

THE UNIVERSITY OF WESTERN ONTARIO
SCHOOL OF HEALTH STUDIES

HEALTH SCIENCES 3071 A/DETERMINANTS OF HEALTH AND DISEASE

FALL 2020

Instructor: Dr. Carla Silva

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Office Hours: Thursdays 3.00-4.30

Date/Time: Thursdays 9.30-11.30 (Synchronous activities online using MS Teams)

TA: TBA

COURSE DESCRIPTION

Determinants of health and disease invites you to enter a journey of reflection into the production of social and academic ideas about what matters when it comes to one's chances of living a healthy life. This reflection focuses on two related yet distinctive issues: health and health care. These are distinctive, because disparities in the access to health care, although important, do not account for inequities in basic health. You will be challenged to reflect upon your own situation of privilege/disadvantage; to discuss sensitive issues related to social inequity with fellow students with openness and trust; to make ethical judgments and to design strategies to tackle the negative and compound impact of distinctive determinants of health in different contexts. Through active engagement in this journey you will grow your intellectual empathy and ability to analyze relevant issues at different contexts, from the individual and familial to the wider political one. These abilities are essential to future health professionals who are passionately dedicated to reducing systemic health inequities. A committed engagement with the proposed resources for each week and active participation in all activities is essential for the success of this journey.

Prerequisites: Minimum of 60% [mandatory] in each of Health Sciences 1001A/B and Health Sciences 1002A/B.

Antirequisites: Sociology 2246A/B (Sociology of Health & Illness).

Note regarding prerequisite checking: Unless you have either of the prerequisites 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 if you are dropped from a course for failing to have the necessary prerequisites.

COMPULSORY READINGS:

Meili, R. (2018). *A Healthy Society: How A Focus on Health Can Revive Canadian Democracy*. Purich Books. (Available digitally at the Western library but limited to a few users at the same time. Consider purchasing a copy if you can.)

Hernandez, C. (2017). *Scarborough: A Novel*. Vancouver, British Columbia: Arsenal Pulp Press. (The reading of the printed or digital version is strongly recommended, even if the audiobook is also purchased, for a complete immersion in the novel's universe and an appreciation of writing techniques).

Some other titles (selected chapters) we will be exploring (no need to purchase):

Arya, A. N., & Piggott, T. (Eds.). (2018). *Under-Served: Health Determinants of Indigenous, Inner-City, and Migrant Populations in Canada*. Canadian Scholars' Press.

Bresnahan, A., Brindamour, M., Charles, C., & Meili, R. (Eds.). (2017). *Upstream Medicine: Doctors for a Healthy Society*. UBC Press. (Available as a digital copy at Western library)

Linker, M. (2015). *Intellectual Empathy: Critical Thinking for Social Justice*. University of Michigan Press. (Available as a digital copy at Western library)

Manchanda, R. (2013). *The Upstream Doctors: Medical innovators track sickness to its source*. New York: TED Conferences. (available as an ebook on Kindle)

Marmot, M. (2005). *Status Syndrome: How Your Social Standing Directly Affects Your Health*. A&C Black. (check bookoutlet.ca)

Raphael, D. (Ed.). (2016). *Social Determinants of Health: Canadian Perspectives*. Canadian Scholars' Press. (selected chapters will be scanned by the library)

Wilkinson, R., & Pickett, K. (2011). *The Spirit Level: Why Greater Equality Makes Societies Stronger*. Bloomsbury Publishing USA. (check bookoutlet.ca)

COURSE OBJECTIVES:

- To develop a comprehensive understanding of the relationship between key determinants in one's chances for a healthy life, building upon the knowledge gained in the first-year courses social and/or individual determinants of health and disease.
- To explain the importance of intellectual empathy, the capacity to develop a reasoned and empathetic understanding of the experiences of individuals whose lives may seem very different from one's own for a comprehensive and impactful understanding of determinants of health and health inequities.
- Develop intellectual empathy by analyzing relevant academic research, exercising creative imagination through fictional reading and creation and active participation in all class activities.
- To foster opportunities to work collaboratively with others, for one's own and the community's benefit.
- To expand metacognition, the awareness of how one learns and grows.
- To develop resilience and ability for self-regulation, by mindfully evaluating one's own learning journey.

LEARNING OUTCOMES:

Upon completion of this course, you should be able to:

1. Identify and describe key determinants of health and disease.
2. Explain key concepts related to public health, health equity and its determinants.
3. Discuss the interrelationship between different determinants of health.
4. Analyze specific cases, playing relevant theoretical and informational tools.
5. Design activities to foster intellectual empathy.
6. Design and present strategies to tackle key determinants of health in varied and specific contexts.
7. Advocate and act to improve the social determinants of health in the world outside the university.
8. Design and regulate your own learning journey.

COURSE TOOLS AND MATERIALS:

As the course will be taught entirely online, a computer/tablet/ smart phone with audio and video capabilities and access to the Internet are required. Additional course materials will be posted each week on the OWL course site. You will also be encouraged to contribute to the development of a repository of relevant resources.

Software: We will be using OWL and MS Teams as the main digital tools. If other software is used, you will be instructed on how to use it in a timely fashion.

TENTATIVE COURSE SCHEDULE:

The following table offers a tentative thematic/ activity map for our weekly teaching and learning units. Note that this plan will be updated weekly with more detailed information and may change. Be aware that effective engagement with the course activities require between 6 - 10 hours weekly (including your own study time). This number really depends on being able to set up a study environment free of distractions and interruptions. **Make sure you schedule these in your personal calendars.** All synchronous sessions, office hours and meetings will be held in MS Teams.

Unit/ Week	Themes/ Deadlines	Activities	Key Resources
1 08-11 Sept.	Setting the foundations for the course. Ways of working together. Presentations and getting to know one another. Planning and preparing the ground for a successful course.	Lesson activities Presentations Synchronous sessions (Thursdays 9.30-11.30 on Teams) Weekly Check- Out Office hours (Weekly on Teams) Drop in/ Group: Thursdays 3-3.30 Individual: Thursdays 3.30-4.30 (use sign me up tool on OWL)	Meili, 2018 (Skim through...) <i>Scarborough</i> Other Resources on OWL
2 14-18 Sept.	Do we all have the same chances to be healthy? What does it mean to be healthy? What is a healthy society? Key course concepts: Intellectual Empathy, Intersectionality, Social Identities, Health	Lesson activities Synchronous session Office hours Weekly Check- Out <u>(including a personal learning contract)</u>	Meili, 2018, chapter 1 Linker, 2015, selected excerpts <i>Scarborough</i> Other Resources on OWL
3 21-25 Sept.	Medicine on a larger scale The evolving art of medicine and public health policy Determinants of Health Health as a Social Justice issue Public Health: Politics and Ethics	Lesson activities Synchronous session Office hours Weekly reflection Weekly Check- Out Intellectual Empathy Lab* (IEL): groups 1-4 to plan IEL 1	Meili, 2018, chapter 2 <i>Scarborough</i> Other Resources on OWL

		(Meeting with instructors on Thursday, 4.30- 5.00)	
4 28-02 Oct.	Downstream and upstream approaches to “closing the gap”. Key qualities of meaningful and efficient strategies and/or interventions.	Lesson activities Synchronous session Office hours Weekly reflection Weekly Check- Out IEL 1 (Thursday, 10.30-11.30): Groups 1-4 leading	Meili, 2018, chapters 3 and 10 <i>Scarborough</i> Other Resources on OWL
5 05-09 Oct.	Growth and Development Income, Socio- economic status, class and individual health Gross domestic product and national health indexes; Addressing fallacies. <i>All groups to start working on the fictional group assignment</i>	Lesson activities Synchronous session Office hours Weekly reflection Weekly Check- Out Groups 5-8 to plan IEL 2 (Meeting with instructors Thursday, 4.30- 5.00)	Meili, 2018, chapters 4 and 5 <i>Scarborough</i> Other Resources on OWL
6 12-16 Oct.	The world around us: homes and places <i>All groups to work on the fictional group assignment</i> <u>Submit individual self-Assessment Mid-term (formative) (16th)</u>	Lesson activities Synchronous session Office hours Weekly reflection Weekly Check- Out IEL 1 (Thursday, 10.30-11.30): Groups 5-8 leading	Meili, 2018, chapters 6 and 7 <i>Scarborough</i> Other Resources on OWL
7 19-23 Oct.	Criminal justice and health: identical twins? The Equality of Mercy <u>19th Submit group assignment for peer-review (optional)</u> <u>21st Return review</u> <u>23rd Submit group assignment</u>	Lesson activities (reduced) Synchronous session Office hours Weekly reflection Weekly Check- Out Groups 9-12 to plan IEL 3 (Meeting with instructors: Thursday, 4.30- 5)	Meili, 2018, chapter 8 <i>Scarborough</i> Other Resources on OWL
8 26-30 Oct.	Learning to live healthy: education, class and life chances.	Lesson activities Synchronous session Office hours Weekly reflection Weekly Check- Out IEL 3 (Thursday, 10.30-11.30): Groups 9-12 leading	Meili, 2018, chapter 9 <i>Scarborough</i> Other Resources on OWL

		Groups 13-16 to plan IEL 4 (Meeting with instructors Thursday, 4.30- 5.00) QUIZ 1: Day and time to be defined	
02-06 Nov. Reading Week			
9 09-13 Nov.	Oppressions and access to healthcare. The role of invisible ideologies: How do they form and develop? Oppressive ideologies, -isms and unconscious bias	Lesson activities Synchronous session Office hours Weekly reflection Weekly Check- Out IEL 4 (Thursday, 10.30-11.30): Groups 13-16 leading	Linker, 2015, selected excerpts <i>Scarborough</i> Other Resources on OWL
10 16-20 Nov.	Exploring diverse oppressive ideologies and their impact on health care and health status. <i>Start working on the individual fictional assignment</i>	Lesson activities Synchronous session Office hours Weekly reflection Weekly Check- Out Groups 17-20 to plan IEL 5 (Meeting with instructors Thursday, 4.30- 5.00)	Raphael, 2016, selected chapters <i>Scarborough</i> Other resources on OWL
11 23-27 Nov.	How to act upstream more efficiently? <i>Continue working on the individual fictional assignment</i>	Lesson activities Synchronous session Office hours Weekly reflection Weekly Check- Out IEL 5 (Thursday, 10.30-11.30): Groups 17-20 leading QUIZ 2: day and time TBA	Meili, 2018, chapter 11 <i>Scarborough</i> Other Resources on OWL
12 30-04 Dec.	<i>Upstreaming Health Conference</i> So what? Will our knowledge and intellectual empathy skills make any difference? What can we do? What will we do? <i>Submit individual assignment for peer review (30th); Submit peer review (02nd)</i>	Lesson activities (reduced) Synchronous session: Final plenary Office hours Weekly Check- Out IEL 5 (Thursday, 10.30-11.30): Groups 17-20 leading	Meili, 2018, chapter 12 <i>Scarborough</i> Other resources on OWL
13. 07-09 Dec.	<i>Submit individual fictional assignment and self-assessment (08th)</i>	Finalize all assignments	

*The intellectual empathy labs are interactive online workshops where you expand your views on the course content, through diverse strategies that rely upon the principles of intellectual empathy, such as reflection, conditional trust, perspective taking, collaborative reasoning and discussion. These labs are led by students (groups) to students and explore specific topics related to the weekly theme.

EVALUATION:

Methods of Assessment	Deadline	%
1. Self- Assessment (Individual)	Weekly with final submission on 8 th Dec.	15%
2. Weekly reflections (Two to be graded/ Individual)	Weekly	10%
3. Intellectual empathy lab (design, facilitation and written reflection) (Group)	TBD	15%
3. Fictional Story + Analysis + Strategy (Group)	23 rd Oct.	20%
4. Fictional Story + Analysis + Strategy (Individual)	8 th Dec.	25%
6. Two Quizzes (Scheduled) (Individual)	TBD	15% (7.5+7.5)

Below you find a general description of each method of assessment. Detailed guides for each assignment will be delivered in a timely fashion throughout the course.

Note that your evaluation does NOT include tests or exams, so weekly engagement is extremely important.

All assignments indicated above are to be submitted using the assignment tool on OWL, by 11.59 on each due date.

1. Self-Assessment. Directly aligned with learning outcome eight (Design and regulate your own learning journey), you will continuously self-assess and regulate your performance and engagement. At the end of the term, you will submit your final self-assessment according to agreed criteria, in which you will need to mark yourself out of 15 and provide evidence to support such grade.
2. Weekly reflections. At the end of every week, you will be asked to submit a short reflection (500-600 words) in which you identify the most important learning you gained that week, your thoughts on a specific concept or reading and how you may apply the gained knowledge. These reflections are part of the lesson tasks and can be used as evidence for your self-assessment. Additionally, two of the weeks will be randomly selected for the submitted reflections to be marked for five points each. (it is therefore important to submit this weekly).
3. Intellectual empathy lab + reflection. In groups randomly created, you will collaboratively design an online workshop to engage peers in discussion and reflection on a specific topic related to the theme of the unit. Following this session, you will submit a reflective report that presents and

justifies your activities; describes and comments on the insights shared and reflects upon how lab's impact on participants' Intellectual Empathy.

4. *Fictional text + Commentary+ Strategy (Group)*. Inspired by the novel *Scarborough*, your group will create a fictional story, which traces and translates the intricate dynamics between social determinants/ structures and health status. The assignment includes an academic commentary of the situation and/or character depicted, applying relevant concepts to frame and analyze the 'problem' and a strategic plan to ease the negative impact of the determinant (s) at play.
5. *Fictional Story + Commentary+ Strategy (Individual)*. Taking into account the feedback received on your group assignment, you will individually create a second fictional story + academic commentary + strategy.
6. *Quizzes*. Two quizzes will be scheduled at the start of the term. These will assess your understanding of core readings, key concepts and specific content addressed in the lessons shared on OWL.

Formatting: All formatting and referencing of written assignments, when applicable, must follow APA guidelines. Learn about styles [here](#). The word count for all assignments exclude the references and title page, if included. Documents must be double-spaced and formatted using a font size no smaller than 12 points.

Plagiarism: All required assessments 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 assessments 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>).

Late policy: All assignments are due on the date and at the time indicated. Late assignments will be penalized at a rate of **1% for each hour** after the deadline. No assignments will be accepted more than four days late.

Participation: Participation in this online course means active engagement with the proposed weekly lesson tasks, including (for example) contribution to small and large group discussions and intellectual empathy labs. Evidence of participation needs to be provided in your self-assessment. The specific expectations for each teaching unit/week will be communicated weekly.

Communication: Communicating clearly and regularly with your peers and the instructional team has never been more important. This is one of the reasons why we are using Microsoft Teams, so that you feel part of a community connected by similar goals and needs. The opportunities for communication are multiple (see table below). During the first few weeks of the term, you will learn when and how to use each of the tools mentioned below. Their use will quickly become second nature as we move along in the term. Remember that individual office hour meetings can be booked using Sign-up on OWL. Expect messages to be answered within 24 hours, expect during weekends.

	Private (to a person or a group)	Whole Class
Peers	Posts on the appropriate Teams' channel (groups) Private chat on Teams' for individuals	Posts on the General Teams channel OneNote books and other documents shared on Teams
Instructional Team	Private chat on Teams	Posts on the General Teams channel (Instructors will also use the OWL announcements tool)

Netiquette: Many components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honor the following rules of etiquette:

- “arrive” to synchronous sessions on time
- use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of participants if a class discussion deals with sensitive or personal material
- to minimize background noise, mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- [For sessions with more than 30 students] to guarantee optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- be prepared to turn your video camera off at instructor’s request, if internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- unmute your microphone and turn on your video camera before speaking
- self-identify when speaking
- mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- keep in mind the different cultural and linguistic backgrounds of the students in the course
- be courteous toward the instructor, your colleagues, and authors whose work you are discussing
- be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. the exchange of diverse ideas and opinions is part of the scholarly environment.
- be professional and scholarly in all online postings. Cite other’s ideas appropriately (i.e in discussion boards when you re commenting on another student’s idea).

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

Only participants using their UWO credentials will be permitted to access the online sessions.

Synchronous sessions: Most sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor. You will always be informed in the invitation for the session if this is being recorded.

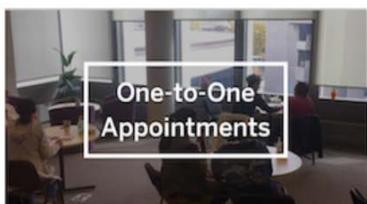
Use of Recording Devices and Course Content Course: Instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL and MS Teams. Students do not have the right to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for any reason inclusive of nefarious purposes (e.g., for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

TROUBLESHOOTING:

Technical/ software/hardware: “I am having technical issues with my computer and I am not sure what the problem is...” you can create a help request in [FHS IT Support](#) or if the issue relates more to online learning software (OWL, Teams or other) go to [FHS Online Learning Support \(Students\)](#). If you have lost internet connection use the data on your phone to do this or to work as a hotspot for your other device.

Adaptation to the online teaching and learning environment: “I am having trouble adapting to this online learning environment. I need some guidance regarding study strategies...” explore the resources offered by Western Student Experience in [tips for conquering online courses](#); [Resources To Support Online Learning for Undergraduates & Graduates](#). If you prefer short videos, check [Study Tips to Succeed as an Online Student](#), or one created by a student for students [Online Learning Tips for Students!](#) Select a few important tips to start with and incorporate more as the term progresses.

Help with Writing Skills: “I will need to write some papers this term and would benefit from improving my writing skills” or “I would like some helpful feedback on writing quality...” you can contact the [Writing support Centre online](#). They have (these are not hyperlinks):





Illness: “One of my main assignments is due in two days and I feel really ill...”, you can action an academic consideration to be granted some accommodation. You do that in [Request for Academic Consideration](#).

Academics: “I would benefit from some advice regarding my **academic experience, engagement and success...**”, you can explore the resources available on [Academic Support and Engagement](#) or contact the [HS counselling staff](#).

GENERAL COURSE NOTES:

Student Code of Conduct: You are expected to comply with the [Code of Student Conduct](#) at all times and when dealing with members of the instructional team. The purpose of this Code is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Course Website: The OWL website and the Microsoft Teams’ hub will function as the privileged space for communication between all participants in this course. Important resources, dates and announcements will be posted regularly, so please check these spaces regularly.

Grades: The mark attained is the mark you achieved, and the mark assigned; there is no rounding to the next grade level, or ‘giving away’ of marks. Please, do not ask me to do this for you.

Assignment objectives and rubrics will be shared with you in advance. Should you have a concern regarding the grade you received for an assignment, you must wait 24 hours from the receipt of the grade to approach the instructor or TA. Please request an appointment and prepare in writing, with evidence, the reasons for your concern. Note that calculation errors (which can occur) must be brought to my attention immediately, with enough information for it to be promptly corrected, please.

Academic consideration

The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfill their respective obligations, if it is to succeed. Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) *Submitting a Self-Reported Absence form, provided that the conditions for submission are met;*
- (ii) *For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or*
- (iii) *For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.*

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- Must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities.

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the [online Self-Reported Absence portal](#). This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48-hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfill the academic expectations they may have missed.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

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

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. Ombud's 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 online and 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.

Grading Policy

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

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

It is expected that the grades for this course will fall between 72 and 76%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade to bring the class average in line with School policy.