



**Childhood and Youth Studies 2214F (570) (571) (572) (573)**  
**INTRODUCTION TO ADVOCACY**  
**Fall/ Winter 2025-2026**

**Instructor:** D. Ciufu

**Email:** dciufu2@uwo.ca

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### **Course Information**

#### **Calendar Description:**

This course offers a foundation to engage in the conceptual and practical considerations of children and their place within discourses of advocacy. It offers a context for understanding the societal limitations that have defined advocacy with children, alongside a growing theoretical realisation of the value of engaging with children as 'participants'.

**Prerequisite(s):** Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.

**Extra Information:** 3 hours.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** CYS

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol 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.



## **CYS 2214F: Introduction to Advocacy**

**Fall 2025**

**Instructor:** Dr. Dustin Ciufu

**Email:** [dciufu2@uwo.ca](mailto:dciufu2@uwo.ca)

**Mode of instruction:** In-person

*Office hours information can be found on OWL Brightspace*

### **Course Information**

**Requisites:** Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G. Notice: 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 Calendar Description**

This course offers a foundation to engage in the conceptual and practical considerations of children and their place within discourses of advocacy. It offers a context for understanding the societal limitations that have defined advocacy with children, alongside a growing theoretical realization of the value of engaging with children as 'participants'.

### **Course Approach to Teaching and Learning**

The course approach to teaching and learning is intended to foster a positive learning environment for all members. By recognizing the classroom as a space for individual and collective development, everyone is encouraged to be engaged in the class, reflect on the experience, and supportive of one another. Transforming this theoretical vision into a practical reality necessitates the active involvement and dedicated commitment of each student. This is of particular relevance for this course as will be highlighted further below through the course learning outcomes.

### **Course Learning Outcomes**

This course is designed to advance students' theoretical and practical knowledge for children's advocacy. To do so, students will first theorize concepts including the image of the child, children's rights, and children's participation in relation to children's advocacy. As the course proceeds, they will apply such theorization to analyze the practical state of children's advocacy across a wide range of institutions and organizations at the local, national, and global level. The course learning outcomes are all designed with the intent of equipping students with both theoretical and practical skills and experiences to advance the cause of children's advocacy. Therefore, these course learning outcomes include:

### ***General Course Learning Outcomes***

LO 1 - CYS students acquire a general knowledge of the key concepts, theoretical approaches and assumptions within the field of childhood and youth studies. They come to see children as competent social actors and understand the implications of this fact for children's participatory rights in a local, national and global contexts. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children's rights and capabilities in various institutional contexts.

LO 2 - CYS students become familiar with interdisciplinary approaches to childhood and learn to evaluate and distinguish between them. Those who complete an HSP come to understand how these approaches intersect with other fields and disciplines, and formulate their own research questions in upper division seminars.

LO 4 – CYS students apply analytic tools within childhood studies, and defend their ideas and arguments in oral and written forms. HSP students conduct research in childhood studies. Apply and defend ideas and arguments in speech and writing and in communication with others.

LO 5 – CYS students are able to assess the applicability of research and its social implications for public debate, policy, law, and professional practice. HSP students are able to offer critique and alternative perspectives on how research should be applied and what implications it might have for diverse communities in and beyond Canada.

LO 6 – CYS students come to appreciate that the way we position children and youth as persons shapes our policy positions and the research questions. HSP students develop the ability to place children's and youths' own experiences and perceptions at the center of research methods and policy/legal debate.

LO 7 – CYS students develop lines of argument and to make sound judgements in accordance with major concepts, theories and methods in childhood studies. Be able to use a range of techniques to frame questions, evaluate arguments and concepts and propose solutions.

LO 9 – CYS students gain the ability to communicate accurate information and clear arguments orally and in writing.

LO 11 – CYS students work effectively with others and take personal responsibility for their actions when part of a team. They take initiative and maintain behavior consistent with academic integrity, community involvement, and social responsibility.

### ***Specific Course Learning Outcomes***

- Establishing a comprehensive theoretical understanding for the image of the child, children's rights, and children's participation in relation to children's advocacy.
- Learning to analyze the practical state of children's advocacy across a wide range of local, national, and global institutions and organizations.
- Developing written communication skills through reflective journals, an in-class written analysis submission, report-writing, and an analytical piece on the course experience.

- Enhancing interpersonal, team-building, and oral communication skills through tutorial session activities and completing a group project analyzing the state of children's advocacy for a select organization through both a presentation and symposium.
- Applying theoretical and practical knowledge for the state of children's advocacy for future opportunities as child and youth practitioners by analyzing their select organization.

### **Course Readings**

The required readings for this course will be made available on the course's OWL Brightspace page. Please be sure to follow the course schedule and come to class having completed the readings and being prepared to share your reflections and analysis of the literature. This will not only enhance your learning process and therefore your understanding of the course content, but it will also contribute to theoretically-informed discussion across the class.

### **Course Assessment**

This course includes a number of assessments that each student is required to complete. A brief explanation for each of these assessments are shared below. Further details and resources will be provided in class and on the course's OWL Brightspace page.

#### **Assessment 1(a): Active Participation (emphasis on tutorial engagement) (10%)**

This course is designed to facilitate the *Active Participation* of all students. As the course comprises of both lecture and tutorial sessions, active participation is encouraged in all facets of the course. However, tutorial sessions will see students in groups of no more than 20 to offer important opportunities for all students to share. Furthermore, these tutorial sessions are designed for maximum student reflection, discussions, and analysis. The focus of the first half of the tutorial sessions will be Sam Frankel's book, *Giving children a voice: A step-by-step guide to promoting child-centred practice*. Students are required to complete the required chapter(s) each week and come to tutorial ready to share. The focus of the second half of the tutorial sessions are on each group sharing their progression of each phase for their *State of Children's Advocacy Organizational Report/Presentation and Symposium* engagements.

**Due date: Ongoing**

#### **Assessment 1(b): Active Participation (Reflective Journals: Report, Respond, and Relate with Reasoning) (10%)**

The actively participating student is one who can reflect on the class experience and convey such reflections to advance their independent learning. To develop reflective analytical written skills, students will compose 8 journal entries in total during sessions 2 through 5 and then again in sessions 7 through 10. While the journal is intended to encourage free-flowing writing, it does require an overarching framework to guide student reflection. Therefore, students' active participation through their reflective journals should follow the following format:

*Report* – Identify one or two elements from class today that resonated with you.

*Respond* – Elaborate on *why* this/these element/s resonated with you by sharing how they made you feel.

*Relate with Reasoning* – Utilizing material from class (concepts, theories, case studies, class discussion), explain how this material furthers your understanding for the topic specifically and in relation to the course focus of children's advocacy broadly.

These reflective journal entries will later be analyzed toward the end of the course to inform *Assessment 4: Reflective Journal: Do What, So What, Now What*

**Due date: 8 entries in the latter portion of the second hour of class during sessions 2 through 5 and 7 through 10.**

**Assessment 2: Children's Advocacy In-Class Identification and Significance Written Analysis (25%)**

During the Monday, October 20<sup>th</sup> class, students will compose their *Children's Advocacy Identification and Significance Written Analysis Submission*. This assessment will see students be provided with a list of terms directly related to the course material. The task of each student will be to select a required number of terms (students will have choice on what terms they write about), identify the context of this term (who coined the term/wrote on the term, what topic does it relate to), and proceed to discuss why it is significant (in relation to the image, rights, participation and overall advocacy of children) by demonstrating their knowledge of the course material.

**Due Date: Monday, October 20<sup>th</sup> in class**

**Assessment 3(a): The State of Children's Advocacy Organizational Report (25% group)**

*The State of Children's Advocacy Organizational Report* is designed to build upon the material from the first half of the course. The theorizing of *building a culture of advocacy with children* (Frankel, 2018) in relation to the image of the child, children's rights, participation, and advocacy provides a theoretical foundation from which to now practically assess the state of children's advocacy in a select organization. Therefore, working in groups of five, students will begin by selecting their particular organization in consultation with the professor. Once the organization has been established, the group of students will proceed to compose a 7-page minimum, Times New Roman, size 12 font, double-spaced report that assesses the state of children's advocacy within the organization based upon the following criteria:

- Background for the Organization (Who are we?)
- Assessment of the Organization (Where are we at?)
- Reflections and Recommendations for the Organization (What can we do?)
- Project Proposal to Advance the Organization (How can we improve?)

Each of these criteria will be elaborated upon with further instruction in class. Tentative due dates are provided that reflect the tutorial sessions during which time students are expected to share their group's progress (see course schedule). However, the assessment of their submission will be reserved until the stated due date.

**Due Date: Friday, November 28<sup>th</sup> at 11:59pm.**

**Assessment 3(b): The State of Children's Advocacy Organizational Presentation (5%)**

*The State of Children's Advocacy Organizational Report* will in turn be delivered to the class through a 10-minute presentation. Each group will create a presentation (PowerPoint, Keynote, Canva or others) and proceed to share with members of the class. This means that the presentation should mirror the report moving from conveying Background for the Organization and in turn an Assessment of the Organization, which is proceeded by Reflections and Recommendations for the Organization before concluding with their Project Proposal to Advance the Organization. Taken together, this assessment will provide each student with the chance to contribute to knowledge mobilization by communicating to the class the state of children's advocacy for their select organization.

**Due Date: Monday, December 1<sup>st</sup> in class.**

**Assessment 3(c): The State of Children’s Advocacy Organizational Symposium (5%)**

Having completed the *State of Children’s Advocacy Organizational Presentations* the week previous, *the State of Children’s Advocacy Organizational Symposium* is designed for students to share their knowledge through questions and responses. It is an opportunity for students to learn from one another and engage with each other’s work to discuss shared experiences while also providing alternative perspectives through their own experiences of analyzing the state of children’s advocacy within their select organization.

**Due Date: Monday, December 8<sup>th</sup> in class.**

**Assessment 4: Reflective Journal: Do What, So What, Now What (20%)**

In week eleven, students will receive their journals back from the professor and teaching assistants. They will then have the time to look over their Reflective Journal entries and from this they will proceed to compose their *Do What, So What, Now What* analysis of their respective reflective journals. This assessment is designed as a concluding requirement for the course where students may take the time to critically reflect upon their experiences over the course of the term. This reflection will consist of a 4-page, Times New Roman, size 12 font, double-spaced reflection that will be organized into sections that consist of recording what they have done (*Do What*), reflecting upon the impact of what they have learned (*So What*), and taking action that may advance the cause of children’s advocacy (*Now What*). The highest quality submissions will consist of reflections that are guided by the course material while also conveying the student’s thoughts that explain in a clear and precise manner their overall conclusions from the course.

**Due Date: Friday, December 12<sup>th</sup> at 11:59pm.**

**Course Schedule**

Session	Class Description	Readings and Requirements Lecture (L) / Tutorial (T)
Fall term classes begin Thursday, September 4 <sup>th</sup> .		
Session 1 September 8 <sup>th</sup> , 2025.	<p><i>Conceptualizing Advocacy in Relation to Children</i></p> <p>Students will begin the class learning about the requirements and objectives for <i>CYS 2214: Introduction to Advocacy</i>. They will also get to know one another better through ice-breaker activities. The academic focus of the class will be to introduce a conceptual understanding for advocacy and the particular experiences children have with it.</p>	<p><b>Readings</b></p> <p>(L) Spyrou, S. (2020). Children as future-makers. <i>Childhood</i> 27(1), 3 – 7.  <a href="https://doi.org/10.1177/0907568219884142">https://doi.org/10.1177/0907568219884142</a></p> <p>(T) Frankel, S. (2018). Getting started: Creating a culture of advocacy. In S. Frankel (Ed.), <i>Giving children a voice: A step-by-step guide to promoting child-centred practice</i> (pp. 11 – 21). Jessica Kingsley Publishers.</p> <p><b>Requirements</b></p> <p>Students will be asked to start thinking about forming a group of five classmates that will establish both their tutorial designation as well as the people they will work with on the major assignment in this course: <b><i>The State of Children’s Advocacy Organizational Report and Presentation.</i></b></p>

<p>Friday, September 12<sup>th</sup> is the last day to add or drop a full (1.0) course, first-term half (0.5) course or a full-year half (0.5) course.</p>		
<p>Session 2 September 15<sup>th</sup>, 2025.</p>	<p><i>The Image of the Child as Advocate</i></p> <p>Building upon the initial conceptions of advocacy and children, this session will focus specifically on the relationship between images of the child and their connection with children's advocacy.</p>	<p><b>Readings</b></p> <p>(L) Wall, J. (2022). From childhood studies to childism: Reconstructing the scholarly and social imaginations. <i>Children's Geographies</i>, 20(3), 257–270. <a href="https://doi.org/10.1080/14733285.2019.1668912">https://doi.org/10.1080/14733285.2019.1668912</a></p> <p>(T) Frankel, S. (2018). Revitalise your thinking. In S. Frankel (Ed.), <i>Giving children a voice: A step-by-step guide to promoting child-centred practice</i> (pp. 25 – 54). Jessica Kingsley Publishers.</p> <p><b>Requirements</b></p> <p>Students will form a group of five classmates that will establish both their tutorial designation as well as the people they will work with on the major assignment in this course.</p> <p>* <i>Reflective Journal Entry #1</i></p>
<p>Session 3 September 22<sup>nd</sup>, 2025.</p>	<p><i>Children's Right to Advocate</i></p> <p>Having established the way in which images of the child impact children's advocacy, this session provides students with a critical look at the foundational rights that entitle children to engage in advocacy.</p>	<p><b>Readings</b></p> <p>(L) Liebel, M. (2023). Children's rights movements and the hidden history of children's rights. In M. Liebel (Ed), <i>Childhoods of the Global South</i> (pp. 43 – 62). <a href="https://doi.org/10.46692/9781447370437.003">https://doi.org/10.46692/9781447370437.003</a></p> <p>(T) Frankel, S. (2018). Be spatially aware. In S. Frankel (Ed.), <i>Giving children a voice: A step-by-step guide to promoting child-centred practice</i> (pp. 55 – 81). Jessica Kingsley Publishers.</p> <p><b>Requirements</b></p> <p>Students should consider reviewing the course material thus far to self-assess their understanding. Please do not hesitate to reach out with any questions at any time.</p> <p>* <i>Reflective Journal Entry #2</i></p>
<p>Session 4</p>	<p><i>Children's Participation in Advocacy</i></p>	<p><b>Readings</b></p> <p>(L) Tisdall, E.K.M. &amp; P. Cuevas-Parra. (2022). Beyond the familiar challenges for children</p>

<p>September 29<sup>th</sup>, 2025.</p>	<p>This session marks the completion of threading together the image of the child, children's rights, and now focusing specifically on children's participation in relation to advocacy. These interrelated concepts significantly shape the multidimensional nature of children's advocacy and equip students with conceptual tools through which to analyze the state of children's advocacy moving forward.</p>	<p>and young people's participation rights: The potential of activism. <i>The International Journal of Children's Rights</i> 26(5), 792 – 810.  <a href="https://doi.org/10.1080/13642987.2021.1968377">https://doi.org/10.1080/13642987.2021.1968377</a></p> <p>(T) Frankel, S. (2018). Speak the right language. In S. Frankel (Ed.), <i>Giving children a voice: A step-by-step guide to promoting child-centred practice</i> (pp. 85 – 113). Jessica Kingsley Publishers</p> <p><b>Requirements</b>  Students should be clearly developing a sense for how images of the child, children's rights, and children's participation shape children's advocacy. They should be building their ability to convey this understanding in class as well as organizing these ideas for their <b>Children's Advocacy In-Class Identification and Significance Written Analysis</b> assessment that is due on <b>Monday, October 20<sup>th</sup> in class.</b></p> <p>* <i>Reflective Journal Entry #3</i></p>
<p>Tuesday, September 30<sup>th</sup> is National Day for <i>Truth and Reconciliation</i> – No Classes.</p>		
<p>Session 5  October 6<sup>th</sup>, 2025.</p>	<p><i>Children and Advocacy: Changemakers for Transforming Child-Adult Relations</i></p> <p>This session marks the culmination of the major theoretical focus of this class. As students are developing a clear understanding for how the image of the child, children's rights, and children's participation shape children's advocacy, there is now a pedagogical emphasis upon how such theoretical understanding practically impacts children's advocacy.</p> <p>Students will also be more formally introduced to the <i>State</i></p>	<p><b>Readings</b>  (L) Taft, J.K. &amp; C. O'Kane. (2023). Questioning children's activism: What is new or old in theory and practice? <i>Children and Society</i> 38(1), 744 – 758.  <a href="https://doi.org/10.1111/chso.12742">https://doi.org/10.1111/chso.12742</a></p> <p>(T) Frankel, S. (2018). Creating opportunities &amp; Lead the change. In S. Frankel (Ed.), <i>Giving children a voice: A step-by-step guide to promoting child-centred practice</i> (pp. 114 – 138 &amp; 139 - 160). Jessica Kingsley Publishers.</p> <p><b>Requirements</b>  Students are encouraged to be asking questions about the course material in preparation for their <b>Children's Advocacy In-Class Identification and Significance Written Analysis</b> assessment that is due on <b>Monday, October 20<sup>th</sup> in class.</b></p>

	<p><i>of Children’s Advocacy Organizational Report/Presentation/Symposium</i> in this session.</p>	<p>Students should also be starting conversations within their groups for the organization they will select for <b>The State of Children’s Advocacy Organizational Report/Presentation/Symposium</b>.</p> <p>* <i>Reflective Journal Entry #4</i></p>
<p>Monday, October 13<sup>th</sup> is Thanksgiving – No Classes.</p>		
<p>Session 6 October 20<sup>th</sup>, 2025</p>	<p><i>Children’s Advocacy In-Class Identification and Significance Written Analysis</i></p> <p>Students will compose their <i>Written Analysis</i> by selecting a required number of terms (students will have choice on what terms they write about), identify the context of this term (who coined the term/wrote on the term, what topic does it relate to), and proceed to discuss why it is significant (in relation to the image, rights, participation and overall advocacy of children) by demonstrating their knowledge of the course material.</p>	<p><b>Readings</b> n/a</p> <p><b>Requirements</b> In this session, students will complete their <b><i>Children’s Advocacy In-Class Identification and Significance Written Analysis</i></b>. As the entire class is dedicated to this assessment, students will be asked to begin looking at <b>The State of Children’s Advocacy Organizational Report and Presentation</b> assessment requirements. They are encouraged to begin discussing what organization they wish to assess, ask any questions they may have, and begin determining in their groups the responsibilities that each of them will take on. Students are expected to complete <i>Phase #1: Selecting an Organization</i> by next class so they may share with their tutorial groups.</p>
<p>Session 7 October 27<sup>th</sup>, 2025.</p>	<p><i>Children, Advocacy, and Identity</i></p> <p>The second half of the class continues with a session dedicated to developing understanding for the relationship between children, advocacy, and identity. While students will have already been encouraged to think about identity in the first half of the class, this session is intended to delve deeper into the issues and consider it in light of forthcoming sessions on children advocating locally, nationally, and globally.</p>	<p><b>Readings</b> (L) Conner, J. O., Lotesta, J., &amp; Stannard, R. (2023). Intersectional politicization: A facet of youth activists’ sociopolitical development. <i>Journal of Community Psychology</i>, 51(3), 1345–1364. <a href="https://doi.org/10.1002/jcop.22941">https://doi.org/10.1002/jcop.22941</a></p> <p><b>Requirements</b> In this session, students are expected to share <i>Phase #1: Selecting an Organization</i> with their tutorial groups. By next week’s class, they are expected to complete <i>Phase #2: Background for the Organization (Who we are?)</i> so they can also share with their tutorial groups.</p> <p>* <i>Reflective Journal Entry #5</i></p>

*Fall Reading Week runs from November 3<sup>rd</sup> to November 9<sup>th</sup>, 2025 – No Classes*

<p>Session 8 November 10<sup>th</sup>, 2025.</p>	<p align="center"><i>Children Advocating in their Local Community</i></p> <p>This session is designed for students to explore children advocating within and outside of formal institutions and organizations at their local community level. It will also include a guest speaker to provide practical understanding for how children advocate in the local London community.</p>	<p><b>Readings</b> (L) Goessling, K. P. (2017). Resisting and reinforcing neoliberalism: Youth activist organizations and youth participation in the contemporary Canadian context. <i>Mind, Culture and Activity</i>, 24(3), 199–216. <a href="https://doi.org/10.1080/10749039.2017.1313278">https://doi.org/10.1080/10749039.2017.1313278</a></p> <p><b>Requirements</b> In this session, students are expected to share <i>Phase #2: Background for the Organization (Who we are?)</i> with their tutorial groups. By next week’s class, they will complete <i>Phase #3: Assessment of the Organization (Where are we at?)</i> and <i>Phase #4: Reflections and Recommendations for the Organization (What can we do?)</i> so they can share with their tutorial groups.</p> <p align="right">* <i>Reflective Journal Entry #6</i></p>
<p>Session 9 November 17<sup>th</sup>, 2025.</p>	<p align="center"><i>Children Advocating Nationally</i></p> <p>This session is designed for students to explore children advocating within and outside of formal institutions and organizations at the national level.</p>	<p><b>Readings</b> (L) Blackstock, C., Bamblett, M., &amp; Black, C. (2020). Indigenous ontology, international law and the application of the Convention to the over-representation of Indigenous children in out of home care in Canada and Australia. <i>Child Abuse &amp; Neglect</i>, 110(Pt 1), 104587–104587. <a href="https://doi.org/10.1016/j.chiabu.2020.104587">https://doi.org/10.1016/j.chiabu.2020.104587</a></p> <p><b>Requirements</b> In this session, students are expected to share <i>Phase #3: Assessment of the Organization (Where are we at?)</i> and <i>Phase #4: Reflections and Recommendations for the Organization (What can we do?)</i> with their tutorial groups. By next week’s class, they will complete <i>Phase #5: Project Proposal to Advance the Organization (How can we improve?)</i> so they can share with their tutorial groups.</p> <p align="right">* <i>Reflective Journal Entry #7</i></p>
<p>Session 10</p>	<p align="center"><i>Children Advocating through the Global Community</i></p>	<p><b>Readings</b> (L) Hanson, K. (2023). Children’s representation in the transnational mirror</p>

November 24 <sup>th</sup> , 2025.	This session is designed for students to explore children advocating within and outside of formal institutions and organizations at the global level.	<p>maze. In B. Sandin, J. Josefsson, K. Hanson, &amp; S. Balagopalan (Eds), <i>The Politics of Children's Rights and Representation</i> (pp. 181 – 201). <a href="https://doi.org/10.1007/978-3-031-04480-9">https://doi.org/10.1007/978-3-031-04480-9</a></p> <p><b>Requirements</b> In this session, students are expected to share <i>Phase #5: Project Proposal to Advance the Organization (How can we improve?)</i> with their tutorial groups. In addition, <b><i>The State of Children's Advocacy Organizational Report</i></b> is due this coming <b>Friday, November 28<sup>th</sup> at 11:59pm</b>. Each group is required to complete this report so they may develop their <b><i>State of Children's Advocacy Organizational Presentation</i></b> that will transpire in next week's class.</p> <p>* <i>Reflective Journal Entry #8</i></p>
Session 11 December 1 <sup>st</sup> , 2025.	<p><i>The State of Children's Advocacy Organizational Presentations</i></p> <p>This session will see students deliver their <i>State of Children's Advocacy Organizational Presentations</i> to the class. It can serve as a positive and affirming culminating activity as students are contributing to knowledge mobilization by actively sharing and discussing the state of children's advocacy for their select organization.</p>	<p><b>Readings</b> n/a</p> <p><b>Requirements</b> In this class, students will deliver their <b><i>State of Children's Advocacy Organizational Presentations</i></b> sharing their findings from their reports.</p> <p>Students should also be thinking about what they learned from their presentation and how they will be ready to engage in questions and answers about their select organization at <b><i>The State of Children's Advocacy Organizational Symposium</i></b> next week.</p> <p>Students may also have questions related to the final individual assessment, <b>their Reflective Journal: Do What, So What, Now What</b>. They are encouraged to ask questions at any time.</p>
Monday, December 1 <sup>st</sup> is the last day to withdraw from a first term half (0.5) course, or a first-term full (1.0) course without academic penalty.		
Session 12 December 8 <sup>th</sup> , 2025.	<p><i>The State of Children's Advocacy Organizational Symposium</i></p>	<p><b>Readings</b> n/a</p> <p><b>Requirements</b></p>

	<p>This session will see students take part in the <i>State of Children's Advocacy Organizational Symposium</i>. It differs from the presentations the week earlier as it is designed to be a question and answer experience so that students can learn from one another's experiences.</p>	<p>In this class, students will participate in <b><i>The State of Children's Advocacy Organizational Symposium</i></b> exchanging questions and answers about their experience.</p> <p>They are also asked to connect about any questions related to their final assessment, their <b>Reflective Journal: Do What, So What, Now What</b> that is due <b>Friday, December 12<sup>th</sup> at 11:59pm</b>.</p>
<p>The last day of classes is Tuesday, December 9<sup>th</sup>, 2025.</p>		
<p><b>Exam Schedule</b></p>		
<p>Study Day: Wednesday, December 10<sup>th</sup></p>		
<p><b>Exam Period is December 11<sup>th</sup> – 22<sup>nd</sup></b>  Exam schedule to be released sometime in November.  <b><i>Avoid scheduling any travel until the exam schedule is posted.</i></b></p>		

## **Academic Accommodations, Consideration for Absences**

### **Academic Accommodation**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below. In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs. Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

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### **CYS Absence Policy**

CYS acknowledges that instructors are responsible for using their discretion when responding to student requests for delayed due dates or excused absences. Instructors are expected to deal with unforeseen circumstances experienced by students in judicious and reasonable ways. That said, we agree to follow these principles and to use the language given below in our course outlines. **(1) Students who make needs known before an assignment is due will be relieved of penalties, have them greatly reduced, or have the due dates shifted. (2) Late penalties will be small in the first five days (2% per day). (3) Without communication, after 5 days assignments will receive a zero. (4) Only serious disruptions or traumas will involve documentation or referral to the ADO.**

### **CYS Late Policy**

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a two-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned.

Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. **Ordinary problems of this nature do not require documentation or communication with the Dean's Office; they will be dealt with by the course instructor.**

If a student experiences a disruption in their ability to study or participate in the course for more than one week, or if there is a personal loss or trauma of a serious nature, they may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this

course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

### **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

### **Support Services**

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University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

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

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to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/> Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

## **Statement on Academic Offences**

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It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses. 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; see [https://elearningtoolkit.uwo.ca/tools/Originality\\_Reports\\_-\\_TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/Originality_Reports_-_TurnItIn.html). 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.

## **AI Usage Policy**

Intentional usage of artificial intelligence or language generation or translation applications by students to summarize readings or complete assigned work for this course must be approved by the instructor and noted by the student in the submitted work itself. This mandate does not refer

to aspects of AI programming embedded into applications such as Word, Chrome, etc. It applies to all intentional usage of AI as a 'co-reader' or 'co-writer.' Students must do their own reading and writing to construct their own voices as democratic citizens. They are not allowed to write text and feed it into a computer application to improve it or translate it. Asking an application to compose text and then changing words before submitting it as your own, constitutes plagiarism. The use of Grammarly or similar applications is prohibited. Using plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic dishonesty. Students must compose text, choose words, construct logic flow, structure sentences and paragraphs using their own minds and in response to what they read, hear, and experience. When you borrow words or ideas from another person or from a machine this must be placed in quotation marks and properly cited.

### **Copyright of Course Material**

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course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline. Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

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debarred from taking the regular examination in the course.

**KING'S UNIVERSITY COLLEGE**  
**GENERAL COURSE POLICIES**  
**2025-2026**

**1. Academic Accommodations, Consideration for Absences**

**Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

**Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

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You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/gender-and-sexual-violence/>

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