Instructor Information
Instructor: Prof. Julia Yates (she/her)
Email: jyates23@uwo.ca
Weekly Office Hours: Wednesdays from 10:00-11:00AM EST

I acknowledge that I am not Indigenous, rather I am of settler-colonial ancestry. Although my heritage extends beyond Canada, I, like many other settler people, have benefited greatly from living and learning on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapēewak (Len-ahpay-wuk) and Chonnonton (Chun-ongk-ton) Nations where Western University is currently housed. This land continues to be home to diverse Indigenous Peoples, and as a visitor on this land, I have an important responsibility to acknowledge the grounds on which I am privileged to pursue higher education.

As an educated, White, physically abled, woman, I recognize that I state this from a position of privilege. I am grateful to live, work, and thrive upon what is currently called London, Ontario. I also want to acknowledge the privilege I have through my access to post-secondary education. As an academic, I am given the opportunity to share my knowledge with others, while I know this is not often the case of my Indigenous and racialized peers. Often, their voices are excluded from these spaces due to colonial and oppressive practices that continue to this day.

As an advocate and researcher in the health and wellbeing field, I recognize that we must dismantle our current colonial practices that are entrenched in our School, classrooms, and research. I strive to do this in my teaching, in the research I conduct, and in my everyday interactions. Yet, I recognize that there is still much for me to learn.

Teaching Assistant Information
TA: TBD
Email: TBD
Weekly Office Hours: By appointment.

Course Information
Social media and its associated technologies have become ubiquitous in all aspects of our lives. This course integrates an understanding of social media with research in health and medicine. This course explores social media uses in health to address methodological, conceptual, ethical, and design issues pertinent to these emergent technologies.
**Date and Time:** This is an online, asynchronous course.

**Prerequisite(s):** Health Sciences 2250A/B; Registration in the third or fourth year of the School of Health Studies.

**Antirequisite(s):** Health Sciences 4091B (if taken in 2015-2017)

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 Materials**
All required readings/multimedia will be posted to the course site.

**Online Learning 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. Please feel free to contact me 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:

- 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.
- 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).

Link to submit anonymous feedback: [https://uwo.eu.qualtrics.com/jfe/form/SV_et9MudiPTRR28Xc](https://uwo.eu.qualtrics.com/jfe/form/SV_et9MudiPTRR28Xc)

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jun 17</td>
<td>Introduction to Course</td>
<td><strong>TBD</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A History of Social Media</td>
<td></td>
</tr>
</tbody>
</table>
Digital Health Technologies

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Jun 24</td>
<td>Social Media and Physical, Mental, and Sexual Health</td>
</tr>
<tr>
<td>3</td>
<td>Jul 1</td>
<td>Social Media and Interpersonal Relationships</td>
</tr>
<tr>
<td>4</td>
<td>Jul 8</td>
<td>Social Media and Public Health/Health Promotion</td>
</tr>
<tr>
<td>5</td>
<td>Jul 15</td>
<td>Social Media and Medicine</td>
</tr>
<tr>
<td>6</td>
<td>Jul 22</td>
<td>Social Media and Children/Parents</td>
</tr>
</tbody>
</table>

*Note: Over the course of the next 6 weeks, we will, at times, be discussing difficult issues which may be disturbing or difficult for some students. While listening to lecture, if you ever feel the need to take a moment, fast-forward, or skip a section, either for a short time or for the rest of the lecture, 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.

**Course Evaluations**

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Grade Component</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Let’s Get Social – 4 assignments</td>
<td>Jun 21, Jun 28, Jul 5, Jul 12, Jul 19, Jul 26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submitted by 12:00pm EST.</td>
</tr>
<tr>
<td>35%</td>
<td>Midterm Exam</td>
<td>July 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content from Weeks 1-3</td>
</tr>
<tr>
<td>45%</td>
<td>Final Exam</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cumulative</td>
</tr>
</tbody>
</table>

**Let’s Get Social: Using Social Media to Benefit Health Assignments**

To allow you to put into practice what you are learning in class, six times throughout the semester you will have the opportunity to practice using social media to benefit personal/public health. Each assignment will involve using social media in creative ways (e.g., via TikTok, infographics for lay audiences) to benefit various aspects of health (e.g., mental, sexual, social). Details regarding these assignments will be posted to the course site. You are required to complete 4 assignments; however, should you complete 5, your lowest grade will be dropped.
**Midterm Exam**

The midterm exam for this course will cover all materials from the beginning of the class until the midterm (i.e., weeks 1-3). It will be held online via the course site on **July 8th** and will last 90 minutes. The midterm will be open from 9:00AM – 11:00PM EST. You can choose to complete the midterm at any point during this time. Once you begin, you will have 90 minutes to complete the exam. All course content including lectures, readings, and assigned multimedia presented up to that week will be testable. The midterm will consist of a mix of multiple choice, fill in the blank, and short answer questions. If you miss the midterm, one make-up midterm will be offered for this course.

**Final Exam**

The final exam for this course is cumulative and scheduled by the registrar. All course content including lectures, readings, presentations, and assigned multimedia will be testable. The exam will consist of a mix of multiple choice, fill in the blank, and short answer questions. More information on the specific breakdown will be provided following the midterm.

**University and Course Policies**

1. **COVID-19 Contingency Plan**

   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 Brightspace 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](https://remoteproctoring.uwo.ca)

2. **Rounding of Grades**

   These are practices some students request. These practices will not occur in this course. The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level. Please do not ask us to do this for you.
3. Course Website (Brightspace)

All students in this course need to use Brightspace to access resources used in this course such as lecture presentations, videos, additional handouts and/or readings, and this course outline. Students are responsible to check the course site regularly for this course for updates and announcements. Additionally, grades will only be provided to you through the course website – we will not, under any circumstance, convey grades via email or over the phone.

Brightspace is an electronic shared space that will be used frequently throughout the course for a variety of purposes. Please interact respectfully on this shared e-space. The privilege of contributing to the site can be revoked if deemed necessary.

4. Email

The TA(s) and instructor will do our best to answer all course-related questions sent via e-mail within a reasonable timeframe, but please note that due to the number of students in this class, there may be delays (also note that you should not expect an email response from the teaching team outside of typical business hours – i.e., Monday-Friday, 9am-5pm). Please note that you must use your UWO email address for all correspondence regarding this course; e-mails from other addresses will not be responded to.

5. Attendance and Classroom Behaviour (online and/or in-person)

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.**

6. Intellectual Property

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to Brightspace, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of course content to third-party websites violates instructors’ intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by
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.

7. 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 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**

8. Use of Plagiarism Checking Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).
9. 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/pdf/board/code.pdf.

10. Academic Offenses

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.

11. 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/

12. 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 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. 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.
13. University and School of Health Studies Grading Information

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>One could scarcely expect better from a student at this level</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
<td>Superior work that is clearly above average</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
<td>Good work, meeting all requirements and eminently satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>60-69</td>
<td>Competent work, meeting requirements</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td>Fair work, minimally acceptable</td>
</tr>
<tr>
<td>F</td>
<td>below 50</td>
<td>Fail</td>
</tr>
</tbody>
</table>

It is expected that the grades for this course will fall between 74-80%. 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.

14. Common Concern 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 email your instructor.

<table>
<thead>
<tr>
<th>Concern</th>
<th>How to address concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course administrative matters</td>
<td>Read through the course outline or email instructor is question cannot be answered from information in the course outline</td>
</tr>
<tr>
<td>Course content questions</td>
<td>Refer to the Brightspace Resources (notes, calendar, etc). Email the instructor.</td>
</tr>
<tr>
<td>Grade disputes and requests for appeals</td>
<td>A student requesting an appeal to a specific course with respect to a grade for an assignment or examination much first contact their instructor to discuss such manners.</td>
</tr>
<tr>
<td></td>
<td>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></td>
</tr>
</tbody>
</table>

15. Classroom Use of Electronic Devices

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other evaluations.

**During Lectures:** Although you are welcome to use a computer during lecture, 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. When engaged in online lectures/discussions, please ensure that all cellphones or other communication devices are turned off or have their ringers silenced.

16. Online Etiquette

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

- Please “arrive” to class on time
- Please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- Please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- Unless invited by your instructor, do not share your screen in the meeting

When participating in online meetings, please consider the following:

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

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course
- Be courteous toward the instructor, TA, your colleagues, and authors whose work you are discussing (if applicable)
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment
- Be professional and scholarly in all online postings and discussions

Note that disruptive behaviour of any type during online meetings, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures.