

THE UNIVERSITY OF WESTERN ONTARIO

SCHOOL OF HEALTH STUDIES

HEALTH SCIENCES 3071A: DETERMINANTS OF HEALTH AND DISEASE

FALL 2022

Instructor: Dr. Carla Filomena Silva

Office: Arthur and Sonia Labatt Health Sciences Building (HSB), Room 345

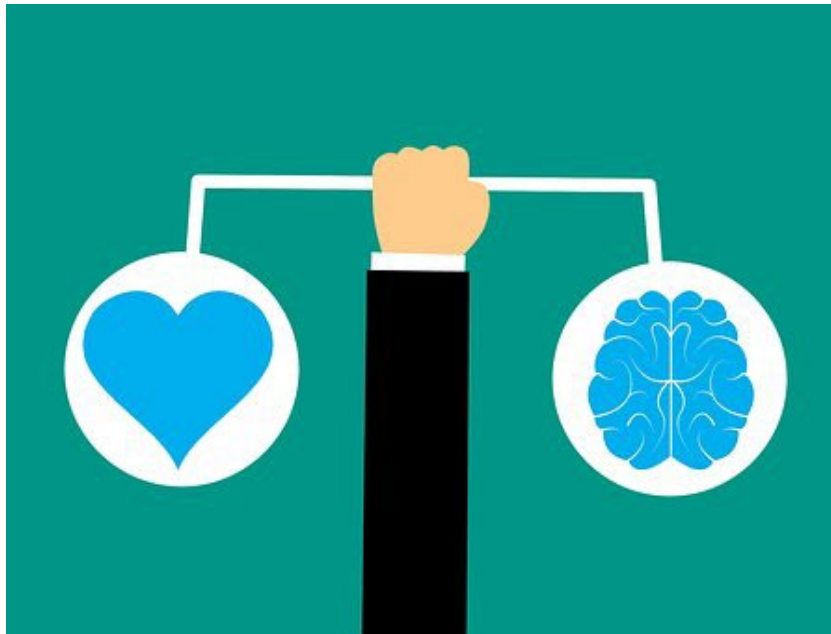
Email: csilva42@uwo.ca (please use private chat on MSTeams to contact me rather than email)

Office Hours: Tuesday: 12.20- 1.10 (use OWL sign-up tool to book a 10- min. slot)

Course Format: In-Person

Date/Time: Tuesdays 9.30- 12.30 FNB 2240

Teaching Assistant: TBD



DIVERSITY STATEMENT:

In the Faculty of Health Sciences at Western University, an important part of our mission is to nurture the creativity, curiosity, and critical thinking of tomorrow's global leaders through education and knowledge mobilization. To achieve this, we commit to creating and fostering an inclusive and equitable learning environment for all students in our diverse student body. We acknowledge we are all individuals with intersecting sociocultural identities that influence our worldview through lenses of relative privilege and oppression, and we encourage all our instructors to practice reflexivity when designing and revising course materials in order to ensure adequate representation of traditionally excluded voices and philosophies in university curricula. We are committed to the decolonization and Indigenization of our course materials, and we invite our students to become active participants in this endeavor through open dialogue. As a student, please connect with your course instructor or teaching assistant, if you have any concerns about course materials and/or the learning environment.

LAND ACKNOWLEDGMENT

We acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we 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.

COURSE DESCRIPTION

Determinants of health and disease HS3071A invites you on a journey of reflection into the production of social and academic ideas about what matters regarding 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 openness and trust; to make ethical judgments, and to design strategies to tackle the intersectional impact of multiple 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 levels of social organization, 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 deep learning and success in the course.

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

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:

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 appreciation of writing techniques).

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.)

Some other titles (selected chapters) you will be exploring as part of your weekly compulsory readings:

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)

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)

McGibbon, E. A. (2021). *Oppression: A Social Determinant of Health* (McGibbon, Ed.; 2nd edition.). Fernwood Publishing.

Marmot, M. (2005). *Status Syndrome: How Your Social Standing Directly Affects Your Health*. A&C Black. (Important title for your Health Studies library)

Raphael, D. (Ed.). (2016). *Social Determinants of Health: Canadian Perspectives*. Canadian Scholars' Press. (Important title for your Health Studies library)

Wilkinson, R., & Pickett, K. (2011). *The Spirit Level: Why Greater Equality Makes Societies Stronger*. Bloomsbury Publishing USA. (Important title for your Health Studies library)

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:

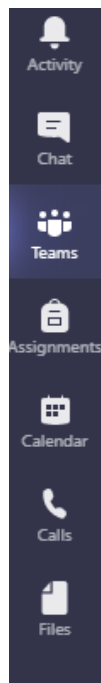
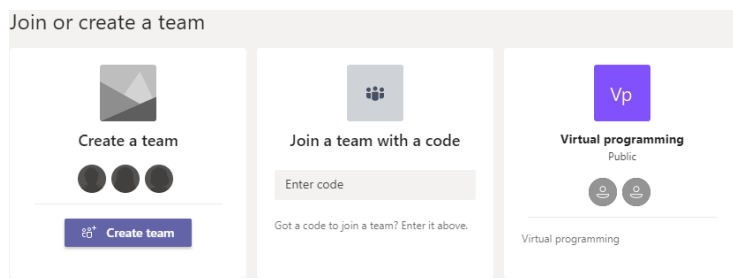
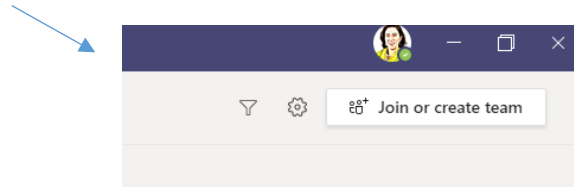
Upon completion of this course, you will be able to:

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.

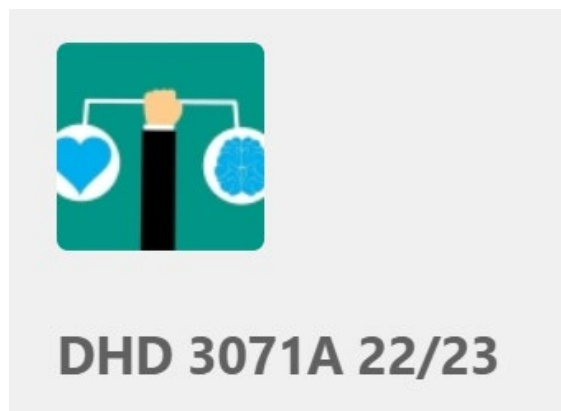
- Design and regulate your own learning journey.

YOUR CLASSROOM

Your virtual classroom space is located in MSTEams. If you do not have the software on your desktop, download it from [here](#). Once installed, open Teams, select *join or create team* at the top right, and input the code **ndnxcwc** in the box *join a team with code*.



On the left bar, click the button **Teams** and you should be able to see the box for your Course team:



Course tools and materials:

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 **provisional** 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 in the course requires between **6 - 8 hours weekly** (including your own study time and the in-person session). This number really depends on you being able to set up a study environment free of distractions and interruptions. **Make sure you schedule these 6-8 hours weekly on your personal calendars.**

Unit/ Week	Themes	Activities	Key Resources
<i>Each lesson always starts on OWL. You explore readings and engage , and the class constructs the lesson together in the following in-person session.</i>			
1 8- 16 SEPT.	<p>Setting the foundations Ways of working together. Presentations and getting to know one another. Planning and preparing the ground for a successful course.</p> <p>Foundational concepts: Health; Health Equity; Status Quo in Canada; Political and Social Determinants of Health: working upstream; Key qualities of meaningful and efficient strategies and/or interventions.</p>	Lesson activities (online and in the live session)	Meili, 2018, chapter 1, 3 and 10 <i>Scarborough</i> (endeavor to read the novel during the first 3 weeks of the term, so that we can draw upon examples from the book when examining different determinants of health)
2 19 -23 SEPT	<p>Medicine on a larger scale: The evolving art of medicine and public health policy.</p> <p>Intellectual Empathy: What is it and why do we need it? Key concepts; Challenges to the development of Intellectual Empathy</p>	Lesson activities (online and in the live session) Celebration of the Team Contract (Teams randomly formed)	Meili, 2018, chapter 2 <i>Scarborough</i> Linker, 2015, selected excerpts
3 26- 30 SEPT	<p>Growth and Development Foundational Determinants of Health: Income, Socio- economic status and Class</p>	Lesson activities Live in-person session	Meili, 2018, chapters 4 and 5 <i>Scarborough</i> Other Resources on OWL

<p>4 3- 7 OCT</p>	<p>Intellectual Empathy Skills One and Two: Understanding the Invisibility of Privilege Applying an intersectional lens</p>	<p>Lesson activities Live in-person session Office hours Test 1 (4th OCT, Up to Lesson 3)</p>	<p><i>Scarborough</i> Linker, 2015, selected excerpts Other Resources on OWL</p>
<p>5 10- 14 OCT</p>	<p>Learning to live healthy: education, class, and life chances. Skill three of Intellectual Empathy: Using the model of cooperative reasoning</p>	<p>Lesson activities Live in-person session Office hours 11 OCT: INTELLECTUAL EMPATHY LAB 1 (TEAMS 1, 2,3)</p>	<p>Meili, 2018, chapter 9 <i>Scarborough</i> <i>Several selected readings and other resources to be shared on OWL</i></p>
<p>6 17- 21 OCT</p>	<p>Narrowing the lens: Unconscious Biases and Health; How do -isms form and operate? Widening the lens: Systemic Oppression and Health Skill four of Intellectual Empathy: Applying the principle of Conditional Trust</p>	<p>Lesson activities (online and in the live session) Live in-person session Office hours 18 OCT: INTELLECTUAL EMPATHY LAB 2 (TEAMS 4,5,6)</p>	<p><i>Scarborough</i> Linker, 2015, selected excerpts <i>Several selected readings and other resources to be shared on OWL</i></p>
<p>7 24-28 OCT</p>	<p>Investigating -Isms: Racism and Health</p> <ul style="list-style-type: none"> • Racism and SES • Racism and Criminal Justice • Racism and Education • Racism in Health Care Contexts 	<p>Lesson activities (online and in the live session) Live in-person session Office hours Test 2: 25 OCT (up to lesson 6)</p>	<p><i>Scarborough</i> <i>Several selected readings and other resources to be shared on OWL</i></p>
<p>31 Oct- 6 Nov. Reading week</p>			
<p>8 8- 11 NOV</p>	<p>Exploring diverse oppressive ideologies and their impact on health care and health status. Case study: anti-fat bias.</p>	<p>Lesson activities Live in-person session Office hours</p>	<p><i>Scarborough</i> <i>Several selected readings and other resources to be shared on OWL</i></p>

	Skill Five of Intellectual Empathy: Recognizing Our Mutual Vulnerability	11 NOV: INTELLECTUAL EMPATHY LAB 3 (TEAMS 7,8,9)	
9 14- 18 NOV	Other -isms: Ageism, Ableism, Health Equity and Health Care	Lesson activities Live in-person session Office hours 18 NOV: INTELLECTUAL EMPATHY LAB 4 (TEAMS 10,11,12) TEST 3: 18 NOV (up to lesson 8)	<i>Scarborough</i> <i>Several selected readings and other resources to be shared on OWL</i>
10 22- 26 NOV	Other -isms: Sexism, Heterosexism, Homophobia, Health Equity and Health Care	Lesson activities Live in-person session Office hours INTELLECTUAL EMPATHY LAB 5 (TEAMS 13,14,15)	Raphael, 2016, selected chapters <i>Scarborough</i> <i>Several selected readings and other resources to be shared on OWL</i>
11 28 - 2 DEC	Developing the final assignments. Class tutorial and peer-feedback. 2nd December: Deadline for the final assignment submission		
12 7 DEC	Health Equity Conference Meili, 2018, chapter 11 So what? Will our knowledge and intellectual empathy skills make any difference? What can we do? What will we do to advance Health Equity? Live in-person session: Final plenary		

Evaluation:

Methods of Assessment	When?	% / points
1. Participation/ Engagement (Individual)	Attendance/Engagement in the lesson tasks, live sessions, and IE Labs	12
2. In-class tests	3 tests throughout the term Test 1: 10 points 4 th October Test 2: 10 points 25 th October Test 3: 10 points 18 th November	20
3. Intellectual empathy lab (IEL) planning, and reflection (Team)	Once in the term	20
4. Intellectual empathy lab (Individual reflections)	3 submissions (Due date: Friday of the same week) 2 to be graded for 5 points each	3 (1 per submission) 10
5. Fictional Story + Analysis + Strategy (Individual) and Self-Evaluation	1 st December	35

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 midterms or exams**, so weekly engagement and high-quality participation in all pedagogical activities is extremely important for your success in the course.

All assignments stated above are to be submitted as WORD documents (when applicable), using the assignment tool on OWL, by 11.55 pm, on each due date.

1. **Participation/ Engagement (Individual)**. Attendance to the live sessions and IE labs is compulsory. Active participation in online and in-person activities is awarded with 1 point p/week. *If you have an academic consideration that justifies your absence, the 1 point will be added to the point allocation for the final individual assignment (for instance, marked out of 36 rather than 35).*
2. **In-Class Tests**. The in-class tests include two sections. Section 1 is composed solely by multiple choice questions and Section 2 is composed by 1-3 short answer questions. These are cumulative, so questions may be asked on any content previously explored. You can miss one in-

class test without penalty, since only 2 grades will be considered for the final grade. If you miss more than one test, you will be asked to complete a makeup test, focusing on the whole course content, at the end of the term.

3. ***Intellectual empathy lab (planning, and reflection).*** In teams randomly created, you will collaboratively design an Intellectual Empathy workshop to engage peers in discussion and reflection on a specific topic related to one of the course themes. The IE lab plan must be submitted the previous Friday (you will meet with the course instructor to discuss the plan) and the TEAM reflection (1000 +- 50 words) must be submitted the latest one week after the event.

The team will be asked to declare a % for to the contribution of each team member. If participation is uneven amongst team members, the individual grades will also be proportionally distinct. *If you're unable to develop and deliver this assignment (and have academic accommodation), you will be asked to develop and deliver an IE lab individually.*

4. ***Intellectual empathy lab (Written reflections).*** You will be asked to write 3 brief reflections (350 words +- 50) in which you reflect on the learning facilitated by the IE lab and explain how you will further develop and apply that learning. Two of these will be randomly selected to be graded for 5 points each. **At least 1 of these reflections must be submitted before the reading week. The deadline for these reflections is the Friday following the IE lab, by 11.55 pm.**
5. ***Fictional text + Commentary+ Strategy.*** (1400-1600 words) Inspired by the novel *Scarborough*, you will create a fictional text, in which you depict the intricate dynamics between specific -isms (max. 2) and health equity and show the importance of Intellectual Empathy in the strategy that improved your character's health status. The assignment also includes an academic analysis of the situation depicted, applying relevant concepts to frame and analyze the 'problem', and the justification of the strategy to improve his/her/their health status.

Formatting: All formatting (information [here](#)) and referencing of written assignments must follow APA guidelines. Learn about APA referencing styles and rules [here](#). **The word count for all assignments excludes the reference list (this is the list at the end of the paper, not the in-text references) and title page. Documents must be double-spaced and formatted using a font size no smaller than 12 points.**

Plagiarism:

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.

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 course implies active engagement with the proposed lesson tasks, including (for example) participation in online tasks, contribution to small and large group discussions and intellectual empathy labs. The specific expectations for each unit will be communicated weekly.

Communication: To communicate privately with the teaching team, use the *private chat option* on MS Teams.

Any important announcement from the teaching team will be shared via the Announcement tool on OWL and deadline reminders will be sent to you via email.

The teaching team will respond to your query/ contact within 2 working days (48 hours). Saturday and Sunday are not working days, so, if you send a query by Friday, expect a reply by the following Tuesday.

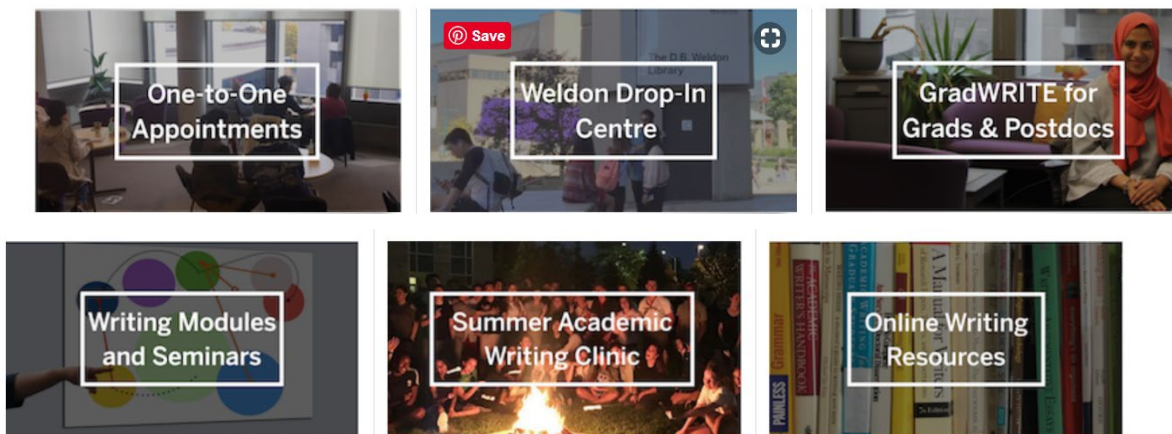
Make sure you use MS Teams as instructed to ask and answer questions that may be helpful to others. You can either use the [General Channel](#) or the class notebook (tab in General or [here](#)).

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 \(Students\)](#).

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 (the images below are not hyperlinks):



Illness: “One of my main assignments is due is 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 counseling staff](#).

General Course Notes:

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.

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 calculations errors (which can occur) must be brought to the instructor’s attention immediately, with enough information for it to be promptly corrected.**

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 an 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

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: [Academic Calendar - Western University \(uwo.ca\)](#)

Support Services

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

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson 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 at <https://www.uwo.ca/campusrec/> 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 \(uwo.ca\)](#) 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 \(uwo.ca\)](#). 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.

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, by the instructor, to bring the class average in line with School policy.

Common Concerns Guidelines

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 use the private chat in MS Teams to communicate with your instructor.

<u>Concern</u>	<u>How to address concern</u>
Course administrative matters	Read through the course outline or leave your question in the MS Teams GENERAL channel, if the question cannot be answered from information in the course outline.
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Leave your question in the MS Teams GENERAL channel or use the private chat if the issue is of private nature.
Grade disputes and requests for appeals	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. Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs//policies/appeals.html