

The University of Western Ontario  
School of Health Studies

Introduction to Rural Communities  
HS3010F

September-December 2022

Instructor: Dr. Mantler

Email: [tara.mantler@uwo.ca](mailto:tara.mantler@uwo.ca)

Office Room Number: TBD

Office Hours: TBD

Date/Time: Wednesday 12:30-1:30 and Thursday 11:30-1:30

Location: TBD

Teaching Assistants: TBD

*We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.*

*With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.*

### **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.

---

### **Course Information**

This community engaged learning course will offer an introduction to rural communities within the Canadian context. This course will examine how rural and urban communities differ using sociological, infrastructure, political, and health services perspectives. By the end of this course students will be able to:

- Identify and critique rural communities utilizing various definitions
- Examine factors contributing to 'rurality'

- Understand how geographic location intersects with various social determinants of health
- Identify and critically examine how geographic location intersects with health (including disease prevalence, service use/availability, and health outcomes)
- Explore contemporary issues in rural health and design potential solutions
- Engage in critical scholarship of the impact of rurality on health

### **Classroom Expectations**

Contemporary academic traditions are built upon the power of a select groups of people, namely privileged white folks, typically men. However, that is changing as we move towards classroom content and approaches that acknowledge the importance of inclusivity and equity. I have worked hard to ensure the course content reflects the knowledge created by authors working from diverse social locations. However, there is always room for improvement and feel free to contact me (in person or electronically) if you have any suggestions to improve the quality of course materials.

Furthermore, I would like to create a learning environment with my students that is respectful and supports inclusivity and diversity. In this class, I encourage and appreciate expressions of different ideas, opinions, and beliefs. My goal is to have meaningful conversations and interactions and create opportunities for intellectual and personal enrichment. I disavow racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others. To help accomplish these classroom goals, I invite you to partner with me in the following ways:

- I am still in the process of learning about anti-racism, decolonization and diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it (anonymous feedback is always an option).
- Please create and a name tag with your preferred name and pronouns
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me.

### **Lecture and Reading Schedule** (subject to change)

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
<b>1</b>	<b>Sept 8</b>	Introduction to Rural Communities	None.
<b>2</b>	<b>Sept 14</b>	Mock Critical Scholarship	Not assigned
	<b>Sept 15</b>	Defining Rurality	Podcast: Understanding Rural Canada Terms and Trends- Fare Talk
<b>3</b>	<b>Sept 21</b>	Critical Scholarship Option 1	Not assigned

	<b>Sept 22</b>	Rural Culture and Values	Farmer, J., Bourke, L., Taylor, J., Marley, J. V., Reid, J., Bracksley, S., & Johnson, N. (2012). Culture and rural health. <i>Australian Journal of Rural Health</i> , 20(5), 243-247.
<b>4</b>	<b>Sept 28</b>	Critical Scholarship Option 1	Not assigned
	<b>Sept 29</b>	Group work	Not assigned
<b>5</b>	<b>Oct 5</b>	Critical Scholarship Option 2	Not assigned
	<b>Oct 6</b>	Social, Political, and Infrastructure Factors	Smith, K. B., Humphreys, J. S., & Wilson, M. G. (2008). Addressing the health disadvantage of rural populations: how does epidemiological evidence inform rural health policies and research?. <i>Australian journal of rural health</i> , 16(2), 56-66.  Reimer, B., & Bollman, R. D. (2010). Understanding rural Canada: Implications for rural development policy and rural planning policy. <i>Rural planning and development in Canada</i> , 10-52.
<b>6</b>	<b>Oct 12</b>	Critical Scholarship Option 3	Not assigned
	<b>Oct 13</b>	Health Services	Pong, R. W., DesMeules, M., Heng, D., Lagacé, C., Guernsey, J. R., Kazanjian, A., ... & Luo, W. (2011). Patterns of health services utilization in rural Canada. <i>Chronic diseases and injuries in Canada</i> , 31, 1-36.
<b>7</b>	<b>Oct 19</b>	Critical Scholarship Option 4	Not assigned
	<b>Oct 20</b>	Indigenous Rural Health	Williams, L., & Claxton, N. (2017). Recultivating Intergenerational Resilience: Possibilities for

			<p>Scaling DEEP through Disruptive Pedagogies of Decolonization and Reconciliation. <i>Canadian Journal of Environmental Education (CJEE)</i>, 22, 58-79.</p> <p>Williams, L., Bunda, T., Claxton, N., &amp; MacKinnon, I. (2018). A Global Decolonial Praxis of Sustainability- Possibilities towards Undoing Epistemic Violences between Indigenous Peoples and those no longer Indigenous to Place. <i>Australian Journal of Indigenous Education</i>, 47(1), 41-53.</p>
<b>8</b>	<b>Oct 26</b>	Critical Scholarship Option 5	Not assigned
	<b>Oct 27</b>	Racism and Rural Health	<p>Etowa, J., Wiens, J., Bernard, W. T., &amp; Clow, B. (2007). Determinants of Black women's health in rural and remote communities. <i>Canadian Journal of Nursing Research Archive</i>, 56-77.</p>
<b>9</b>	<b>Nov 9</b>	Critical Scholarship Option 6	Not assigned
	<b>Nov 10</b>	Gender Based Violence and Rural Health	<p>Edwards, K. M. (2015). Intimate partner violence and the rural–urban–suburban divide: Myth or reality? A critical review of the literature. <i>Trauma, Violence, &amp; Abuse</i>, 16(3), 359-373.</p> <p>Mantler, T., Jackson, K.T, Shillington, K., Walsh, E.J., Tobah, T., Jackson, B. and Davidson, C.A. "Factors influencing rural women's disclosure of intimate partner violence: a qualitative study." <i>SN Social</i></p>

			<i>Sciences</i> 1, no. 1 (2021): 1-19.
<b>10</b>	<b>Nov 16</b>	Critical Scholarship Option 7	Not assigned
	<b>Nov 17</b>	Mental Health and Rurality	Caxaj, C. S. (2016). A review of mental health approaches for rural communities: complexities and opportunities in the Canadian context. <i>Canadian Journal of Community Mental Health</i> , 34, 29-45.
<b>11</b>	<b>Nov 23</b>	Critical Scholarship Option 8	Not assigned
	<b>Nov 24</b>	E-Health and Rurality	Hage, E., Roo, J. P., van Offenbeek, M. A., & Boonstra, A. (2013). Implementation factors and their effect on e-Health service adoption in rural communities: a systematic literature review. <i>BMC health services research</i> , 13(1), 1-16.
	<b>Nov 30 and Dec 1</b> <b>December 7</b>	CEL Project Presentations	None
<b>12</b>	<b>Dec 8</b>	Reflecting and Wrapping Up	None

\*Over the course of the next 12 weeks, we will, at times, be discussing difficult issues such as suicide, violence, racism, and colonization which may be disturbing or difficult for some students. If you are aware of course content that may be difficult for you, I am happy to discuss any concerns either before class or after class. During class, if you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss, so please plan to get notes from another student.

**Note:** Course readings will be available through OWL.

### Evaluation

	<b>Grade Component</b>	<b>Evaluator</b>	<b>Due Date</b>
<b>20%</b>	Critical Scholarship - 4 X 5% each	Professor	Friday at Noon
<b>15%</b>	Reflections	Professor	Oct 3, Oct 28, Dec 8 at noon
<b>35%</b>	CEL Project	Professor/Peers/Community	Nov 30, Dec 1 and 7.

		Partner	
<b>30%</b>	Cumulative Assignment	Professor	Dec 5 at noon

Note: There is no midterm or final examination for this course.

### **Critical Scholarship**

Engaging in critical scholarship of ideas presented in class demonstrates true mastery of knowledge. Students are required to participate in 4 of the 8 critical scholarships (4 X 5% each=20%). If you complete 5, your lowest score will be dropped. If you complete more than 5, only the first 5 critical scholarships will be graded. You are welcome to attend (or not) critical scholarship sessions, whether or not you are participating – the choice is yours. Critical scholarships will be conducted via zoom, synchronously during class. Your evaluation of your participation must be submitted by Friday at noon, you will evaluate yourself which will include a grade (out of 20) based on the following rubric as well as short (no more than 200-word reflection based on the criteria below). Late submissions will be deducted 10% per day.

### ***Participation***

	<b>Preparedness</b>	<b>Participation</b>	<b>Critical Thinking</b>	<b>Written Submission</b>
0-1	I prepared by reviewing my assigned readings	I spoke once or twice during the discussion	My comments did not build on the thoughts of others but were stand alone	My written submission did not follow required format/guidelines
2-3	I prepared by reviewing assigned readings and using a search engine	I spoke two or three times during the discussion  I referenced a scholarly article for one of my contributions	My comments built on the thoughts of others	My written submission followed most of the guidelines and was a thoughtful reflection of my participation
4-5	I prepared by reviewing assigned readings and reading several scholarly articles and prepared ways in which articles could be integrated	I spoke four or more during the discussion  I referenced scholarly articles for	My comments built on the thoughts of others and encouraged others to think of the topic differently	My written submission followed all the guidelines and provided and outline of strengths, weaknesses, and strategies to

into the conversation

all my contributions

improve moving forward

Comments: Students are to provide a short (200-word max) rationale supporting their grade. This should include the following:

- Key points the student contributed to the discussion
- Support for the grade they assigned themselves
- Areas of improvement for future discussions

### Reflections

Individually, students will submit a 500-word reflection on the process of group work thus far. This should include things that are going well, difficulties encountered, personal learnings, and strategies going forward.

<b>CRITERIA</b>	<b>SUPERIOR (12-15 POINTS)</b>	<b>SUFFICIENT (9-11 POINTS)</b>	<b>BELOW STANDARD (0-8 POINTS)</b>
<b>DEPTH OF REFLECTION /15</b>	Response demonstrates an in-depth reflection on, and personalization of, learning process. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, learning process. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, learning process. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.
<b>REQUIRED COMPONENTS (THINGS THAT ARE GOING WELL, THINGS THAT ARE NOT GOING WELLING,</b>	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions

<b>WHAT I HAVE LEARNED, WHAT I WILL DO GOING FOWARD)</b> <b>/15</b>	thoroughly. All attachments and/or additional documents are included, as required.	additional documents are included, as required.	or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.
<b>STRUCTURE</b> <b>/15</b>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than one spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than three (or three) spelling, grammar, or syntax errors per page of writing.

**CEL Project**

**Purpose:** The objective of this assignment is to prepare a dynamic and informative presentation outlining the problem, the connection to health/rurality, and the complete solution for the problem. This assignment is going to look different depending on the issue your group tackled. The presentation should provide a high-level overview of the major components of the solution as well as how the solution meets the organization’s needs. The presentation should last no more than 15 minutes. Then the solution (the assignment with all components for immediate implementation) should be submitted electronically. The following rubric will be used to mark the solution and the presentation together. The requirements for each solution (i.e. length, style, etc) will be negotiated following the lightening round for each problem.

<b>CRITERIA</b>	<b>SUPERIOR</b>	<b>SUFFICIENT</b>	<b>BELOW STANDARD</b>
	<b>(15-20/8-10)</b>	<b>(10-14/5-7)</b>	<b>(0-9/0-4)</b>
<b>IDEA</b> <b>/20</b>	Idea meets or exceeds all requirements of the	Idea includes all components and meets all	Idea is missing some components and/or does not

	<p>organization. Idea is connected well to the identified problem.</p> <p>Idea is feasible</p> <p>Idea is appropriate and will exceed the needs of the organization</p>	<p>requirements indicated by the organization. Idea is connected to the identified problem.</p> <p>Idea could be feasible.</p> <p>Idea is appropriate and will meet the needs of the organization</p>	<p>fully meet the requirements indicated by the organization. Idea does not connect fully to the identified problem.</p> <p>Idea is not entirely feasible.</p> <p>Idea could be appropriate (with revisions) to meet the needs of the organization</p>
<b>ALL REQUIRED COMPONENTS /20</b>	<p>Solution includes all components and meets or exceeds all requirements for immediate implementation. All attachments and/or additional documents are included, as required.</p>	<p>Solution includes all components and meets all requirements for implementation. All attachments and/or additional documents are included, as required.</p>	<p>Solution is missing some components and/or does not fully meet the requirements and could not be implemented immediately. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.</p>
<b>STRUCTURE/PRESENTATION /10</b>	<p>Writing and presentation is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts and ideas are expressed in a coherent and logical manner. There are no more than one spelling, grammar, or syntax errors per</p>	<p>Writing and presentation is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts and ideas are expressed in a coherent and logical manner. There are no more than two spelling, grammar, or syntax errors per page</p>	<p>Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than three (or three) spelling, grammar, or syntax errors per page of writing.</p>

page of writing.

of writing.

### **Cumulative Assignment**

**Purpose:** Please select 1 of the following to write a 1000-word (max- excluding references) APA position paper. This cumulative assignment is submitted via the course website. Turnit.com will be used for this assignment.

- What the most important issue impacting the health of rural Canadian communities?
- What is the biggest lesson Canada should learn from rural communities when it comes to improving health for all?
- What needs to be done to address inequities in rural health?

### **Grading Key (Total: /100)**

	<b>EXPERT (10-15)</b>	<b>PROFICIENT (7-10)</b>	<b>APPRENTICE (4-7)</b>	<b>NOVICE (0-4)</b>
<b>INTEGRATION OF KNOWLEDGE</b>	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood, and applied concepts learned in the course.
<b>TOPIC FOCUS</b>	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper. The assignment question is fully addressed.	The topic is focused but lacks direction. The paper is about a specific topic, but the writer has not established a position. The assignment question is partially	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.

		addressed.		
<b>DEPTH OF DISCUSSION</b>	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
<b>COHESIVENESS</b>	Ties together information from all sources. Paper flows from one section to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
<b>CRITICAL THINKING</b>	Identifies assumptions and biases and evaluates merits of the evidence presented in context.	Identifies some assumptions and biases and evaluates the merits of some of the evidence presented.	Identifies assumptions or biases at a superficial level and superficially evaluates evidence presented.	Does not identified assumptions or biases and does not evaluate evidence presented.
<b>SUPPORT OF THESIS</b>	Arguments presented fully support the thesis, build on one another, and each argument is unique.	Arguments presented mostly support the thesis. There is some redundancy in arguments.	Arguments presented in part support the thesis.	There are major gaps in the arguments provided in terms of the ability to support the thesis.
	<b>Expert (3)</b>	<b>Proficient (2-1)</b>	<b>Novice (0)</b>	
<b>SPELLING AND GRAMMAR</b>	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or	

			grammar mistakes.
<b>SOURCES</b>	More than 5 current sources, of which at least 5 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 4 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 4 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
<b>CITATIONS</b>	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Does not cite sources
<b>APA FORMAT FOLLOWED</b>		Yes- 1 point No- 0 points	

\*Note that a grading rubric provides consistent categories and weighting to aid in grading and in producing more robust grades both within a set of papers and between graders. It cannot and is not meant to replace the judgment of the individual grader. This is therefore a guideline for grading and not a strict marking scheme. Graders can, and frequently do, depart from the prescribed rubric when they feel it is academically justified.

---

### **Statement on Use of Electronic Devices**

**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.**

## **ADDITIONAL STATEMENTS**

### **Contingency plan for an in-person class pivoting to 100% online learning**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

**In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction**, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

### **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

### **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 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) 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
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office 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 SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

### **Attendance**

In the School of Health Studies, 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 all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but 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. In this course, the equivalent of 3 weeks of unexcused absences, per term, will be considered to be persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair, and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

### **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 Web site:

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20)

### **Plagiarism**

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>)

### **Support Services**

There are various support services around campus, and these include, but are not limited to:

1. Academic Support and Engagement-- [Academic Support & Engagement - Western University \(uwo.ca\)](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20)
2. Student Health and Wellness --[Health & Wellness - Western University \(uwo.ca\)](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20)

3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombud's Office -- <http://www.uwo.ca/ombuds/>

### **Health and Wellness**

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery ( <http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](http://www.uwo.ca/mentalhealth) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](http://www.uwo.ca/healthandwellness). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

### **SHS 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 74 and 78. 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.

### **Common Concerns Guideline**

The table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please email your instructor.

Concern	How to address concern
Course administrative matters	Read through the course outline or email instructor is question

	cannot be answered from information in the course outline
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Email the instructor.
Grade disputes and requests for appeals	<p>A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters.</p> <p>Visit the following website for guide on submitting an appeal: <a href="https://uwo.ca/fhs//policies/appeals.html">https://uwo.ca/fhs//policies/appeals.html</a></p>