

Western University
Faculty of Health Sciences
School of Health Studies

Health Sciences 3040
HEALTH MANAGEMENT
Winter 2021
FINAL VERSION

1.0 Calendar Description

In this course, students will learn how Canada's health care system is structured and implemented across and within different health service organizations. The primary focus is on the ways in which these organizations, and the people with them, manage health and the levels of administration required to deliver health services across the country.

The course will offer an introduction to management theories as applied to health care organizations. Topics include healthcare leadership, organizational design in healthcare, healthcare communication, principles of management, business ethics, risk and operations management, management of information and healthcare quality measures.

Prerequisite: Enrollment in third or fourth year of a Bachelor of Health Sciences Program.

Note: Unless you have either the requisites for this course or written permission from your Dean to enroll in it, you will 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.

2.0 Course information

Professor

Shannon L. Sibbald, PhD
ssibald@uwo.ca

Lecture times & delivery

Wednesday 2:30-4:30

Live and synchronous lecture

Thursday 1:30-2:30

*Occasionally asynchronous,
occasional live small group
discussions, and/or extended
office hours*

Office Hours

Thursday 12:00pm-1:00pm (please use OWL to book a specific time)

Teaching Assistant

Melanie Dissanayake
mdissan@uwo.ca

3.0 Course objectives

You can expect to learn the following in this course:

- an overview of concepts and issues related to the organization, governance, funding and delivery of healthcare
- an introduction to the types and styles of leadership in healthcare including communication strategies, competencies, and professionalism
- an appreciation for the unique professional and sectoral roles and the associated challenges of interdisciplinarity and health human resources
- theoretical and practical aspects of management in health care settings
- critical thinking and problem solving around complex integrated health system challenges

4.0 Course Format

Due to the COVID-19 response, course material will be delivered online via a combination of live synchronous and asynchronous (pre-recorded) lectures.

Classes will be a mixture of lecture, discussion, guest speaker and group work. Students are responsible for assigned readings, and to be prepared to discuss them in class. This course will also make use of the ‘case-based’ format – which includes small and large group discussions.

The class is broken into 14 sessions, each containing one two-hour lecture each. Most often, material started on Wednesday will be explored asynchronously through group-work on Thursdays. Attendance and participation in class is expected.

Guest lectures will be recorded and available through OWL for one the duration of the course

4.1 OWL: All students in this course need to use OWL to access resources used in this course such as PowerPoint (lecture) handouts and additional handouts and/or readings. Students are responsible to check the OWL site regularly for course updates and announcements.

OWL is a fantastic tool to allow us to interact and learn beyond the classroom. This electronic shared space will be used frequently throughout the course for a variety of purposes. Please interact respectfully on this shared e-space; take time to familiarize yourself with your student code of conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>

Please contact Instructional Technology Services (ITS) for difficulties in accessing OWL at (519) 661-3800

4.2 Contact/Questions:

All questions should be posted on OWL forums.

Forums, or discussion boards, will be used as a ‘first line’ for asking questions on course content. Students can expect questions to be answered within 48 hours, with the exception of weekends. The forums will be set up to include a separate space for questions and discussion about: (1) course content; (2) mid-term exam; and (3) project/assignments. You have the ability to edit your own posts. The instructor and TA can delete posts that are deemed to be inappropriate.

Students are strongly encouraged to respond to questions to facilitate learning and share their own insights on course content.

All other contact-related questions should be done through OWL messages/email

Please *do not send email to personal (@uwo) email account – these will not be answered*. If you send a message to the instructor or TA that is better suited for the forum discussion, you will be asked to post your question there to allow all students can benefit from the Q&A and allow for more peer-to-peer discussion.

In all of the above communication tools and any time you are interacting on our shared OWL website, be mindful of ‘e- etiquette’. Please be professional. It is expected that you will use proper grammar and punctuation when posting and emailing. You are also expected to respect your peers, TA and instructor in any discussion/forum.

4.3 Lecture Slides: Slides will be posted regularly, but they will not be used in every class. The slides will be made available in PDF format, one slide per page. Lecture slides are intellectual property of SL Sibbald; copying without permission is copyright infringement and can constitute plagiarism. Posted lecture notes may not be comprehensive (i.e. there may be ‘blank spaces’ or information left out either for privacy/copyright or to ensure class participation). It is the student’s responsibility to ensure lecture slides are complete.

Note on GUEST LECTURES: All attempts will be made to record and provide copies of the guest lecture sessions. Recordings will be available on OWL for the duration of the course. Similar to all other electronic content provided to you in this course, students are not permitted under any circumstance to reproduce, post, or share guest lecture content.

4.4 What’s in the News: You will be challenged to participate in class discussions on a regular basis. Each Wednesday (except for those with guest speakers) will begin with a discussion of ‘what’s in the news?’ Students are encouraged to bring forward news stories related to health management issues. Each week individual students will be asked to volunteer (for the following week) to present news stories. This is an excellent opportunity to practice public speaking and to provide your own analysis and criticism of news stories.

5.0 Evaluation

Team Based Assignment	55%
Part 1 > Team Report: 35%	
Part 2 > Team Presentation: 5%	
Part 3 > Individual Work: 15%	
First Midterm Exam	20%
Second Midterm Exam	25%

5.1 Team Based Assignment (55%) > multiple due dates

The purpose of the assignment is to complete a case study analysis of a management issue in a healthcare organization of your choice. The assignment takes the form of a formal report. The group assignment includes three parts.

Teams and management challenges will be assigned by the professor. There will be up to four Network Groups (Primary Care, Long-term Care, Community Care, and Acute Care) and each Network Group will have 3-5 teams working on the same management case. Your goal as a team is to come up with the 'best' solution to your proposed network challenge (note: teams may come up with different ideas around the problem to be addressed within the network challenge, this is acceptable).

A team contract (template provided) is due January 28, 2021 (11:55pm).

Three parts:

1) Teamwork: Formal Report 8-10pgs (double-spaced) (35%) April 7, 2021

Consider the Following Headings for your Report: *(these specific headings are not mandatory, but are suggestions for you to consider; use of headings in general is strongly recommended)*

1. Executive Summary (not part of page count) *(mandatory)*
2. The Challenge/Problem/Issue
3. The Team
4. The Options/The Solution
5. Implementation Plan
6. Conclusion/Summary
7. Reference List - APA (not part of page count) *(mandatory)*
8. Appendices Summary and Appendix (not part of page count) (part of individual work/#3 below) *(mandatory)*

2) Teamwork: Presentation (5%): March 31 and April 1, 2021

Create a brief slide deck (3 slides) for your team to present to the class. During an 8 minute. Choose 2-3 group members to present the work of the entire group, and each group will have 8 minutes.

Presentations should include a brief description of the team and the challenge. Student groups have 'creative freedom' for the rest of the presentation. Students are encouraged to be engaging and innovative.

Presentation classes will be formal and organized – attendance is required by all students, even if not presenting. We will make use of interactive technology to facilitate break-out rooms and on-line chats.

Presentations will be done in Network groups. One member from the network will present the provided challenge to the class. This will be followed by each Team presenting their solution. Afterwards, the class will be able to ask questions and then make a final vote on which solution is the 'best'. There is no bonus for 'best group'.

3) Individual work: Appendix (15%) April 7, 2021

Each student should choose one of the following to include as part of the report. There should only be one of each included (i.e., do not submit two communication plans in the report). More information on assignment expectations and format, as well as a rubric, will be provided to you. Team reports should include an appendices summary (short paragraph describing the included appendices and which team member completed it).

- | | |
|-----------------------------|--|
| a. a reporting tool | g. an evaluation plan |
| b. project charter | h. an implementation plan |
| c. SBAR report | i. stakeholder analysis |
| d. work breakdown structure | j. a timeline for all of the above (Gantt Chart) |
| e. a draft/mock budget | k. other (please consult with the professor) |
| f. a communication plan | |

Most of the information you need to complete any of the appendices can be found in course material already provided to students. Refer to your readings, lecture slides and in-class notes.

Whichever tools/plans you chose should be deliberate and serve a definitive function or purpose for the specific solution provided in your team report. A brief description of how your appendix supports the team project should be included.

Important Notes:

FILE NAMING: An important part of any project is ensuring proper and consistent file naming. All documents submitted should include your team # as the first part of the file name.

The team will submit a report in Word format which addresses all the identified requirements. This paper must be submitted electronically to the provided assignment section in OWL by midnight on the due date. Only one student should be responsible for uploading a copy of the report via OWL. The final report must meet the following requirements:

- Cover page (template provided) with title of assignment, student name, student number, instructor's name, course number, date of submission, number of pages.
- Use 12 Times New Roman font; Lines must be double spaced; 1" margins
- Spell checked
- References done using APA style

More information, including a marking scheme, on this assignment is in the appendix of this syllabus, and we will cover more details in class.

5.2 Mid-Term Exams (45%)

All material covered in class is examinable. This includes class readings, lectures, and guest lectures.

The first midterm exam will be held **Feb 11th**, worth 20% of the final grade. The exam will cover material from the readings, lectures and guest lectures to date. The midterm exam will be composed of **60 multiple choice** questions and will be held during class

time. The midterm will be done using the OWL platform. The midterm exam will start at the beginning of the scheduled class time (1:30pm); students will have exactly **75 minutes** to write the exam. Once 75 min has passed, the exam will close. Each student will be given questions randomized to each student from a question bank; both questions and answers will be randomized.

The second midterm exam will be held **Mar 17th**, worth 25% of the final grade. The exam will cover material from the readings, lectures and guest lectures to date. The midterm exam will be composed of **85 multiple choice** questions and will be held during class time. The midterm will be done using the OWL platform. The midterm exam will start at the beginning of the scheduled class time (2:30pm); students will have exactly **1h50mins** to write the exam. Once the time has passed, the exam will close. Each student will be given questions randomized to each student from a question bank; both questions and answers will be randomized.

There is no make-up for a missed mid-term. If you miss a mid-term exam due to personal or medical reasons, you must contact the academic counsellors to seek accommodation. In the case of a missed mid-term, the other mid-term exam will be re-weighted. Missing a mid-term and failing to notify the instructor will result in a grade of zero for the mid-term exam.

Students are not permitted to make copies or retain a copy of the mid-term questions.

The consequences of cheating or plagiarism will be in alignment with the Preamble on Scholastic Discipline for Undergraduate Students at the University of Western Ontario as found at

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

6.0 Course Material

There is no required textbook. A draft reading list is included below.

More information on accessing readings and a final reading list will be available closer at the start of the course. While most readings are accessible on-line, a few require copyright and as such, will only be available through purchase of a course package.

7.0 Course Schedule and Assigned Readings

This schedule and is subject to change; students should refer to OWL for the most up-to-date information on session information.

Day	Date	Class	Session Title	Readings
W	13-Jan	1	LIVE: Introduction to Healthcare Management and The Health Care System	<p>Martin, D., Miller, A. P., Quesnel-Vallée, A., Caron, N. R., Vissandjée, B., & Marchildon, G. P. (2018). Canada's universal health-care system: Achieving its potential. <i>The Lancet</i>, 391(10131), 1718-1735. doi:10.1016/s0140-6736(18)30181-8</p> <p>https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(18)30181-8/fulltext#:~:text=Canada's%20universal%2C%20publicly%20funded%20health,tax%2Dfunded%20public%20insurance%20plans.</p>
Th	14-Jan	2	LIVE: Current State of Healthcare Management in Ontario – Ontario Health Teams	<p>REQUIRED:</p> <p>1. Ontario Health Teams: Guidance for Health Care Providers and Organizations, Ontario Health Teams: Guidance for Health Care Providers and Organizations (n.d.).</p> <p>RECOMMENDED:</p> <p>2. Understanding LHINS: Komal Bhasin, M. S. W., & Williams, C. A. P. (2007). Understanding LHINS: A Review of the Health System Integration Act and the Integrated Health Services.</p> <p>Available at: http://health.gov.on.ca/en/pro/programs/connectedcare/oht/docs/guidance_doc_en.pdf</p> <p>Available at: https://www.ryerson.ca/content/dam/crncc/knowledge/relatedreports/integratedcare/UnderstandingLHINS-FinalJuly5th.pdf</p>
W	20-Jan	3	LIVE: Teams and Team-based care	<p>1. Chapter 5: Burns, L., Bradley, E., & Weiner, B. (2012). Team and team effectiveness in health services organizations. In S. M. Shortell & A. D. Kaluzny (Eds.), <i>Shortell and Kaluzny's healthcare management: organization design and behavior</i> 6th Edition (6th ed., pp. 121-163). Clifton Park, NY: Delmar Cengage Learning.</p> <p>2. LaFasto, F. M. J., & Larson, C. E. (2001). <i>When teams work best: 6,000 team members and leaders tell what it takes to succeed</i>. Thousand Oaks, CA: Sage Publications, Inc.</p>
Th	21-Jan	4	ASYNCR: Team Work: Get to Know Your Team	No required readings; check out OWL for instructions on what to do for today's course!

W	27-Jan	5	LIVE: Leadership and Management	<p>1. Chapter 2: Burns, L., Bradley, E., & Weiner, B. (n.d.). Leadership and management: A framework for action. In S. M. Shortell & A. D. Kaluzny (Eds.), Shortell and Kaluzny's healthcare management: organization design and behavior 6th Edition (6th ed., pp. 33-64). Clifton Park, NY: Delmar Cengage Learning.</p> <p>2. Kotter, J. P. (2001). What leaders really do. Harvard Business Review, 79(11), 85-96.</p> <p>3. Ayodele, O., Petch, J., & Laupacis, A. (2014, Jan. 23). Health care in Ontario: A primer for The Board of Directors of community governed primary health care organizations.</p>	<p>Available at: http://healthydebate.ca/wp-content/uploads/2014/01/Primer-for-Primary-Care-Boards.pdf</p>
Th	28-Jan	6	ASYNCR: Team Work: Leadership Challenge	<p>No required pre-readings; check out OWL for instructions on what to do for today's course!</p> <p>**Team Contract Due Today</p>	
W	3-Feb	7	LIVE: Project Management	<p>1. Schwalbe, K. & Furlong, D. (2013). An introduction to project, program, and portfolio management in healthcare.</p> <p>RECOMMENDED: Sahadath, K.C., Shekter-Wolfson, L. (2013, July). How to incorporate Inter-professional Education (IPE) into Health Sciences programs: The Waterfront Campus Project at George Brown College.</p>	<p>Available at: https://healthcarepm.files.wordpress.com/2013/05/healthcare-project-management-chapter-1.pdf</p> <p>Available at: http://www.longwoods.com/content/23472</p>
Th	4-Feb	8	ASYNCR: Team Work: Network Meeting OPTIONAL LIVE: Extended Office Hour/ Review	<p>No required pre-readings; check out OWL for instructions on what to do for today's course!</p>	
W	10-Feb	9	LIVE: Change Management	<p>1. Golden, B. (2006). Transforming healthcare organizations. Healthcare Quarterly, 10(Sp), 10-19.</p> <p>2. Kotter, J. (2007). Leading change: Why transformation efforts fail. Harvard Business Review, Jan 2007, 96-102.</p>	
Th	11-Feb	10	LIVE using OWL: Midterm Exam (during class)		

	17-18 Feb		Reading Week - <i>no class</i>	
W	24-Feb	11	LIVE: Stakeholder Management	Brugha, R. & Varvasovszky, Z. (2000). Stakeholder analysis: A review. <i>Health Policy and Planning</i> , 15(3), 239-246.
Th	25-Feb	12	LIVE: Ethical Leadership: Guest Speaker Robert Sibbald	Ho, A., & Pinney, S. (2016, January). Redefining ethical leadership in a 21st-century healthcare system. In <i>Healthcare management forum</i> (Vol. 29, No. 1, pp. 39-42). Sage CA: Los Angeles, CA: SAGE Publications.
W	3-Mar	13	LIVE: Communication Management	Chapter 18: Rowitz, L. (2014). Leadership and communication. <i>Public health leadership: Putting principles into practice</i> , 3rd Edition (3rd ed., pp. 413-463). Burlington, MA: Jones & Bartlett Learning.
Th	4-Mar	14	LIVE: Digital Strategy Management: Guest Speaker Glen Kearns	<p>**NOTE TODAY'S TIME CHANGE: CLASS WILL RUN 12-1:30 to accommodate our guest. The lecture will be recorded if you are unable to make it**</p> <p>Marr, B. (2019, May 13). How Is AI Used In Healthcare - 5 Powerful Real-World Examples That Show The Latest Advances.</p> <p>Available at: https://www.forbes.com/sites/bernardmarr/2018/07/27/how-is-ai-used-in-healthcare-5-powerful-real-world-examples-that-show-the-latest-advances/#621142db5dfb.</p>
W	10-Mar	15	LIVE: Quality Management	<p>Health Quality Ontario (2015). Quality matters: Realizing excellent care for all.</p> <p>Available at: http://www.hqontario.ca/Portals/0/documents/health-quality/realizing-excellent-care-for-all-en.pdf</p>
Th	11-Mar	16	ASYN: Managing Decisions and Risks	No required pre-readings; check out OWL for instructions on what to do for today's course!
W	17-Mar	17	LIVE using OWL: Midterm Exam (during class time)	
Th	18-Mar	18	LIVE: Managing Integrated Care: Guest Speaker Matthew Meyer	<p>Porter, M. E., & Lee, T. H. (2015, September 14). The Strategy That Will Fix Health Care.</p> <p>And Glaser, J. It's Time for a New Kind of Electronic Health Record. <i>Harvard Business Review</i>. June 12, 2020</p> <p>Available at: https://hbr.org/2013/10/the-strategy-that-will-fix-health-care.</p> <p>https://hbr.org/2020/06/its-time-for-a-new-kind-of-electronic-health-record?utm_campaign=hbr&utm_source=twitter&utm_medium=social</p>

W	24-Mar	19	<p>LIVE: Innovation Management: Guest Speaker Keri Selkirk and Connor Cleary</p>	<p>REQUIRED 1. Rouse, W. B. (2008). Health care as a complex adaptive system: implications for design and management. Bridge-Washington-National Academy of Engineering-, 38(1), 17.</p> <p>RECOMMENDED. 2. Unleashing Innovation: Excellent Healthcare for Canada – Executive Summary</p>	<p>Available at: https://www.nae.edu/Publications/Bridge/EngineeringandtheHealthCareDeliverySystem.aspx</p> <p>Available at: https://www.canada.ca/en/health-canada/services/health-care-system/advisory-panel-healthcare-innovation.html</p>
Th	25-Mar	20	<p>ASYNCR: Team Work: Finalize presentation and project</p>	<p>No required pre-readings; use today to finalize your project, presentation etc.</p>	
W	31-Mar	21	<p>LIVE: Class Presentations Day 1</p>		
Th	1-Apr	22	<p>LIVE: Class Presentations Day 2</p>		
W	7-Apr	23	<p>LIVE: Managing You: the management workforce</p>	<p>1. LEADS Leadership Capabilities Framework;</p> <p>2. Health Leadership Competency Model 3.0. (n.d).</p> <p>**CHE Worksheet to be completed prior to class – access on OWL**</p> <p>**Team Report and Individual Assignment Due Today</p>	<p>Available at: https://leadscanada.net/uploaded/web/Resources/LEADS_Corporate_Brochure_2016_final.pdf</p> <p>Available at: https://www.oha.com/Documents/NCHL_Health_Leadership_Competency_Model.pdf?utm_medium=email&utm_campaign=October 2 - HR Leadership Program&utm_content=October 2 - HR Leadership Program Preview CID_8723ddd7c9948150198964a92e7f520a&utm_source=CampaignMonitor</p>
Th	8-Apr	24	<p>Wrap up</p>		

8.0 Course policy and procedures

Students are expected to attend lectures. While participation and attendance is not part of the evaluation, there will be material covered in class that will be tested on the exam.

8.1 Late Assignments

Late penalty of **25% per day applies** (including weekends). There will be no make up for missed assignments. Late assignments should be submitted using the OWL messaging platform and a hard copy submitted to the instructor in class the following week. If there is a medical reason for a late assignment, you are required to obtain proper medical documentation.

8.2 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, Zoom, and TopHat. Students do not have my permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for 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.*

8.3 Three before me

If you have a question about a course-related issue, chances are someone else in the class has the same, or a similar one. In order to foster a collaborative environment, and to make each student responsible for his/her own learning, this class will employ a simple approach of seeking out three resources before turning to the instructor for assistance. There are a number of resources available to you to find the answer to common issues: (1) google/Wikipedia, (2) the OWL discussion boards, (3) your peers, (4) the library. If you find yourself in need of an answer, be resourceful and see if you can figure it out! If you can, be sure to post your Q&A on OWL. If you cannot solve the issue, contact the instructor, and be prepared to explain your 'three' steps before seeking instructor support. *This rule also applies for group work issues.*

9.0 ADDITIONAL STATEMENTS

Final Grades

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 72-76 (core) and 74-78 (elective). In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

Student Code of Conduct

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

English Proficiency for the Assignment of Grades

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

Accommodation for Medical Illness or Non-Medical Absences

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

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 fulfil 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 fulfil the academic expectations they may have missed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student’s Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

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.

SHS Policy on Attendance and Participation

Each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes.

Regular attendance is expected and essential for courses that include participation grades in their evaluation schemes. Participation means not only attendance, but also active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Persistent absenteeism may have serious repercussions, and may result in you failing this course. The School of Health Studies considers the equivalent of 2 weeks of unexcused absences (per term) as significant absenteeism. Significant absenteeism will be reported to the Undergraduate Chair of the School of Health Studies and the student will be provided with a warning that further absenteeism may result in debarment from writing the final examination, and/or submitting the final course paper. **Persistent absenteeism will result in academic sanctions.**

Health and Wellness

As part of a successful undergraduate experience at Western, we encourage you to make health and wellness a priority. Western provides several on-campus and online health-related services to help you achieve optimum health and wellness while pursuing your degree. Further information regarding the services available to students may be found at <http://www.health.uwo.ca/>. For information regarding emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych/index.html>). To learn more about mental health, Western has developed an interactive mental health learning module, found here: <https://www.uwo.ca/health/wec/education/learning.html>. Students are also encouraged to access local health and wellness resources within their home communities.

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/>