



**Disability Studies 2283B (670)
Grief Support for People With Intellectual and Developmental Disabilities
Fall/Winter 2025-2026**

Instructor: Dr. Cara Grosset
Email: cgrosset@uwo.ca

Course Information

Calendar Description:

Combining thanatology and disability studies, this course explores grief and loss in the context of cognitive impairment. Participants will learn how people labelled with Intellectual and Developmental Disabilities rarely have access to grief awareness and support, unpack the reasons for exclusion, and explore emerging strategies aimed at resolving the gap.

Prerequisite(s):

Antirequisite(s): [Thanatology 2283A/B](#).

Extra Information: 3 hours. Cross-listed with [Thanatology 2283A/B](#).

Course Weight: 0.50

Breadth: Category A

Subject Code: DISABST

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.



DS/THAN 2283B (670)

Supporting People with Intellectual and Developmental Disabilities through Loss and Grief

Winter 2026

Instructor: Cara Grosset, MSW, PhD, RSW, CT/FT

Email: cgrosset@uwo.ca

Office hours: Mondays, noon-1pm via zoom

Class times and location: Online asynchronous only

This course begins on January 5, 2026, and continues until April 5, 2026, honouring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>).

Course description: Combining thanatology and disability studies, this course explores grief and loss in the context of cognitive impairment. Participants will learn how people labelled with intellectual and developmental disabilities (IDD) rarely have access to grief awareness and support, unpack the reasons for exclusion, and explore emerging strategies aimed at resolving the gap.

Community of learning based in brave space pedagogy and a trauma-informed perspective will be the overarching ways of viewing, developing, and delivering the content. This allows for all participants to engage in a supported exploration of their personal loss histories and reflective exercises throughout the course, with recognition that people with IDD may have experienced loss specifically related to being labelled with IDD as well as other significant losses.

An environment of mutual learning, respect, and sharing knowledge will be the basis from which we explore our own losses, theories of grief and mourning, coping strategies, and community resources. Our learning environment will include video lectures, online discussions, arts-based expression (e.g., tree of life), small group work, videos, etc.

Prerequisite(s): none

Antirequisite(s): none

3 hours

Course weight: 0.5 course

Course objectives and intentions - Participants will

1. Examine grief and loss as it intersects with disability.
2. Explore loss histories – e.g., individual, systemic, cultural and how they affect individual grief experiences.
3. Develop awareness of personal beliefs, attitudes, and experiences of grief as they apply in working with people labelled with intellectual disabilities.
4. Understand the ways in which people labelled with Intellectual and Developmental Disabilities have largely been left out of grief awareness and support available to the ‘neuro-typical’ population.
5. Understand the impact of ableism, loss histories, intergenerational trauma, inclusion/exclusion, etc. on the grief experiences of people labelled with intellectual disabilities.
6. Look at grief frameworks and models of coping over time.
7. Participate in arts based and other creative responses to loss and grief.
8. Examine community resources specific to support for people labelled with intellectual and developmental disabilities.
9. Look at any relevant government laws and Acts.

Drop Date: The last day to drop a second term half-course without academic penalty is March 30, 2026.

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.

Disability Studies/Thanatology are academic university level courses. While the course may contribute to the student’s personal growth, grades will be assigned based on academic achievement and mastery over the material covered. It is recommended that a student who is recently bereaved, has experienced a traumatic loss in the last year or is currently providing end of life care for a loved one consider not taking the course until time has passed. Please email the instructor privately if you have any questions about this.

There will be opportunities to present personal experiences and feelings to the class. We must respect each person’s contribution of what painful experiences may often be (at the same time appropriate limits to self-disclosure or to the time allotted to individuals will be upheld when personal narratives are shared) and agree to hold each other’s contributions strictly confidential. This is an academic course, and all participants are expected to complete the course requirements to a high standard in order to receive credit. One’s strong feelings or experiences will not substitute for effort and academic achievement.

Attendance: Students are expected to complete all readings, watch videos, and participate in all online discussions on a regular basis. If you will be absent due to illness or other reasons, please

email the instructor prior to class. Any more than 2 missed weeks of interactions within the course will result in a discussion with the instructor about ability to remain in the course. See below for attendance policy.

All components of the course must be completed in order to receive credit for the course.

In-class & Online Behaviour and Intellectual Property:

- All students are expected to engage both in person and online in a professional and respectful manner. This includes all interactions with peers, as well as communication between TA's or your Professor. Failure to do so will result in Academic discipline.
- Recording of lectures or tutorials without the explicit consent of the Professor or TA is grounds for academic discipline.
- Course content created by a faculty member is considered the faculty member's intellectual property; it should not be distributed, shared in any public domain, or sold by a student or other third party without prior written consent of the faculty member.

Expectations for independent work

- All assessments or examinations done in person and/or online are expected to be done by the student registered in this course, following the instructions outlined by the Assignment.
- **You are expected to post/reply online several times per week.** These can be done at any time during the week, but you should try to spread your activity out each week. Your final mark will reflect your consistent participation, as well as the quality of each contribution. Forums will be locked at the end of each week, and you will not be able to post once the forum is locked.

Required Course Materials:

Required Text: Read, S. (2014). *Supporting People with Intellectual Disabilities Experiencing Loss and Bereavement: Theory and Compassionate Practice*. Jessica Kingsley.
(available through library as ebook https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044439096205163)

Scholarly articles, film clips, web pages and resources will also be linked to each week. One text that sufficiently looks at grief and loss with people who have been labelled as having IDD is not available at this time.

Articles can be obtained from the on-line library e-journals. How?

Browse for www.uwo.ca. Click on Libraries. Enter your username and password.

Click on e-journals. Prompts will ask you to type in the journal you are looking for. A pop-up box will ask you what year, volume, issue and page you are looking for. Enter this the journal article should open. Or you can simply use the SUMMON key.

Each week there will be a number of required readings listed.

Weekly Calendar and Required Readings (Mondays are Day One of every week)

DS/THAN 2283A 2023	Date	Topic	Required Readings
Week 1	January 5-11	Introductions Introduction to the course	Please familiarize yourself with the syllabus, course outline, and required assignments. Textbook: Chs. 1 & 2 Brown, I., Wehmeyer, M.L., & Shogren, K.A. (2017). What is meant by the terms <i>intellectual disability</i> and <i>developmental disabilities</i> ? In M.L. Wehmeyer, I. Brown, M. Percy, K.A., & W.L.A. Fung, (Eds.), <i>A comprehensive guide to intellectual and developmental disabilities</i> (2nd ed., pp. 3-18). Paul H. Brookes.
Week 2	January 12-18	Grief & loss (death & non-death) – historical context for people living with IDD Grief Theories review Models of Disability review	Textbook: Chs. 3 & 4 Retief, M. & Letšosa, R. (2018). Models of disability: A brief overview. <i>HTS Theologiese Studies/Theological Studies</i> , 74(1), a4738. https://doi.org/10.4102/hts.v74i1.4738 https://www.ajol.info/index.php/hts/article/view/177914
Week 3	January 19-25	Loss of personhood	Textbook: Chs. 5 & 6 Watch <i>The Freedom Tour</i> (2008) (People First of Canada)
Week 4	January 26 – February 1	Responses to grief & loss	Textbook: Chs. 7 & 8 McRitchie, R., McKenzie, K., Quayle, E., Harlin, M., & Neumann, K. (2014). How adults with an intellectual disability experience bereavement and grief: A qualitative exploration. <i>Death Studies</i> , 38, 179-185. https://doi.org/10.1080/07481187.2012.738772

			Morse, R.S., Hoch, T.T., & Freeman, T. (2016). Grief and developmental disabilities: Considerations for disenfranchised populations. In Harris, D.L, & Bordere, T.C. (Eds.), <i>Handbook of of social justice in loss and grief: Exploring diversity, equity and inclusion</i> (pp. 154-164). Routledge.
Week 5	February 2-8	Breaking bad news	Textbook: Ch. 15 Tuffrey-Wijne, I. (2013). A new model for breaking bad news to people with intellectual disabilities. <i>Palliative Medicine</i> , 27(1), 5-12. doi: 10.1177/0269216311433476. https://journals.sagepub.com/doi/10.1177/0269216311433476
Week 6	February 9-15	Addressing needs Self-advocates, family, ‘staff’	Textbook: Chs. 12, 13, & 14 Fudge Schormans, A., Krause, C., MacDougall, K., & Wattie, K. (2020). Self-advocacy. In I. Brown, & M. Percy (Eds.), <i>Developmental disabilities in Ontario</i> (4th ed., pp. 97-119). Delphi Graphic Communications.
READING WEEK Feb 16-20			
Week 7	February 23 – March 1	End-of-life care	Textbook: Chs. 10 & 16 Adam, E. , Katherine E Sleeman, K.E, Brearley, S., Hunt, K., & Tuffrey-Wijne, I. (2020). The palliative care needs of adults with intellectual disabilities and their access to palliative care services: A systematic review. <i>Palliative Medicine</i> , 34(8), 1006–1018. Foo, B., Wiese, M, Curryer, B., Stancliffe, R.J., Wilson, N.J, & Clayton, J.M. (2021). Specialist palliative care staff’s varying experiences of talking with people with intellectual disability about their dying and death: A thematic analysis of in-depth interviews. <i>Palliative Medicine</i> , 35(4), 738-749.
Week 8	March 2-8	Inclusion/exclusion: Barriers and attitudes	Lord, A.J., Field, S., & Smith, I.C. (2017). The experiences of staff who support people with an intellectual disability on issues about death, dying and bereavement: A metasynthesis. <i>Journal of Applied Research in Intellectual Disabilities</i> , 00, 1-15.

			https://doi.org/10.1111/jar.12376
Week 9	March 9-15	Ethics of care	<p>Rogers, C., & Tuckwell, S. (2016). Co-constructed caring research and intellectual disability: An exploration of friendship and intimacy in being human. <i>Sexualities, 19</i> (5–6), 623–640. https://doi.org/10.1177/1363460715620572</p> <p>Watch Unloved: Huronia’s forgotten children (2022) https://gem.cbc.ca/unloved-huronias-forgotten-children/s01</p>
Week 10	March 16-22	Current resources Providing grief support	Presentations <p>Cacciatore, J., & Flint, M. (2012). ATTEND: Toward a mindfulness-based bereavement care model. <i>Death Studies, 36</i>, 61-82. https://doi.org/10.1080/07481187.2011.591275</p> <p>Dodd, J., et al. (2021). An exploratory study of self-reported complicated grief symptoms in parentally bereaved adults with intellectual disability. <i>Journal of Intellectual Disability Research, 65</i>(4), 297-305.</p>
Week 11	March 23-29	Grief-related Training Education Communication	Presentations <p>Breen, L.J., Kawashima, D., Joy, K., Cadell, S., Roth, D., Chow, A., & Macdonald, M.E. (2022) Grief literacy: A call to action for compassionate communities. <i>Death Studies, 46</i>(2), 425-433, DOI: 10.1080/07481187.2020.1739780</p>
Week 12	March 30 – April 5	Legacy Areas for further research & advocacy Self-care	Textbook: Chs. 11 & 18 https://www.hospicewaterloo.ca/legacy-activities/

Methods of evaluation:

Methods of Evaluation	Weight	Due Date
Readings & Participation	30%	Ongoing engagement in class (includes attendance) & weekly online posts/replies
“Tree of Life” assignment	20%	Submit in OWL under assignments tab by 11:59 pm Sunday February 8, 2026
Small group case study and intervention presentations	30%	Presentations and responses will be scheduled for weeks 10 & 11 (March 16 & March 23 weeks)
Reflection paper	20%	Submit in OWL under assignments tab by 11:59 pm Monday, April 6, 2026
Total	100%	

Detailed information about the assignments, expectations, rubrics and what your mark means will be posted on our Brightspace site.

OWL: (please note this is an updated version of Web Ct Vista used in the past. It is very user friendly and if you have used Web Ct, Web CT Vista or other online course platforms you will find this one very similar). Notes, helpful hints, marking grids, book review guidelines, resources, web sites, bibliography and "how to" will be posted throughout the term on OWL. **Please make sure that you have access to OWL** as early in the term as possible. *I use our WebCT/OWL site regularly to post up to date information, helpful hints about how to write assignments, where to get help with your work, video clips, resources and other useful information...you will be missing out a great deal if you do not check our page as part of your routines.*

Course assignments: (see course assignment outline document for more detailed information)

****APA7 citation style is required for the assignments in this course.** For more information on APA7 format please see:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Weekly discussion forum post and reply (course participation): 30%

Each week, you will be asked to comment on either something that stood out for you from the weekly readings/lecture OR a post/story you have seen on social media about grief and disability (this can include ableist posts that you critique for their lack of inclusion). This represents your

participation and interactions with your colleagues, and should reflect your engagement in the readings and lectures.

Your initial original post should be a minimum of 200 words and maximum of 250 words. You are required to reply to two colleagues per week, with a reply of 100-150 words.

You do are not required to read every post every week – this will be overwhelming! Please try to respond to different people each week so that you can maximize your learning from different perspectives and also get to know more of your colleagues.

Please check out the following websites: They will be helpful to your learning and may provide information to assist with your assignments.

Supporting someone with intellectual disabilities
<https://mygrief.ca/mod/lesson/view.php?id=1065>

Grief Stories
<https://www.griefstories.org/our-stories/grief-intellectual-disabilities/>

L'Arche Canada, Aging and disability.
<http://aging-and-disability.org/>

Talking End of Life (TEL)
<https://www.caresearch.com.au/tel/tabid/4881/Default.aspx>

Communicate CARE: A Curriculum of Caring for People with Developmental Disabilities
https://machealth.ca/programs/curriculum_of_caring/

Advance care planning resource (US)
<https://coalitionccc.org/CCCC/CCCC/Resources/People-With-Developmental-Disabilities-Resources.aspx?hkey=7db2eeb5-41a4-4bdd-86b1-2c6bb85ac1ff>

“Tree of Life” assignment: 20% Due by 11:59 pm Sunday February 8, 2026.

This individual assignment will provide you with the opportunity to explore meaningful aspects of your life. This creative work will also offer you a chance to try an arts-based activity that may be useful in your future practice working with people living with intellectual disabilities. Further details can be found in the course assignment outline provided in Brightspace.

Here are two links to websites that provide some information about the activity (but be sure to follow the instructions in the assignment outline for this course!):

<https://dulwichcentre.com.au/the-tree-of-life/>

<https://images.squarespace-cdn.com/content/v1/5b328b64ee175902cf413914/1639677307754-LK3KBPGO6SJP4403P06Z/Tree+of+Life+%28front%29.jpg>

Small group case study and intervention presentations: 30% Presentations will be scheduled for weeks 10 & 11 (March 16 & March 23 weeks)

Small groups (as assigned by the instructor) will use a case study of an individual or group of people living with intellectual disabilities who has/have experienced a significant loss (case study will be provided by the instructor). From this case study, each group will develop and present a brief overview of the challenges the person or group faces and suggest potential supportive ‘interventions’, demonstrating one to the class through instruction and/or role play. The presentations will be approximately 20 minutes in length using PowerPoint or other media programs. Once posted (by Nov. 17) and viewed by your colleagues, they will ask questions to your group and each group member will answer one question each by the end of week 11 (Nov. 24). See the assignment outline for more details.

Reflection paper: 20% Due by 11:59 pm Monday, April 6, 2026

The final paper for this course is in two parts:

Part 1: a reflection on your group experience. As many people living with intellectual disabilities have a number of carers in their lives and you will likely work in a team environment when providing grief support, use this part of the assignment to review your experience of the group function related to the goals of the group presentation. What were some strengths and weaknesses of your group? How did you communicate with one another? How were decisions made? How were different ideas, life experiences, and identities recognized or not? In what ways did you contribute to the group process and functioning? This is NOT an evaluation of your peers within the group, rather, it is an opportunity to reflect on the group process and progress toward the goals of the assignment.

Part 2: a reflection on your learning throughout this course. Grief and intellectual disability rarely intersect in the literature and in the classroom. What are four key pieces of learning you are taking away from this course? What are some areas you wish you could have learned more about? (please reference at least 3 of the course readings in this part)

Each part of this assignment should be approximately 2 pages in length, for a final paper of 4-5 pages excluding title page and references.

Grade Adjustment for Late Assignments

Students should negotiate any extension requests (whether an accommodation is applicable or not) in writing with the instructor prior to the assigned due date.

Failure to meet deadlines without prior permission of the instructor will result in a reduction of marks. Marks for papers/assignments received after the due date will be reduced by 2% per day (including weekends) to a maximum of 5 days, after which time the assignment will not be accepted. Should the student be granted an extension (based on a negotiated

accommodation or extension request), they are expected to submit their paper/assignment by the negotiated due date, and are not subject to the provisions outlined in the Grade Adjustment for Late Assignments policy. The instructor has the authority to refuse to grade a paper/assignment submitted past the negotiated due date (for which the student has not negotiated a new due date based on extenuating circumstances).

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/S_MC-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

Friday Make-Up Exams may only be written with the instructor's consent.

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 you 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.