



**Disability Studies 2221A (570)
Disability Studies In Health And Rehabilitation
Fall/Winter 2025-2026**

Instructor: Dr. Stephanie LeBlanc-Omstead

Email: slebla8@uwo.ca

Course Information

Calendar Description:

Disability Studies critiques the medical model, yet medicine and health care play an important role in the everyday management of disabilities, mental health and chronic illness. This course explores applications for disability studies perspectives in health and rehabilitation disciplines, including medicine, psychology, physiotherapy, occupational therapy, and speech-language pathology.

Prerequisite(s): [Disability Studies 1010A/B](#).

Antirequisite(s): [Disability Studies 2292A/B](#) if taken in 2021-22, [Disability Studies 3395F/G](#) if taken in 2018-19, 2019-20, and [Disability Studies 3321F/G](#) if taken prior to 2021-22.

Extra Information: 3 hours

Course Weight: 0.50

Breadth: Category A

Subject Code: DISABST

Notice: Unless you have either the requisites for this course, 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.

DS 2221A: Disability Studies in Health and Rehabilitation

King's University College @ Western University

Version Date – July 1st, 2025

Instructor Information

Stephanie LeBlanc-Omstead, PhD, OT Reg. (Ont.) slebla8@uwo.ca

Lecture Information

Time: See OWL for details

Location: See OWL for details

Office Hours:

Office hours will be held virtually every Friday from 2:00pm-3:00pm.

Our [Virtual Office Hours Space](#) can be accessed using the passcode: DS2221

Prerequisite: DS 1010 A

Anti-requisite(s): DS 2292A/B if taken in 2021-22, DS 3395F/G if taken in 2018-19, 2019-20, and DS 3321F/G if taken prior to 2021-22.

Extra Information: 3 hours (or equivalent) of weekly lecture content, 0.5 course. (King's) Part of the DS Minor and DS Major Module: <http://www.kings.uwo.ca/disability-studies/>

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 Description

This course examines how disability is constructed and imagined in the applied health (e.g. personal support work, social work, nursing, medicine) and rehabilitation (e.g. occupational therapy, physical therapy, speech language pathology) fields. Through participation in the final presentation project, students can expect to gain a more in-depth understanding of several of these applied healthcare fields. Through readings, lectures, and in-class discussions, we will explore how disability becomes medicalized in the applied health fields, as well as tensions between the way that disability studies and applied health fields think about and approach disability. This course uses a “flipped classroom” model and small discussion groups to support students in becoming more comfortable and confident interacting and sharing ideas with peers.

Learning Outcomes

This second-year course builds on knowledge developed during the first year of study in the Disability Studies module. By the end of this course, you will be able to:

- Describe how disability is defined in the applied health fields.
- Compare definitions of disability from disability studies and applied health fields.
- Identify disability studies concepts of relevance for applied health fields.
- Apply disability studies concepts to analyze applied health fields.
- Explore how the applied health fields unintentionally perpetuate stereotypes around disability, madness, d/Deafness and chronic illness.
- Discuss how stereotypes may be internalized by stakeholders (i.e. clients, clinicians, family members, administrators).
- Work effectively in groups using feedback, communication and collaboration skills.

Mode of Instruction

This is an in-person course. Beyond taking responsibility for your own learning, you are asked to contribute to a respectful, collaborative, and engaged classroom. Please come to each class prepared to participate thoughtfully and with a willingness to learn with and from one another. Each of you brings valuable knowledge, experience, and perspective to our learning community. Together, we will use course materials - readings, discussions, lessons, and more - to support collective learning and critical reflection.

Technical requirements: Course reminders/updates, links to course readings, weekly lecture slides, and additional resources are shared through our course OWL Brightspace site. Assignment submissions and examinations are also completed and/or submitted online. You will need a computer as well as stable high-speed internet connection to access course materials.

Course Outline

Week	Date	Topics
1	09/10	Introductions
2	09/17	What are the “Health Professions”?
3	09/24	Professional Knowledge, Perspectives & Models
4	10/01	Experiential Knowledge and ‘Service User Involvement’
5	10/08	DS-Informed Health Professional Practice
6	10/15	Rethinking Popular Health Professional Perspectives
7	10/22	Midterm Assignment: Crippling the Case Study
8	10/29	Disabled Clinicians: Breaking The Binary
9	11/05	Reading Week
10	11/12	Exploring (More) Tensions and Opportunities for Conversation
11	11/19	Group Presentations
12	11/26	Group Presentations
13	12/03	Wrap-Up & Review

Required Texts

Links to all readings and other required materials are posted on OWL Brightspace.

Weekly Schedule

(09/10) Week 1: Introductions

Required Reading

Please review the course outline and our course page on Brightspace before attending class on Wednesday, September 10th, 2025.

(09/17) Week 2: What are the “Health Professions?”

Required Reading

Hubbard, S. (2004). Disability studies and health care curriculum: The great divide. *Journal of Allied Health, 33*(3), 184-188.

Davis, K. (2004). The crafting of good clients. In Swain et al. (eds.) *Disabling Barriers—Enabling Environments, 2nd ed.* (pp. 203-205). Thousand Oaks: Sage.

(09/24) Week 3: Professional knowledge, Perspectives & Models**Required Reading**

Roush, S. E. & Sharby, N. (2011). Disability reconsidered: The paradox of physical therapy. *Advances in Disability Research, 91*(12), pp. 1715-1727.

Hayes, J. & Hannold, L. M. (2007). The road to empowerment: A historical perspective on the medicalization of disability. *Journal of Health & Human Services Administration, 30*(3), 352-377.

Recommended Reading

Fox, J. (2021). Models Underpinning Mental Health: A Proposal for A User-Based Framework. *American Journal of Biomedical Science and Research, 13*(3), 228-234.

(10/01) Week 4: Experiential Knowledge and 'Service User Involvement'**Required Reading**

LeBlanc-Omstead, S. & Mahipaul, S. (2022). Toward more socially-accountable service user involvement in education: Embracing critical disability studies. *OT Now*, TBD.

Byrne, L., Happell, B., & Reid-Searl, K. (2016). Lived experience practitioners and the medical model: world's colliding? *Journal of Mental Health, 25*(3), 217-223.

Beresford, P., & Boxall, K. (2013). Where do service users' knowledges sit in relation to professional and academic understandings of knowledge. *Mental health service users in research: Critical sociological perspectives*, 69-86.

(10/08) Week 5: DS-Informed health professional practice**Required Reading**

Burghardt, M., Edelist, T., Schormans, A. F., & Yoshida, K. (2021). Coming to critical disability studies: Critical reflections on disability in health and social work professions. *Canadian Journal of Disability Studies*, 10(1), 23-53.

Harrison, E. A., Sheth, A. J., Kish, J., VanPuymbrouck, L. H., Heffron, J. L., Lee, D., & Mahaffey, L. (2021). Disability Studies and Occupational Therapy: Renewing the Call for Change. *The American Journal of Occupational Therapy*, 75(4).

McCormack, C. & Collins, B. (2010). Can disability studies contribute to client-centred occupational therapy practice? *British Journal of Occupational Therapy*, 73(7), 339-342.

Recommended Reading

Katzman, E. (2019). Working against the clock: Efficiency, time and ethics in occupational therapy practice. *Occupational Therapy Now*, 21(2), 13-14.

(10/15) Week 6: Rethinking Popular Health Professional Perspectives**Required Reading**

Guenther-Mahipaul, S. (2015). "This unfortunate young girl": Rethinking a necessary relationship between disability studies and rehabilitation. In K. McPherson, B.E. Gibson, & A. Leplège (Eds.), *Rethinking Rehabilitation: Theory and Practice* (pp. 191-207). Toronto, Ontario, Canada: CRC Press.

Janz, H. L. (2019). Ableism: the undiagnosed malady afflicting medicine. *Canadian Medical Association Journal*, 191(17), 478-479.

Mingus, M. (2010, January 22). *Interdependence: Excerpts from several talks*. Leaving Evidence. <https://leavingevidence.wordpress.com/2010/01/22/interdependency-exerpts-from-several-talks/>

(10/22) Week 7: Midterm Assignment: Crippling the Case Study**Required Reading**

Grenier, M-L. (2021). Patient case formulations and oppressive disability discourses in occupational therapy education. *Canadian Journal of Occupational Therapy, 88* (3), pp. 266-272.

Seymour, R., Scher, C., Frasso, R., Truong, S., Ziring, D., & Ankam, N. (2023). Exposing the disability-related hidden curriculum in case-based learning: A qualitative study. *Disability and Health Journal, 16*, 101483.

(10/29) Week 8: Disabled Health Professionals: Breaking the Binary**Required Reading**

Mahipaul, S. & Kimpson, S.A. (2021). Inhabiting Borderlands: Living/Exploring Tensions in Being both Disabled Women and Healthcare Professionals.

Jain, N. R. (2022). The capability imperative: theorizing ableism in medical education. *Social Science & Medicine, 315*, 115549.

Jarus et al. (2019). Professionalism and disabled clinicians: The client's perspective. *Disability & Society, 35*(7), 1085-1102.

Recommended Reading

Ehlert, R. (2020). A Little Less Alone: Surviving Sanism in Art Therapy. *Art Therapy: Journal of the American Art Therapy Association, 37*(2), 99-101.

(11/05) Week 9: Reading Week

(11/12) **Week 10: Exploring (More) Tensions & Opportunities for Conversation**

Required Reading

Costa, L., Voronka, J., Landry, D., Reid, J., Mcfarlane, B., Reville, D., & Church, K. (2012). "Recovering our stories": A small act of resistance. *Studies in Social Justice*, 6(1), 85-101.

LeBlanc-Omstead, S., & Kinsella, E. A. (2023). "Come and share your story and make everyone cry": complicating service user educator storytelling in mental health professional education. *Advances in Health Sciences Education*, 28(2), 387-410.

Recommended Reading

Mahipaul, S. & LeBlanc-Omstead, S. (2023). Editorial: A conversation between disabled and maddened occupational therapists on service user involvement and epistemic injustice. *OT Now*. [July Special Issue]

(11/19) **Week 11: Group Presentations**

No required reading.

(11/26) **Week 12: Group Presentations**

No required reading.

(12/3) **Week 13: Wrap-Up & Review**

TBD

Course Requirements & Evaluation Scheme

In-Class Participation	10 %
Weekly Mini Assignments (5 x 3%)	15 %
Midterm Assignment: Crippling the Case Study	20 %
Envisioning a DS-Informed Health Practice (Group Assignment)	25 %
Final Exam	30 %
Total	100%

Assignment Details

1. In-Class Participation (10%)

Participation is an important component of this course. Diverse forms of participation are valued, including regular attendance, active listening during lectures and discussions, and contributions to both small- and large-group discussions. Participation will be evaluated for both quantity (i.e., regular participation and contribution to discussions) and quality (i.e., demonstrating critical thinking, respect for diverse perspectives, and meaningful interaction with the course material and peers).

2. Weekly Mini Assignments (5 x 3% = 15%)

Weekly mini assignments are meant to support you in engaging critically and personally with our assigned readings (rather than just skimming or summarizing them). Regular completion of these mini assignments will support your learning and participation throughout the course, and will eventually serve as helpful study materials as you prepare for your final exam.

Each week, you'll submit a 'mini assignment' organized into *one* of the following formats:

- (1) **Connection + Question:** Identify one idea, concept, or quote from the week's reading(s) that stood out to you.
 - a. Briefly explain how it connects to your understanding of disability and the health/rehab professions (3–5 sentences).
 - b. Pose one thoughtful question that came up for you as you read, e.g., it could be a clarifying question, a personal reflection, or something you'd like to discuss further.

- (2) **Build Your Glossary:** Choose one key term or concept from the reading.
 - a. Define it in your own words.
 - b. Provide an example (from the reading, your life, or practice), and explain why it matters in the context of this course.

Length: Mini assignments should be no longer than **250 words**. Please clearly indicate which of the two options you've selected. You're welcome to use tools like AI to support your learning (e.g., help clarify ideas), but your submission should reflect your own understandings and voice.

Due Date(s): Mini assignments are due by 5:00pm on Tuesdays (i.e., the evening prior to our class). Please submit your mini assignment using OWL Brightspace. **note:** it is strongly recommended that you write your mini assignments in a Word Document *first* to avoid any lost work. You can then copy and paste your work directly into OWL Brightspace for submission.

Built-In Submission Flexibility: We have assigned readings for weeks: 2, 3, 4, 5, 6, 8, and 10. You are only required to submit **five (5)** weekly mini assignments, which means that you may choose not to submit a mini assignment for two (2) of these weeks without penalty.

Tip: You may want to consider looking at your calendar/schedule early in the term and use this submission flexibility to free up time during a particularly assignment-heavy week, or rather, hang on to these flex days 'just in case' something unexpected arises.

Late policy for OWL participation: After 5:00pm on Tuesdays, students will no longer be permitted to submit their weekly mini assignment for that week. It is important for you to keep up with your mini assignments in order to receive 3 points (or 3%) each week, for up to a total of 15%.

3. Midterm Assignment: Crippling the Case Study (20%)

Beginning during class time on Wednesday, October 22nd, students will work in small-groups to practice analyzing and revising – or 'Crippling' – a sample case study. Students will explore how health professionals often approach disability as presented in a case study, and revise these approaches to better align with concepts and principles drawn from disability studies. Students will have a portion of self-directed class time to work on their individual assignments. Finalized midterm assignments should be submitted no later than 11:59pm on Tuesday, October 28th.

This assignment aims to develop students' ability to critically analyze conventional health care approaches through a disability studies lens, and to practice applying this lens in the creation of DS-informed learning materials.

Students are required to complete three main tasks:

a. Select a Case Scenario from the List Provided: Copy and paste your chosen case (selected from a list of 5 case scenarios) into your assignment document. Use this section to highlight, flag and otherwise mark-up the 'problem areas' of the case that you intend to revise or re-write in Part B. You may also wish to refer back to your specific flags or markings in Part C, as you describe your thought process and application of course concepts.

b. 'Crip' the Case Study (approx. 500 words): Revisit the original case study with a critical lens informed by disability studies principles and our assigned course readings. Revise the case study to reflect a more DS-informed approach that challenges conventional healthcare norms, perspectives, and practices. Incorporate principles such as, but certainly not limited to: disability justice (e.g., community and interdependence), anti-ableism and/or anti-sanism, accessibility, and the value of lived experience.

c. Reflective Summary (approx. 650-800 words): Write a reflective summary which introduces and contextualizes the revisions you made to the original case study. This

summary is meant to offer you an opportunity to demonstrate your learning and grasp of course concepts thus far. It may be helpful to view this part of the assignment as a “dialogue” with the course instructor. Your reflective summary should answer the following:

- What are you intending to help ‘teach’ or portray through your revised case study in their learning (e.g., the impact of discrimination on this particular client/patient/individual)?
- How might your DS-informed revisions alter or reaffirm a health professional’s approach to treatment goals and/or intervention approaches?

Submission Requirements: Submit all three components (i.e., the original and revised case studies, as well as your reflective summary) in a single document. Use APA formatting for citations and references where applicable.

Due Date: Tuesday, October 28, 2025 at 11:59pm

Late Policy for Midterm Assignment: Assignments submitted late/uploaded to OWL after the deadline (i.e., Tuesday, October 28th) will receive a 0.5 point late penalty for each day your assignment is submitted late. If you are struggling and/or require accommodations or support from the ADO, please contact me via email or speak to me during our virtual office hours. I will always try to support and work with students when they are experiencing extenuating circumstances that may impact their performance within this course.

4. Envisioning a DS-informed Health Practice (25%)

Students will work in small groups to create a mock website for a fictional (or re-imagined) health or rehabilitation practice guided by disability studies principles. Using Canva, Wix, or a similar user-friendly web platform, each group will design a multi-page site that communicates the health practice’s values, services, accessibility approaches, and philosophy of care. The goal of this assignment is to move beyond critique and toward imagining tangible, justice-oriented alternatives in the health professions.

This assignment emphasizes applied critical thinking, collaborative creativity, and integration of course concepts. In completing this assignment, you will practice analyzing dominant assumptions and practices within a health and rehabilitation profession, translate disability studies concepts into accessible and engaging communication tools, and begin to envision what an anti-ableist/sanist or disability-affirming health practice could look like in real world contexts.

Group Formation & Topic Selection

Groups of 3–4 students will self-organize based on interest in a particular health and/or rehabilitation field (e.g., medicine, occupational therapy, counseling, audiology, midwifery, physiotherapy, personal support work, etc.). Groups will submit their topic and group members by October 10th, 2025 (end of Week 5).

Website Components: Each site must include (at minimum) the following five (5) distinct pages or sections:

1. **Welcome Page / About the Practice:** Name and tagline for the practice. Introduction to the practice's mission and values.
2. **Meet the Team:** Bios and imagined identities for 2–3 practitioners; highlight diverse lived experiences, positionalities, and disability knowledge.
3. **Services Offered:** Description of key services offered through a disability studies lens. This can include critiques/re-imaginings of common services in the field.
4. **Accessibility & Inclusion:** How the practice approaches access (broadly defined - not just ramps and parking!). Reflect on access intimacy, communication styles, sensory needs, anti-sanist practices, etc.
5. **Philosophy of Care / Our Approach:** Deepen your articulation of how the practice's approach differs from dominant health paradigms. Integrate course concepts explicitly.

Evaluation Criteria:

1. Integration of Disability Studies Principles: Thoughtful application of course concepts.
2. Clarity and Creativity: Clear, engaging, and imaginative presentation.
3. Accessibility and Inclusion: Thoughtful engagement with broad concepts of access.
4. References and citations: Quality of cited materials; citations used correctly throughout.

Note: You will have an opportunity to evaluate both yourself and your group members.

- 20 of the total 25% will reflect your individual contributions to the profile (individual grade).
- 2.5 of the total 25% will be determined through peer evaluation by your group members.
- 2.5 of the total 25% will be determined through self-evaluation of your contributions.

Due Date(s):

(1) **Assignment Submission:** Monday, November 17th at 11:59pm (Week 11)

(2) **Group Presentation:** TBD (Weeks 11 and 12)

5. Final Exam (30%)

The final exam will take place during the end of term examination period.

Course Policies & University Procedures

Device Policy

Students are welcomed and encouraged to make appropriate use of technology during class time. Please be aware that inappropriate use of technology during class time may be distracting to you, to other students and to the professor, and will not be tolerated. Examples of appropriate use of technology during class include using a device to take notes or to reference readings or other materials relevant to class. Using the internet to find information related to class discussion is also acceptable, provided it does not hinder your engagement in the class. Examples of inappropriate use of technology during class include using social media for any purpose that is not directly related to class discussions, checking email, messaging, texting and phone calls.

Use of Generative AI Tools Policy

Within this course, generative AI tools such as ChatGPT are permitted exclusively for information-gathering and preliminary research purposes. If AI tools are used, students must acknowledge use and state how the tool was used. Unauthorized use of AI will be subject to academic discipline.

Notice of Turnitin Analysis

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>).

Safer Space Policy

Effective learning can only happen when everyone feels safe in our shared space. Each member of the classroom community is asked to be mindful of language and actions that may be perceived or construed as disrespectful, oppressive, or discriminatory. Students are encouraged to communicate their own, and to be cognisant of others', needs and preferences. Please alert the professor at any time if you are feeling unsafe in the classroom, tutorial, or virtual course space.

Communication Policy

Students are encouraged to make use of the professor's office hours to clarify concepts or to engage in discussion about course material beyond what is covered during class time. You may also use the message boards to engage in discussion with peers about course materials and evaluations. Before you contact the professor with questions about assignments, please ensure

you have carefully read all provided instructions, including relevant sections of the course outline and course website.

If you contact the professor by email, you can usually expect a response within 1-2 business days (Monday-Friday). Please do not expect a response over the weekend. At busy times of the semester, it may take longer to get a response.

Support & Accommodations

I am happy to support any formal accommodations recommended by Accessibility, Counselling & Student Development (ACSD, <https://www.kings.uwo.ca/current-students/student-affairs/acsd-student-supports/>) or the Academic Dean's Office (ADO, <https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/academic-consideration-requests/>). Please communicate with Dr. LeBlanc-Omstead early and often so that we can collaborate to ensure your full and equitable participation in this 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.

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-support-services/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/safe-campus/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, 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.

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.