



**Childhood and Youth Studies 3311F (570)
RESEARCH METHODOLOGIES WITH CHILDREN
Fall/ Winter 2025-2026**

Instructor: L. Donison
Email: ldonison@uwo.ca

Course Information

Calendar Description:

An advanced seminar on participatory research methodology involving children and youth. Students will analyze literature, hypothesize research questions, locate sites and methods, and confront logistical and ethical questions of social research with children.

Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level.

Extra Information: 3 lecture/tutorial 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.

King's University College

CYS 3311F 2025

Section: 570

Fall 2025

Research Methodologies with Children

Instructor Information:

Instructor: Laurel Donison

Contact Information: ldonison@uwo.ca

Office hours: *Office hours information can be found on OWL Brightspace*

To contact me: Email ldonison@uwo.ca (**ensure you add the class course number in the subject line**). I will try to return a response within 48 business hours (Mon - Fri 9:00 am – 5:00 pm). If you do not hear from me within 48 hours, please send a follow up email.

Mode of Instruction: *in-person*

Land Acknowledgement

"We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America)." King's University College at Western.

Course description:

Hi everyone, this course introduces you to qualitative and related applied approaches to research with children and youth. We explore how approaches to research both reflect and reproduce beliefs about young people. We also discuss how research methods are embedded in broader beliefs about the world and how it can be studied, and what kinds of issues, challenges, and possibilities are specifically linked to qualitative methods. There will be opportunities to learn about different research methods, and to even try some out. We will also be getting into some data analysis. In sum, this course will equip you to identify, assess, and experiment with qualitative methods that you can use in research with children.

Course learning outcomes:

- To recognize, appreciate, and even enjoy the distinctiveness and breadth of qualitative research across topics and disciplines, especially in relationship with children and youth.
- To understand how methodologies and research methods with children and youth assume and reproduce certain knowledge about young people and thus participate in their construction.
- To distinguish and appreciate the relationship between ontology, epistemology, methodology and methods.
- To recognize, and consider how to address, key ethical issues in qualitative research, particularly qualitative research with children and youth.
- To compare and practice qualitative research methods with children.
- To compare and practice techniques for qualitative data analysis.
- To identify features of high-quality qualitative research.

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 8 – CYS Students make critical use of scholarly reviews and primary sources.

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

LO 10 – CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.

This course begins on **Sept 10th and continues until Dec 3rd 2025**, honoring all important dates derived from University approved guidelines and academic policies <https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>

Throughout the course you are expected to interact regularly with other students, and with me, as your professor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. This work may happen in smaller groups, or through opportunities to meet as a class. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc.) to amplify learning for everyone.

We will all be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group. Welcome to our class!

Course textbooks/materials:

There is NO REQUIRED TEXT FOR THIS COURSE

- *Weekly Readings and course material will be made available at no additional cost on OWL Brightspace*
- *To access course material, you will need internet connection*

Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level.

Course Evaluation:

Assignment 1: Tri-Council Research Ethics Training (5%)

Assignment 2: Annotated Bibliography (20%)

Assignment 3: Research Proposal (40%)

Assignment 4: Class Facilitation Workshop (20%)

Active and Informed In-class Participation (15%)

Week	Topic	Readings/Course Material
September 10 th , 2025	Rolling up our sleeves Intro to the course	Lesson 1, This first lesson introduces you to the prof, the content and organization of this course, and the course assignments. You will also be introduced to some of the basic differences between qualitative and quantitative approaches. Read: Course Syllabus
September 17 th , 2025.	What does it mean to do research on and with young people?	Lesson 2, This course is not only focused on qualitative research, but on what it means to do qualitative research with young people. In this lesson we will consider 1) what kinds of beliefs about children are reflected in different methodologies; 2) whether it is necessary to use special techniques in conducting research with children; and 3) how hierarchies between adults and children are relevant to conducting research about children's lives. Read: <ul style="list-style-type: none">• "Chapter 1: Introduction: Valuing Young Voices" In Clark, C. D. (2010). <i>In a younger voice : doing child-centered qualitative research</i>. Oxford University Press.• Fraser, S., R. Flewitt and M. Hammersley. 2014. "What is Research With Children and Young People?" in <i>Understanding Research With Children and Young People</i>, pp. 34-50.

September 24 th , 2025.	What does it mean to do qualitative research?	<p>Read:</p> <ul style="list-style-type: none"> • Hesse-Biber, S. N., 2017. "An Invitation to Qualitative Research" in <i>The Practice of Qualitative Research</i>, 3rd Edition, pp. 2-17. • Rehman and Alharthi, 2016, "An Introduction to Research Paradigms" in <i>International Journal of Educational Investigations</i>, 3(8):51-59. • Denney, A., & Tewsbury, R. (2013). How to write a literature review. <i>Journal of Criminal Justice Education</i>, 24:2 pp. 218-234.
October 1 st , 2025	Conceptualizing childhood in research	<p>Read:</p> <ul style="list-style-type: none"> • Kellet, M. (2011). Empowering Children and Young People as Researchers: Overcoming Barriers and Building Capacity • Chae-Young, K. (2016). Why Research 'by' Children? Rethinking the Assumptions Underlying the Facilitation of Children as Researchers.
October 8 th , 2025	Ethics and power: Challenges and possibilities	<p>Read:</p> <ul style="list-style-type: none"> • Huang, X et al. (2016) "Ethical and methodological issues in qualitative health research involving children: A systematic review" in <i>Nursing Ethics</i>, 23(3):339-356. • Qwul'sih'yah'maht, R. A. Thomas. 2005. "Honouring the Oral Traditions of My Ancestors through Storytelling" in <i>Research As Resistance</i>. L. Brown and S. Strega (Eds.), pp. 237-254. • Powell, M. A., McArthur, M., Chalmers, J., Graham, A., Moore, T., Spriggs, M., & Taplin, S. (2018). Sensitive topics in social research involving children. <i>International Journal of Social Research</i>

		<p><i>Methodology</i>, 21(6), 647-660. https://doi.org/10.1080/13645579.2018.1462882</p>
October 15 th , 2025	Exploring Interviews and Focus Groups	<p>Read:</p> <ul style="list-style-type: none"> • Raby, R. (2010). Public Selves, Inequality, and Interruptions: The Creation of Meaning in Focus Groups with Teens. <i>International Journal of Qualitative Methods</i>, 9(1), 1–15. https://doi.org/10.1177/160940691000900101 • Bristow, S., & Atkinson, C. (2020). Child-Led Research Investigating Social, Emotional and Mental Health and Wellbeing Aspects of Playtime. <i>Educational and Child Psychology</i>, 37(4), 115–131. https://doi.org/10.53841/bpsecp.2020.37.4.115 • Maynard, E., Barton, S., Rivett, K., Maynard, O., & Davies, W. (2021). Because “grown-ups don’t always get it right”: Allyship with children in research - from research question to authorship. <i>Qualitative Research in Psychology</i>, 18(4), 518–536. https://doi.org/10.1080/14780887.2020.1794086
October 22 nd , 2025.	Doing Research with Young Children Moving Away from Traditional Approaches	<p>Read:</p> <ul style="list-style-type: none"> • Blaisdell, C., Arnott, L., Wall, K., & Robinson, C. (2019). Look Who’s Talking: Using creative, playful arts-based methods in research with young children. <i>Journal of Early Childhood Research : ECR</i>, 17(1), 14–31. https://doi.org/10.1177/1476718X18808816 • Donison, L., Raby, R., Waboso, N., Sheppard, L. C., Grossman, K., Harding, E., & Myatt, H. (2024). “I’m going to call my friend to join us”: connections and challenges in online video interviews with children during COVID-19. <i>Children’s Geographies</i>, 22(1), 134–148. https://doi.org/10.1080/14733285.2023.2253176 • Yamada-Rice (2021) Researching the Metaverse

		https://komesanyamada.medium.com/researching-the-metaverse-6c02d252c9d9
October 29 th , 2025.	More Qualitative Engagement with the Arts	<p>Read:</p> <ul style="list-style-type: none"> • Pimlott Wilson. 2012. "Visualising children's participation in research: Lego Duplo, rainbows and clouds and moodboards" in <i>International Journal of Social Research Methodology</i>, 15(2), 135–148. • Yamada-Rice, D. 2017. "Using Visual and Digital Research Methods with Young Children" in <i>Research with Children: Perspectives and Practices</i>, Eds. Pia Christensen and Alison James, pp.71-86. • Lee, L., Currie, V., Saied, N., & Wright, L. (2020). Journey to hope, self-expression and community engagement: Youth-led arts-based participatory action research. <i>Children and Youth Services Review</i>, 109, 104581-. https://doi.org/10.1016/j.childyouth.2019.104581
	No Class	Fall Reading Week runs from November 3rd to November 9th, 2025 No Classes
November 12 th , 2025.	From Observation to Ethnography	<ul style="list-style-type: none"> • Montgomery, H. 2014. "Participant Observation" in <i>Understanding Research with Children and Young People</i>, pp.122-135. • Davis, J., N. Watson and S. Cunningham-Burley. 2008. "Disabled children, ethnography and unspoken understandings: The Collaborative Construction of Diverse Identities" in <i>Research with Children</i>, 3rd edition, pp. 220-238.
November 19 th , 2025.	Developing your research proposal	In Class Work Period for Research Proposal Assignment
November 26 th , 2025.	Participatory Action Research (PAR)	<p>Read</p> <ul style="list-style-type: none"> • Genuis, S.K., N. Willows, and C. Jardine. 2015. "Through the lens of our cameras: Children's lived experiences of food insecurity in a Canadian Indigenous community" in <i>Child: Care, Health and Development</i>, 41(4):600-610. • Cooper, E. 2005. "What do we know about out-of-school youths? How participatory action research can work for young refugees in camps" in <i>Compare: A Journal of Comparative Education</i>, 35(4): 463-477.

		<ul style="list-style-type: none"> Rodriguez, L., & Brown, T. (2009). From voice to agency: Guiding principles for participatory action research with youth. <i>Childhood</i> 123 pp. 19-34.
December 3 rd , 2025.	More Creative Approaches in Research with Children and Course Wrap up	Read: <ul style="list-style-type: none"> Byrne, L., O'Connell, C., & O'Sullivan, S. (2020). Rap and Political Participation: Using Rap as a Creative Method in Research with Children and Young People. <i>Young (Stockholm, Sweden)</i>, 28(1), 50–68. https://doi.org/10.1177/1103308819856755 Punch, S. (2002) 'Research with children: the same or different from research with adults?' <i>Childhood</i> 9:3 pp 321-341.

Assignments

Assignment 1: Tri-Council Research Ethics Training (5%) – Due September 24th at 11 pm

Please click on the following link: <https://tcps2core.ca/welcome> and complete the training and quiz: Tri-Council Policy Statement (TCPS) on Ethical Conduct for Research Involving Humans. You will have to create a login to access the training. The training/quiz should take around 4 hours to complete. Please upload a copy of your certificate to the OWL Assignment 1 drop box by the assignment due date. Completing this training/quiz early will help you think about ethical issues/considerations for your final assignment so it's best to complete this as soon as possible. Please note that tech issues will not be accepted as reasons for a late submission.

Assignment 2: Annotated Bibliography (20%) – Due October 29th at 11 pm

Please develop a critical annotated bibliography related to your research topic. The following components are required:

1. Start the assignment by developing a few sentences that clearly outline your research topic.

2. Select four academic sources related to your research topic (you may draw on **one** course reading)
3. Provide APA citations for each of your sources.
4. Under each citation:
 - a. Outline the main objective(s) of the source
 - b. How it relates to childhood and youth participatory methodologies
 - c. Critically analyze the research methodology (eg: are young people included, if so, how? Is it a good example of meaningfully involving young people in research? Does the methodology require improvement/does it miss something important etc)
 - d. Outline strengths and/or weaknesses of the research
 - e. End by outlining how the source is relevant to your chosen research topic and how it will be used for your research proposal (eg: this source focuses on participatory action research (PAR); this is the research methodology I will focus on in my proposal; it's a useful source that I will use to think about considerations for how to design a PAR project etc)
5. Word count: Max 200-250 words per source; use Times New Roman Font, Size 12, Double Spaced, APA
6. Note that your annotated bibliography should help inform your research proposal (Assignment 3).

Assignment 3: Research Proposal (40%) – Due December 6th at 11 pm

Students will develop a research proposal for a project relevant to child and youth studies with a specific focus on childhood research methodologies. Your proposal should read as if you are going to be carrying out the study (therefore you need to think through all details of the project). If you plan to involve human participants, you will need to consider ethical considerations outlined in the Tri-Council research ethics training. We will work on each element of this assignment in class throughout the semester.

Requirements of the Research Proposal:

Part 1 - Research Statement, Question, & Rationale (Length: .5 – 1 page)

Clearly outline a **research statement** that explains your topic and what your research will focus on. Next, pose a **research question** that will guide your research project. Lastly, develop a paragraph outlining the **rationale for your study**: Why is it important to study this issue? Use relevant sources such as news, statistics, and your scholarly literature to tell the reviewers why your study is important.

Part 2 - Literature Review (Length: 2 – 3 pages)

Compare and contrast findings from at least 5 *scholarly sources related to your topic*. Outline the importance of this knowledge as it informs your research question (you can draw on relevant sources from the annotated bibliography). The goal is not to simply summarize the findings of this research; rather you want to address key themes/findings and identify gaps in the literature as it relates to your topic.

Part 3 – Research Design (Length: 2 – 3 pages)

Think through the details of your research project by outlining the following components:

1. Explain your **proposed sample** (eg: children aged 8-10 years old in Ontario middle schools)
2. Explain your **research methodology/methods** (eg: participatory action research (PAR) approach including interviews with children). Describe your methodology/method(s) and explain why it is appropriate for your project/how it will be useful for addressing your research question (eg: PAR is useful for this study because...x.y.z. Describe how many interviews, where will they take place, in what months will you recruit and how long will they be etc)
3. Explain your **data collection/recruitment plans** (eg: will you advertise the study via posters in elementary schools, will you reach out to teacher's and ask them to distribute posters about the study in their classes – think through the details necessary to recruit your participants)
4. Outline **ethical considerations** (eg: reflect on your ethics training and considerations that should be addressed such as privacy, consent/assent, anonymity etc)
5. Outline the potential **implications and importance** of your study (eg: who will benefit from your findings, why does the research matter, how could it be useful etc)
6. **Appendices:** Include detailed info as needed (eg: if you are using semi-structured interviews or focus groups, make sure to include at least 5 of the sample questions you intend to ask of your participants to collect data related to the research question). Please check with me in class if you have questions about whether or not to include appendices.
7. **Create an arts-based method to inform children or youth about your study**
Pretend you are about to share your study with children or youth, you will create an arts-based piece that informs the children about your study. Some examples are a book, poster, video etc

Assignment 4: Class Facilitation Workshop (20%)

You will work in small groups (3 people) and lead a workshop that focuses on the readings of the week. You will guide the class through the readings and facilitate large group discussions using participatory approaches. Each group will create a workshop that is 45 mins in length.

Workshops will run from Sep 24th-Dec 03rd.

Active and Informed In-class Participation (15%)

Student participation will be evaluated on the basis of active, informed, consistent and thoughtful oral participation in class discussions each week. This participation mark is based on your understanding and analysis of the readings, films, guest lectures and other lecture material. Simply coming to class does not garner participation marks – this mark is based on your active involvement in discussions and activities. You are expected to critically engage with course content and readings in discussions that unfold during class.

Policy for Late Submissions

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.

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.

Accommodation Policies

Students with disabilities work with Accessibility Services which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

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 Academic Calendar. <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

Support Services

- Accessibility, Counselling and Student Development at King's University College
- <https://www.kings.uwo.ca/current-students/student-services/>
- Mental Health@Western provides a complete list of options about how to obtain help: https://www.uwo.ca/health/mental_wellbeing/
- Indigenous Student Centre
<https://indigenous.uwo.ca/students/supports/index.html>
- Academic Support Services at King's University College:
<https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/academic-deans-office/>
- University Students' Council offers many valuable support services for students, including the health insurance plan: <https://westernusc.ca/your-services/>

Statement on Use of Electronic Devices

Use of Electronic Devices

Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

Use of Laptops, Tablets, and Smartphones in the Classroom

King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices – such as laptop computers, tablets, or smartphones – can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students jointly share the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject 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

King's is committed to Academic Integrity.

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

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/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. Course Outlines – Policies Statement (November 4, 2021)

Copyright re: Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. **Faculty members are the exclusive owner of copyright in those materials they create.** Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site, he/she should ask for the student's written permission.

Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

Please note: you must attend at least 75% of classes and complete all of the course assignments to pass this course.

*Instructor reserves the right to modify course outline.

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.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

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.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-supportservices/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:
https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:
<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:
<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing 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/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

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

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject 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.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

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

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, grammarchecking 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>.

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.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and 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.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.