NOTE: this is a draft. The syllabus will be completed during the summer as Community Partners are identified and projects defined.

Gerontology in Practice is an ideal course for students who want to gain more experience outside the classroom and prepare for work after graduation. The course is different from what you are used to and that makes it both exciting and challenging as you will learn a lot. When asked: "What advice would you give to a student considering taking the HS4711 course?" previous students said this:

"You will absolutely love it! Try your absolute best. All the work will pay off."

"Be prepared to learn a lot about yourself and to take in what the seniors and project have to offer. It is a lot of work but the experience is memorable."

"Take it, you will make amazing friends."

If you would like to make a meaningful contribution, improve lives of other people, make really good friends and learn above and beyond the academic environment, consider registering for HS4711A.

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


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

Teaching Assistant
TBD
To schedule office hours please email the TA directly. In all communication with professor or TAs please indicate “HS4711” in subject line.

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

1. Define and describe the theoretical and practical nature of issues that affect older adults on a communal level (as opposed to population or individual level).
2. Engage in community service learning with community partners to learn how complex determinants of the aging process influence needs of the elderly, healthcare providers and healthcare system.
3. Recognize current issues in aging, engage in research, critical reflection, and through civic engagement advocate for change in seniors’ families, communities and among care providers.
4. Work in teams, develop an implementation program, prepare public presentations, and effectively reflect on lessons learned both in the classroom and in the community.
5. Identify, describe, critically appraise and consider career opportunities in the field of gerontology.

Course format
Lecture: Monday 2:30-5:30 pm, 3 hour lecture: 2 hours academic component and 1 hour teamwork with community partner, 0.5 credit
Location: Room UCC 66 – WALS classroom
Service learning: Students will spend substantial amount of time working with their community partner. The time and location of service-learning activities will differ from team to team.
Consent: Each student will sign a Consent Form to approve future use of materials generated in this course (i.e., video, reflections, presentation and implementation report) by community partner or the course instructor.

Course Evaluation
In this community service-learning course there will be a number of opportunities for evaluation of your learning, engagement in your teams and quality of your contribution to the project. Fifty percent (50%) of the grade is based on individual performance and 50% on team performance. A weighting of each grade component was determined by students who took this course in the past five years.

<table>
<thead>
<tr>
<th>Grade type</th>
<th>Grade component</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual performance  50%</td>
<td>Participation (in class contribution, attendance, discussion)</td>
<td>Professor/TA</td>
</tr>
<tr>
<td></td>
<td>Peer evaluation (team participation, preparation, communication, contribution, respect, flexibility)</td>
<td>Team members (coefficient)</td>
</tr>
<tr>
<td></td>
<td>Quizzes (based on assigned readings)</td>
<td>Professor/TA</td>
</tr>
<tr>
<td></td>
<td>Reflections (quality &amp; formatting)</td>
<td>Professor/TA</td>
</tr>
<tr>
<td></td>
<td>Community engagement</td>
<td>Community partner</td>
</tr>
<tr>
<td>Team performance  50%</td>
<td>In-class team presentations (teaching &amp; final)</td>
<td>(70% prof/TA, 30% class)</td>
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<td></td>
<td>Video</td>
<td>(70% prof/TA, 30% class)</td>
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<tr>
<td></td>
<td>Implementation report / group grade</td>
<td>Community partner</td>
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<tr>
<td></td>
<td>Implementation report (&amp; progress report)</td>
<td>Professor</td>
</tr>
</tbody>
</table>

Note: For team performance grades the same mark is assigned to all students in the group. Team participation peer evaluation is used as a coefficient to multiply an average grade of all team performance activities.

Course website
Log into your OWL account using Mozilla Firefox browser (http://www.mozilla.org/en-US/firefox/new/) as Explorer might not display some graphics in custom-made modules. Course information, readings, project
proposals, grading forms, assignment links and ample other helpful resources for teamwork, reflection, video creation or use of library resources are uploaded on OWL.

**Class Schedule and Content**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>SL Activities</th>
</tr>
</thead>
</table>
| 1    | **COURSE INTRODUCTION, WALS, CSL & LEARNING HOW TO REFLECT**  
  
  - Welcome, introductions  
  - Syllabus overview and expectations, review of projects, OWL, sub-sites, readings, resources, consent forms & contracts, course dynamics  
  - Preparation for Speed Dating (identify your 1st, 2nd, ... 7th choice)  
  - Guest speaker: Emmanuel Songso – Introduction to WALS (4:00-4:30 pm)  
  - Guest speaker: Kelly Hollingshead (4:30-5:10 pm): Introduction to Community Service Learning & Review of Reflection Module  
  Preparation:  
  → Review resources at Western Community Engaged Learning (CEL) website: [https://completestudent.ca/modules/community-engagement/](https://completestudent.ca/modules/community-engagement/)  
 | None |
| 2    | **“SPEED DATING” WITH COMMUNITY PARTNERS**  
  
  - Welcome (10 min) & project introductions by partners (5 min each)  
  - Q & A “dating” with each community partner (10 min each pod).  
  - Strategize, select the project, form teams  
  - Conduct first team meeting with the partner, arrange a social  
  Preparation:  
  → It is essential to read and rank ALL projects in order of interest (1=most interested, 7=least interested) BEFORE Thursday Sep 14th @ NOON. Project proposals and a form to rank your preferences can be found in Course Information -> Project Summaries and Ranking Form on OWL. In class, you will interview each community partner (bring questions!) and decide which project to work on. Teams are formed based on the interest in a topic, not friendships or relationships.  
 | Informal social gathering organized by team members (Mandatory!)  
  Each team meets at the community partner site for orientation |
| 3    | **WORKING IN TEAMS & LIBRARY RESOURCES**  
  
  - In class Mini Quiz 0: Reflection & Teamwork (2:30-2:45)  
  - Guest speaker: Brian Brennan (2:45-4:15 pm)  
  - Learning how to work in teams: Group forming exercises, group norms and roles, communication, cohesion and Active Listening  
  - Guest Speaker: Roxanne Isard, SHS librarian (4:25-5:00 pm)  
  - Prep for next week’s team presentations  
  Preparation:  
  → Complete Reflection and Teamwork modules BEFORE the class  
  → Working together: [https://www.youtube.com/watch?v=Vyn_xLrtZaY&feature=youtu.be](https://www.youtube.com/watch?v=Vyn_xLrtZaY&feature=youtu.be)  
 | Teams work with the “gatekeeper” on the project  
  In-class Mini Quiz 0  
  NO in-class time with community partners! |
| 4    | **TOPIC 1: TBD**  
  
  - Team 1 presentation & activities  
  - Class discussion, lessons learned  
  Mandatory readings (all readings are posted on OWL):  
  → TBD  
  → TBD  
 | Teamwork on the project  
  **Reflection 1** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>5 Oct 8</td>
<td>THANKSGIVING - no class</td>
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<tr>
<td>6 Oct 15</td>
<td><strong>TOPIC 3: TBD</strong></td>
</tr>
<tr>
<td></td>
<td>• Team 3 presentation &amp; activities</td>
</tr>
<tr>
<td></td>
<td>• Class discussion, lessons learned</td>
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<td></td>
<td>Mandatory readings:</td>
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<td>→ TBD</td>
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<td>→ TBD</td>
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<td><strong>TOPIC 4: TBD</strong></td>
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<tr>
<td></td>
<td>• Team 4 presentation &amp; activities</td>
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<td></td>
<td>• Class discussion, lessons learned</td>
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<tr>
<td></td>
<td>Mandatory readings:</td>
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<td></td>
<td>→ TBD</td>
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<td></td>
<td>→ TBD</td>
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<tr>
<td>7 Oct 22</td>
<td><strong>MIDTERM PROGRESS REPORTS &amp; MINI PRESENTATIONS</strong></td>
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<td></td>
<td>• Interim course feedback</td>
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<td></td>
<td>• 7 min progress report &amp; 3 min Q&amp;A by each team (goals, accomplishments, commitments, next steps, timeline)</td>
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<td></td>
<td>• Discussion on facilitators and barriers of progress</td>
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<td>• Guest speaker: Julie Whitehead (4-4:30 pm): “HowTos” for creating &amp; editing a video.</td>
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<tr>
<td>8 Oct 29</td>
<td><strong>TOPIC 5: TBD</strong></td>
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<tr>
<td></td>
<td>→ Team 5 presentation &amp; activities</td>
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<tr>
<td></td>
<td>→ Class discussion, lessons learned</td>
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<tr>
<td></td>
<td>Mandatory readings:</td>
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<td></td>
<td>→ TBD</td>
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<td></td>
<td>→ TBD</td>
</tr>
<tr>
<td></td>
<td><strong>due in class (2:30 pm)</strong></td>
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<tr>
<td></td>
<td>In-class Mini Quiz (topics 1 &amp; 2) (2:30 - 2:40 pm)</td>
</tr>
<tr>
<td></td>
<td>In-class meeting with community partner (4:30-5:20 pm)</td>
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<tr>
<td></td>
<td>Teamwork on the project</td>
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<td></td>
<td>NO in-class time with community partners!</td>
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<tr>
<td></td>
<td><strong>Reflection 2</strong></td>
</tr>
<tr>
<td></td>
<td>due in class (2:30 pm)</td>
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<tr>
<td></td>
<td>In-class Mini Quiz (topics 3 &amp; 4) (2:30 - 2:40 pm)</td>
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<tr>
<td></td>
<td>In-class meeting with community partner (4:30-5:20 pm)</td>
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<td></td>
<td>Teamwork on the project</td>
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<td></td>
<td>Midterm progress report (approved by all team members) is due 24 hrs BEFORE the class, Oct 21 at 2:30 pm</td>
</tr>
<tr>
<td></td>
<td>In-class meeting with community partner (4:30-5:20 pm)</td>
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<td></td>
<td><strong>Reflection 3</strong></td>
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<tr>
<td></td>
<td>due in class (2:30 pm)</td>
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<tr>
<td></td>
<td>In-class Mini Quiz 5 (2:35 - 2:40 pm)</td>
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<tr>
<td></td>
<td>In-class meeting with community partner (4:30-5:20 pm)</td>
</tr>
<tr>
<td>Date</td>
<td>TOPIC 6: TBD</td>
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<tr>
<td>------</td>
<td>------------------------------</td>
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</tbody>
</table>
| 9 Nov 5 | • Team 6 presentation & activities  
          • Class discussion, lessons learned  
          Mandatory readings:  
          → TBD  
          → TBD | • Team 7 presentation & activities  
          • Class discussion, lessons learned  
          Mandatory readings:  
          → TBD  
          → TBD | In-class Mini Quiz 6  
          (2:35 - 2:40 pm)  
          In-class meeting with community partner  
          (4:30-5:20 pm) |
| 10 Nov 12 | PRESENTATIONS: Teams 1, 2, 3 & 4  
          • 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                  |
| 11 Nov 19 | PRESENTATIONS: Teams 5, 6 & 7  
          • Presentation and video must be uploaded on your team sub-site on OWL  
          latest 24 hours before in-class presentation. Invite your community partner!  
          • Debriefing and class discussion: points for improvement | Reflection 4  
          due in class (2:30 pm)  
          In-class Mini Quiz 7  
          open on OWL  
          (2:35 - 2:40 pm)  
          In-class meeting with community partner  
          (4:30-5:20 pm) |
| 12 Nov 26 | COURSE OVERVIEW & CELEBRATION  
          • Review of course objectives and student feedback for future courses  
          • Submit Implementation Report for grading (to prof and community partner)  
          • Celebrate successful completion of the course  
          • Course evaluation  
          • What is next? Guest speaker: A graduate student’s words of wisdom | Reflection 5  
          (course experience)  
          due in class (2:30 pm)  
          Hard copies of Implementation Reports are due in class (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 clients, patients, residents or staff at the partner organization site should be positive, engaging, and helpful. It is essential that your overall attitude towards activities and people is constructive. The community partner will provide each student individually and your team with a grade based on three criteria: 1. Good working habits, 2. Acceptance and positive response to constructive criticism, and 3. Focus on learning and serving. Remember, you might be asking your community partner for a reference letter for job applications!

**Required Readings**
To be able to participate in class discussion you have to complete required readings **BEFORE** lectures. Readings are aligned with project topics proposed by community partners. Each topic has two mandatory readings as indicated in the Class Schedule & Content table. Quizzes are based on required readings only. Most teams will be asked by the partner to conduct a literature review, collect data (e.g., surveys, interviews, telephone interviews), analyze data and report results in a well-written report. Below are three books that can help you learn how to do this and complete your tasks with rigor and efficiency. All three are available in UWO library catalogue (some are older editions):


**Team teaching**

Learning is a shared responsibility of students and faculty. Each team will present the content from required readings and lead the class discussion on their topic. Teaching presentations will be **15 min** in length and include at least 2 team/class activities. They will be followed by class discussion. Every attempt will be made to make lectures interesting, engaging and thought-provoking using active learning and learner–centered strategies.

**Class Participation**

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

**In-class Mini Quizzes**

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

**Critical Reflection**

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

**Team Work**

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

**Midterm progress report and mini presentation**

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

**In-class Team Presentation**

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

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

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

Your team presentation will be evaluated by all other students in the class (30%), and an average of the TA and the professor’s grade (70%). The final presentation mark will be given to all members of the team. The criteria for presentation evaluation are outlined on the Presentation Evaluation Sheet – posted on the OWL (Course Information -> Evaluations). It is your responsibility to attend presentations of ALL teams, grade each, rank presentations from 1 (best) to 6 (not my favorite) and submit your grading sheet to the TA. Students who do not submit their presentation evaluations at the end of the last presentation in the term will lose 50% of their Presentation and Video marks.
Video
The video should be a maximum of three minutes long. It helps to identify the ‘end user’ or ‘target customer’ before writing a script or planning the video. The video should be of sufficient quality to allow the community partner to use it in their future activities. All students must be involved in the creation of the video. Information about how to create a successful video is available under the Video How Tos. Make sure that you start your video with a title slide (project title, year, community partner) and end the video with slides that will include credentials such as: names of all individuals who participated in creation of the video; information about the university, course number, professor’s name, background music credentials, etc. Examples of videos created previously by students in this course are available under Course Information tab. Use your sub-site on OWL to post the video file or link to YouTube BEFORE your team presentation.

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

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

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

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

Due date: December 3, 2017 at 2:30 pm.
Submission: ONE student from your team should upload a Word file of the report to Turnitin BEFORE Dec 4 @ 2:30 pm using the link from OWL webpage. In addition, each team will submit one hard copy of the report to the professor in the last class, and one hard copy to their community partner.

Evaluation criteria include: originality, relevance, justification, correctness, appropriate use of terminology, integration of concepts related to the topic, quality of written expression, clarity, critical thinking, appropriate use of APA format and style, and adherence to instructions.
If you have difficulties with any aspect of the course, please contact Dr. Zecevic immediately. Do not hesitate to provide constructive feedback, comments and suggestions to the professor and Teaching Assistant as we go along.

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

Dr. Aleksandra Zecevic

Other Important Information

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

 Statements Required by the School of Health Studies

Statement on prerequisite checking:

_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._
Statement on using plagiarism checking software:

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)

Statement 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

Statement on 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 of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

**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. **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.**

Statement on Academic 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 Web site:

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

Statement about accommodation for illness:

http://www.westerncalendar.uwo.ca/2017/pg117.html

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

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

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

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

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/ssi/
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/
Health and Wellness:

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western’s Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (http://www.music.uwo.ca/), or the McIntosh Gallery (http://www.mcintoshgallery.ca/). Further information regarding health and wellness-related services available to students may be found at http://www.health.uwo.ca/.

If you are in emotional or mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: https://uwo.ca/health/mental_wellbeing/education/module.html.