"> • Class discussion <p>Readings:</p> <p>→ Alzheimer's Disease International. (2011). <i>World Alzheimer Report 2010</i>. The global economic impact of dementia. Executive summary. Retrieved Aug 26, 2013, from http://www.alz.co.uk/research/files/WorldAlzheimerReport2010ExecutiveSummary.pdf</p> <p>→ Filan, S.L. & Llewellyn-Jones, R.H. (2006) Animal-assisted therapy for dementia: A review of the literature. <i>International Psychogeriatrics</i>, 18(4), 597-611.</p> <p>→ Swall, A., Ebbeskog, B., Lundh-Hagelin, C., & Fagerberg, I. (2014). Can therapy dog evoke awareness of one's past and present life in person with Alzheimer's disease? <i>International Journal of Older People Nursing</i>, doi: 10.1111/opn.12053</p>	<p>Teamwork on the project</p> <p>Reflection 4 assignment is due on Oct 29 at 2:30 pm</p> <p>Quiz 5 open on OWL Oct 28, 2:30 pm to Oct 29, 2:40 pm</p>

	Useful resource: → Alzheimer's Association. (2010). <i>Alzheimer's disease facts and figures</i> . Retrieved Aug 26, 2013 from http://www.alz.org/documents_custom/report_alzfactsfigures2010.pdf	
9 Nov 5	TOPIC 5: MAIL, WINTER & FALLS <ul style="list-style-type: none">• Class discussion Readings: → Beynon, C., Wyke, S., Jaman, I., Robinson, M., Mason, J., Murphy, K., Bellis, M.A., & Perkins, C. (2011). The cost of emergency hospital admissions for falls on snow and ice in England during winter 2009/10: a cross sectional analysis. <i>Environmental Health</i> , 10:60. Doi: 10.1186/1476-069X-10-60 → Bentley, T.A. & Haslam, R.A. (2001). Identification of risk factors and countermeasures for slip, trip and fall accidents during the delivery of mail. <i>Applied Ergonomics</i> , 32, 127-134.	Teamwork on the project Reflection 5 Assignment is due on Nov 4 at 2:30 pm Quiz 6 open on OWL Nov 4, 2:30 pm to Nov 5, 2:40 pm
10 Nov 12	TOPIC 6: REMINISCENCE, GERONTOLOGY <ul style="list-style-type: none">• Class discussion Readings: → Latha, K.S., Bhandary, P.V., Tejaswini, S., & Sahana, M. (2014). Reminiscence therapy: An overview. <i>Middle East Journal of Age and Ageing</i> , 11(1), 18-22. → Brody, E. M. (2010). On being very, very old: An insider's perspective. <i>The Gerontologist</i> , 50(1), 2-10.	Teamwork on the project Quiz 7 open on OWL Nov 11, 2:30 pm to Nov 12, 2:40 pm
11 Nov 19	PRESENTATIONS: Teams 1, 2 & 3 <ul style="list-style-type: none">• Presentation and video must be uploaded on your team sub-site on OWL latest 24 hours before in-class presentation. Invite your community partner!• Debriefing and class discussion: points for improvement	Teamwork on the project
12 Nov 26	PRESENTATIONS: Teams 4, 5, 6 & 7 <ul style="list-style-type: none">• Presentation and video must be uploaded on your team sub-site on OWL latest 24 hours before in-class presentation. Invite your community partner!• Debriefing and class discussion: points for improvement	Reflection 6 Overall Course Experience Assignment is due on Nov 26 at 2:30 pm
13 Dec 3	COURSE OVERVIEW & CELEBRATION <ul style="list-style-type: none">• Review of course objectives and feedback for future• Submit Implementation Reports for grading and to community partners• Celebrate successful completion of the course• Course evaluation• What is next? Guest speaker: Dylan Brennan: A graduate student experience	Hard copies of Implementation Reports are due in class on Dec 3 at 2:30 pm

Community Engagement

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

General Study Hints

Learning is a shared responsibility of students and faculty. Students are expected to complete all readings BEFORE lectures. 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 the readings. Note-taking is the responsibility of the student.

Required Readings

Readings are aligned with project topics proposed by community partners, as indicated in the Class Schedule below. Quizzes are based on required readings only.

Class 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 differences to complete tasks; evaluate ideas and arguments of others and integrate them into your evaluations; work collaboratively; and contribute to the learning of your classmates. Disruptive behaviour, such as ringing cell phones; talking; text messaging; Facebook; Twitter; disturbing consumption of food or drink; littering; listening to music; or e-mailing are not acceptable during the class.

Quizzes

It is imperative to prepare for the class to be able to meaningfully participate in class discussion. Hence, seven quizzes will be conducted. They are based on required readings assigned for the particular class. Each quiz consists of 10 questions randomly selected from a larger question pool. Question types include: multiple choice, true-false, and fill-in the blank. The order of multiple choice options is randomized. Each quiz will be open on OWL 24 hours before the class and will close 10 min after the class begins. You will have only one chance to do the quiz and will have 15 minutes to complete it. All seven quizzes will be graded.

Critical Reflection

Make sure you familiarize yourself with all aspects of the Reflection module available on OWL, especially 4 “C”s of Critical Reflection: Continuous, Connected, Challenging, and Contextualized. It is strongly recommended that you keep a journal of your experiences working on the project and extract from it the most memorable and influential moments for your assignments. There will be 6 reflection assignments and the best 5 will be graded. In the last assignment you will reflect on the overall experience in this course.

All reflective narratives should be written in Word and uploaded as an attachment to the Turnitin link on OWL before submission deadlines indicated in the course content table. A hard copy of each reflective assignment will be submitted to the TA in class. Please note the narratives have to concur with the following criteria: student name, student number, title, line spacing 1.5, Arial 11 font, margins 1” for all sides, max 450 words or ONE page only. The TA is instructed not to read more than one page. Anything you write beyond this limit will not be graded!

Team Work

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

Midterm progress report and mini presentation

The interim report is a chance to reflect on what your team has achieved halfway through the course and provide feedback to the professor, TA, and classmates. Each team will prepare a 10 min presentation outlining their goals, accomplishments, commitments, next steps, and timeline. You can also report on facilitators and barriers of your progress. You will upload a one page progress report, approved by all team members, on OWL before the class and submit a hard copy to the TA in class. This report will be graded by the professor as a part of the final implementation report.

In-class Team Presentation

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

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

Do not forget that every good presentation has an introduction, body, and conclusions /recommendations. Presentation style is up to the team. Presentations will be delivered during class time according to the class schedule. They will be max 20 minutes long with an additional 10 minutes for questions/discussion and 5 minutes for peer evaluation. 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, positioning in the room, and use of AV equipment. Teams are responsible for uploading of their presentation PRIOR to the class time. Presentation and video must be uploaded on OWL sub-site before the class on the day team is presenting. Presentations will be evaluated by all students (except students on your own team) (30% of the presentation mark), and an average of the TA and the professor's grade (other 70%). The final presentation mark will be given to all members of the team. The criteria for presentation evaluation are outlined on the Presentation Evaluation Sheet – posted on the OWL. It is your **responsibility to attend presentations of ALL teams**, 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 at the end of the last presentation will lose half of their Presentation and Video marks.

Video

The video should be a maximum of three minutes long to promote your solution to the problem. It helps to identify the 'end user' or 'target customer' before writing a script or planning the video. 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 the creation of the video. Use OWL to submit the video or link to YouTube. Information about how to create a successful video is available in the Reflection Module. Additional resources about video making are available on OWL. Make sure that you open the video with a title slide (project title, year) and end the video with slides that will include credentials (i.e., names of all individuals who participated in creation of the video; information about the university, course number, community partner, professor's name, background music credentials, etc.). Each student will sign a Consent Form to approve future use of materials generated in this course (i.e., video, reflections, presentation and implementation report) by community partner or course instructor. Upload the video and the presentation onto the OWL sub-project site designated to your team **BEFORE** your team presentation.

Implementation Report

The purpose of Implementation Report is to summarize project findings and recommend practical solutions to the problem identified by community partner. The report should be written in a form that can be further utilized by the community partner organization. All students in the team must have an opportunity to provide feedback and must approve the report before submission. Please proofread!

Content and organization: 1. *Introduction* - describe community partner organization, background of the problem and state the question that was answered. Include a literature review of what is already known about this topic, and reflect on national and international best practices. 2. *Methods* - identify and describe data collection protocol, participants, setting, tools (e.g., surveys, test, interviews, focus groups, observations), and how data was analyzed. 3. *Results and discussion* - describe the outcomes of the investigated problem, propose informed recommendations (e.g., supported by evidence) for changes that would improve the identified problem, explain how this could be achieved, and provide a timeline of implementation activities. Relate your results to theoretical aspects addressed in the course. Report on feasibility and costs of implementation. Connect your findings to life satisfaction, well-being, or the successful aging of older adults. 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. All support materials, including data collection tools (e.g., surveys, checklists, interview protocols, consent forms) created during the project, should be included in Appendices.

Due date: **December 3, 2014 at 2:30 pm.**

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

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

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

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

Dr. Aleksandra Zecevic

Experiential Learning Hours Tracking Module

The EL Hours Tracking application is to serve as a record of the contributions you, as a Western student, have made to the London community and beyond through Community Service Learning. Since you are engaged in Community Service Learning as part of your course, this will allow your faculty member to track your progress, the Community Engaged Learning team @ Western to help you ensure your community work is of benefit to you and the community, and for CEL @ Western to collect statistics of the ways that students are "giving back" to our surrounding communities. Students who are completing CSL as part of a course will be asked to report on their service work in 2 week time blocks. The CSL Hours Tracking application can be accessed through visiting Western's Career Central (www.westerncareercentral.ca) – Log on using your Western Student ID and Password and the Hours Tracking Module can be accessed through the "Experience Tab", with the "CEL Logs" link along the side toolbar. You are expected to very briefly report on your work with your community partner every 2 weeks during a set of reporting periods. A guide to using myEL.uwo.ca as well as the reporting periods can be found in the resources section of Sakai.

Other Important Information

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

Academic Policies

Student Code of Conduct

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

English Proficiency for the Assignment of Grades

Visit the website http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

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/pdf/academic_policies/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/>