



**PSYCHOLOGY 3320F (670)**  
**Child Psychopathology**  
**Summer 2026**

Instructor: Dr. Adam Newton  
Email: [anewton9@uwo.ca](mailto:anewton9@uwo.ca)

---

**Course Information**

**Calendar Description:**

This is a theory course designed to introduce the wide-ranging theories of developmental psychopathology in children and adolescents. Topics will include the major DSM diagnostic categories for childhood disorders, as well as research and treatment. The course orientation is empirical, with an emphasis on recent research findings with this population.

**Prerequisite(s):** : [Psychology 2840F/G](#) (or [Psychology 2801F/G](#), [Psychology 2802F/G](#), the former Psychology 2800E, the former Psychology 2820E, [Psychology 2830A/B](#), [Psychology 2855F/G](#) or [Psychology 2856F/G](#)) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

**Antirequisite(s):** [Psychology 2041](#), [Psychology 2042A/B](#), [Psychology 2043A/B](#), [Psychology 2320A/B](#), [Psychology 3311](#) and [Psychology 3434E](#).

**Extra Information:** 3 lecture/discussion hours.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** PSYCHOL

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**  
**Psychology 3320F (670)**  
**Summer 2026**

**1. Instructor Contact Information**

Dr. Adam Newton  
Email: [anewton9@uwo.ca](mailto:anewton9@uwo.ca)

**2. Office Hours**

Thursdays 12 – 1 PM, and by appointment (please email).  
Held by Zoom

**3. Course description**

This is a theory course designed to introduce the wide-ranging theories of developmental psychopathology in children and adolescents. Topics will include the major DSM diagnostic categories for childhood disorders, as well as research and treatment. The course orientation is empirical, with an emphasis on recent research findings with this population.

This is a fully online course that will use King's/Western's learning platform, OWL Brightspace, and other educational resources based on the needs of the course. This class is designed to be asynchronous, meaning we will not have a regular, mandatory time when the entire class must be online. However, there will be some synchronous activities that you will sign up for based on your own schedule, including office hours, group work, or optional lectures (which will be summarized or recorded for those who are absent).

This course begins on May 4, 2026 and continues until June 12, 2026 (followed by a final exam), 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/>).

**This course is condensed** and is delivered over a 6-week period, rather than the standard 12-week period. As such, the course will be fast paced. Students are expected to stay on top of weekly course expectations, like readings, watching lectures, participating in discussion forums, and completing quizzes.

Throughout the course you are expected to interact regularly with other students, and with me, as your instructor. 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, we will build on that and use our course material (readings, discussions, lessons, etc.) to amplify learning for everyone.

We will each 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.

**Prerequisite(s):** Psychology 2840F/G (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in the third or fourth year of Honours Specialization, Honours Double Major, Major or Specialization in Psychology, Honours Specialization in Developmental Cognitive Neuroscience, Honours Specialization in Applied Psychology, or permission of the Department.

**Antirequisite(s):** Psychology 2041, Psychology 2042A/B, Psychology 2043A/B, Psychology 2320A/B, Psychology 3311 and Psychology 3434E.

**Extra Information:** 3 lecture hours (asynchronous). Note for Brescia, Huron and King's: Psychology 1000 and Psychology 1000W/X will not serve as a substitute for Psychology 1100E for entry into any psychology module at Huron, nor will it provide access to any senior psychology course at Huron that requires Psychology 1100E.

**Course Weight:** 0.5

**Breadth:** CATEGORY A

**Subject Code:** PSYCHOL

**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.

#### **4. Course learning outcomes:**

By the end of this course, students should be able to:

- 1) Understand biopsychosocial influences on child psychopathology.
- 2) Describe developmental psychopathology principles, in relation to various childhood psychological disorders (e.g., risk and protective factors and processes, multifinality, equifinality).
- 3) Describe the current science on the etiologies for common child psychological disorders.
- 4) Recognize several common child psychological disorders, given diagnostic criteria.

- 5) Articulate assessment plans for various child psychological disorders.
- 6) Describe evidence-based treatment approaches to common child psychological disorders.
- 7) Demonstrate basic knowledge of applications and career paths within child psychopathology.
- 8) Be able to critically evaluate research related to child psychopathology and adapt it to a general audience

**5. Mode of Instruction:** *Online Asynchronous*

**6. Course textbooks/materials:**

- Weis, R. (2025). Introduction to Abnormal Child and Adolescent Psychology: Fifth Edition. SAGE Publications, Inc. ISBN: 9781071964699

Print copies and the eBook are available in the bookstore. Print copies typically retail for \$235.

You can rent or purchase the eBook version of the textbook directly from the publisher. <https://collegepublishing.sagepub.com/products/introduction-to-child-and-adolescent-psychopathology-5-287973>

Here, the text is currently listed for \$122.79 CAD for a 180-day rental and \$177.36.00 for a Lifetime rental.

Previous editions of this text are not recommended, as similarity between the contents of the 5<sup>th</sup> and previous editions cannot be assured. Students would be doing so at their own risk.

Used version of this text are acceptable.

- Note: additional readings (e.g., journal articles) may be assigned throughout the course. These readings will be available through UWO Library Services or on Brightspace.
- Technical requirements for the course:
  - Stable internet connection
  - Computer with working microphone and/or webcam, word processing software (such as Office 365)
  - Access to Brightspace, Zoom

**7. Method of evaluation:**

The evaluation and testing formats for this course were created to assess the learning objectives as listed above and are considered necessary for meeting these learning objectives.

**At minimum, students must attain a passing grade (i.e., 50%) Essay Assignment to pass the course, as this is a third year essay course.**

Evaluation	Dates/Deadlines	Grading Weight
Participation	Each Lecture	12%
Ungraded Quizzes	Each Lecture	6%
Case Study Video Discussion	To be assigned	16%
Essay Assignment	June 5, 2026	20%
Midterm Exam	May 23, 2026	22%
Final Exam	See Brightspace	24%

The following grade descriptors will be used in this course:

A+	90–100	One could scarcely expect better from a student at this level
A	80–89	Superior work which is clearly above average
B	70–79	Good work, meeting all requirements, and eminently satisfactory
C	60–69	Competent work, meeting requirements
D	50–59	Fair work, minimally acceptable
F	below 50	Fail

### Participation (12%)

Participation should be a natural extension of your preparation for class and demonstrate your knowledge and application of the course material. Each week will have at least one participation component connected to it. These components can include (but are not limited to): OWL forum discussions, non-graded quizzes, discussions of case studies, etc.

All participation activities will be hosted on OWL. Participation activities will open on Mondays at 9:00 AM ET, each week (Tuesdays on university holidays) and close on Saturdays at 11:59 PM each week.

Quality participation is a reflection of your mastery of the required readings and reflected in thoughtful questioning, raising points/issues you encountered in the reading, and your involvement in the class. When forum discussions are used, you are expected to be online both posting and responding to others a minimum of twice each week. These can be done at your own time, but you should try to spread your activity out each week (i.e. don't post everything at the same time).

**Evaluation:** A mark for class participation will be assigned each class. You will receive feedback (i.e., a grade) after Lecture 6 and again at the end of Lecture 12. Class participation will count for 12% of your course grade. You must participate in the week's participation activity to receive a participation grade for that week.

Weekly participation is graded on the following scale:

Grade	Description
1.0	<p>Any of the following are true:</p> <ul style="list-style-type: none"> <li>- Student answers the discussion question(s) in a coherent fashion</li> <li>- Student ties their answer to learning in the textbook or lecture</li> <li>- Student asks a meaningful question about the textbook or lecture material</li> </ul> <p>AND all of the following are true:</p> <ul style="list-style-type: none"> <li>- Response is produced by the student and is original (i.e., not a copy or near copy, nor repetition, nor paraphrase of another student's response)</li> <li>- Student submitted response by the deadline</li> <li>- Student's response encourages further discussion (N/A for non-graded quizzes)</li> <li>- Student posts at least twice during the instructional week, with adequate window for peers to reply to at least one of the posts.</li> </ul>
0.5	<p>All of the following are true:</p> <ul style="list-style-type: none"> <li>- Response is at least somewhat coherent</li> <li>- Response is related to course or lecture material</li> <li>- Response is produced by the student and is original (i.e., not a copy or near copy, nor repetition, nor paraphrase of another student's response)</li> <li>- Student submitted at least one response by the deadline.</li> </ul>
0.0	<p>Any of the following are true:</p> <ul style="list-style-type: none"> <li>- Response is not coherent, meaningful, or original</li> <li>- Student did not respond by the deadline</li> <li>- Student did not complete a non-graded quiz by the deadline</li> <li>- Response is disrespectful to any other classmate or group</li> </ul>

### Ungraded Quizzes (6%)

There will be 12 open-book quizzes, one for each lecture. These quizzes will be administered on OWL Brightspace. There will be two attempts available for each quiz. Ungraded quizzes are worth 6% all together. As such, you can earn 0.5% toward your final grade for each lecture topic.

The quizzes are designed to check your understanding of the lecture topics. The quizzes will be a mixture of multiple choice and true/false. Each quiz will have 10 questions.

The quiz for each lecture is due on Saturdays at 11:59 PM. Quizzes submitted after this deadline will receive a grade of zero.

### **Case Study Video Discussion (16%)**

This assignment has a synchronous component (described below). In small, assigned groups (3-5 students), you will be required to complete a case study discussion. Your group will be given a comprehensive summary of a child or adolescent presenting to a clinic with several symptoms.

Your group will be tasked with:

- 1) Identifying the likely disorder(s) based on the information presented
- 2) Identifying an assessment strategy to evaluate the disorder(s), as per the scientific literature and/or course material
- 3) Discussing the major causes of the disorder(s), as per the scientific literature and/or course material
- 4) Identifying and discussing the evidence-based treatments for the disorder(s), as per the scientific literature and/or course material

During your assigned completion window (1-week period assigned between May 25 and June 8), your group will be required to meet via Zoom to discuss and record a conversation the above discussion points. The recording will then be sent to the instructor for grading. Only the instructor will review the recording. The discussion should be no longer than 20 minutes, however, some preparation and planning will be required beforehand. That is, students should prepare for the conversation by understanding the relevant issues at play for the case study. Groups can decide to divide tasks among members or have all members focus on all tasks. Groups will need to coordinate a time to meet for the 20-minute discussion.

Following the discussion, individual group members will provide a short, written reflection (using a template provided) which will provide feedback on their experience, their own contribution to the group, and the contributions of other group members. This reflection will be factored into the evaluation of this assignment.

**Evaluation:** The Case Study Video Discussion will be graded based on:

- 1) Accuracy and clear understanding of the disorder(s) and related research
- 2) Demonstrated critical thinking
- 3) Demonstrated teamwork within the group
- 4) Quality of oral communication within the small group
- 5) Appropriate use of scientific literature and course materials

As noted above, a component of the grade for this assignment will be based on group member feedback.

## **Essay Assignment (20%)**

You will be required to submit a paper that reviews a topic in Child Psychopathology of your choice. The paper should follow an essay format, which means it should contain an introduction with a thesis statement (i.e., something your essay is trying to prove with clear points that support this main argument), a main body detailing the research and references to support the statement, and a summarizing conclusion. Your paper is to be a minimum of 2500 words (~9 pages) and a maximum of 3000 words (~11 pages), excluding title page and references (1 inch margins, double spaced, 12-point font).

You will review empirical research and theory related to your chosen topic. You must cite at least 10 empirical journal articles or book chapters in your paper. Many psychology journals can be accessed online through Western Libraries, and your course textbook has a list of major journals relevant to clinical psychology that you may find useful. Format your paper, references, and in text citations according to APA style (7th ed): these guidelines are available online through Western Libraries under "Publication manual of the American Psychological Association." The overall format of your paper should follow the APA style guidelines, but you do not need to include an abstract.

### **Some suggested journal sources:**

American Psychologist  
Annual Review of Clinical Psychology  
Archives of Pediatric and Adolescent Medicine  
British Journal of Clinical Psychology  
British Medical Journal  
Clinical Psychology and Psychotherapy  
Clinical Psychology Review  
Clinical Psychology: Science and Practice  
Development and Psychopathology  
Journal of Abnormal Psychology  
Journal of Behavioral Medicine  
Journal of Child Clinical Psychology  
Journal of Child Psychology and Psychiatry  
Journal of Clinical Psychology  
Journal of Consulting and Clinical Psychology  
Journal of the American Academy of Child and Adolescent Psychiatry  
Journal of Pediatric Psychology  
Journal of the American Medical Association: Psychiatry  
Journal of Pediatrics  
Psychological Assessment  
Psychological Bulletin

A good paper demonstrates evidence of critical thinking and discussion. Therefore, a good paper is not only a summary of the findings and opinions of others. Critical thinking involves comparison and contrast of related points from different sources, or discussion of the strengths and weakness of arguments, evidence, and theory. In order to incorporate critical discussion in your paper, you may wish to choose a topic in child psychopathology where there is conflicting evidence, different theories, or different expert opinions. You should also choose a topic that you can cover in sufficient detail in 10 pages. If you find that your topic of interest is too broad, you may choose a narrower or more specific issue within this topic for your paper. Conversely, if you can find almost nothing in the empirical literature on child psychopathology to address your topic of interest, you should choose a different area or expand your focus.

Note: you must upload your written assignments in a format that can be read by others. A \*.docx (Microsoft Word format), \*.rtf (rich text format) or \*.PDF (portable document format) is recommended. \*.docx (Microsoft Word format) is preferred.

**Evaluation:** Papers will be graded based on:

- 1) Accuracy and clear understanding of the research and relevant surrounding issues
- 2) Critical evaluation and discussion of the empirical research
- 3) Organization and logic in the presentation of points and discussion, and overall writing style
- 4) Quality and relevance of references selected for the paper
- 5) Overall quality and sophistication of ideas

### **Midterm Exam (22%)**

The Midterm Exam will cover all material from Lectures 1-6 and assigned readings. The exam will contain a combination of multiple choice and short answer questions. Your mark on the Midterm Exam is worth 22% of your final grade.

Date: Saturday May 23, 2026

Time: 9:00 AM to 11:00 AM

Duration: 2 hours

Location: Online via ProctorTrack

### **Final Exam (24%)**

The Final Exam will cover all material from Lectures 7-12 and assigned readings. The exam will contain a combination of multiple choice and short answer questions. Your mark on the Final Exam is worth 24% of your final grade.

Date: see Brightspace

Time: see Brightspace

Duration: 2 hours

Location: Online via ProctorTrack

## 8. Academic Considerations:

For all assignments and exams where students are students seeking academic consideration, students should contact the [Academic Advising Office](#) with supporting documentation for their absence. For consideration on medical grounds, the [Student Medical Certificate \(SMC\)](#) is the appropriate documentation. Requests for consideration must be made as soon as possible and no later than 48 hours after the missed assessment. Please see the King's policy on academic consideration (in the General Course Policies document attached to this outline).

Academic Considerations specific to each assignment/exam are described below.

### Participation

You must complete the Participation Activity for the week to earn a participation mark for that week. Students who miss a Participation Activity can complete a make-up activity (up to two times), without seeking accommodation from Academic Counselling. These requests are due for Lectures 1-6 on Saturday May 23, 2026, via email to the instructor. These requests are due for Lecture 7-12 on Saturday June 13, 2026, via email to the instructor.

Beyond these two instances, students would be required to seek academic consideration from your faculty academic counselling office or a student may use an *undocumented absence*.

In these cases, you are required to complete a make-up participation assignment from the instructor to receive a participation mark for that week.

### Ungraded Quizzes

You must complete the Ungraded Quizzes by the weekly deadline (Saturdays at 11:59 PM). Students who miss an Open-book Quiz can complete a make-up quiz (up to two times), without seeking accommodation from Academic Counselling. Make-up quizzes for the first half of the course (i.e., Lectures 1-6) must be requested by Saturday May 23, 2026, via email to the instructor. Make-up quizzes for the second half of the course (i.e., Lectures 7-12) must be requested by Saturday June 13, 2026, via email to the instructor.

Beyond these two instances, students would be required to seek academic consideration from your faculty academic counselling office. In these cases, you are required to complete a make-up quiz from the instructor to receive a participation mark for that week.

### Case Study Video Discussion

Students who do not participate in their group's Case Study Video Discussion will be given a grade of zero, unless academic consideration has been granted by academic counselling. An *undocumented absence* **may not** be used for this assignment. That is, this assessment is exempt from the undocumented academic consideration policy.

## **Essay Assignment**

Essay Assignments submitted after the deadline will be given a grade of zero, unless academic consideration has been granted by academic counselling or the student has used an *undocumented absence*. In a case where a student uses an *undocumented absence* for this assignment, the deadline will be extended by exactly 1 week. Requests must be made within 48 hours of the missed deadline. Academic considerations with formal documentation will be granted extensions on a case-by-case basis.

## **Midterm Exam**

If you do not attend the Midterm Exam, you will be given a grade of zero, unless academic consideration has been granted by academic counselling or the student has used an *undocumented absence*. In either case, a make-up exam will be scheduled as soon as possible. Requests must be made within 48 hours of the missed exam.

## **Final Exam**

As per University policy, if you are unable to write the Final Exam at the scheduled time, you must receive an academic consideration with formal documentation, granted by academic counselling. A student who misses an exam without such approval will be assigned a grade of zero for the exam.

## **9. Academic Integrity / Remote Proctoring:**

*Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:*  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Class Policy on Online Behaviour**

All students are expected to engage online in a professional and respectful manner. This includes all interactions with peers, as well as communication between TAs or your Professor. Failure to do so will result in academic discipline and/or discipline under the Student Code of Conduct.

### **Class Policy on Intellectual Property**

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.

### **Class Policy on AI**

Within this course, generative AI tools such as ChatGPT **are not** permitted. The following are also **not** permitted: translation tools, grammar-checking tools, use of generative AI for essay outlines, use of AI for any other assignments in this class.

Unauthorized use of AI will be subject to academic discipline.

### **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>).

### **Notification on Remote Proctoring**

Tests and examinations in this course will be conducted using ProctorTrack remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

- *For your reference, here is the link to Western Scholastic Discipline policy:*  
[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Schedule of Classes, Readings, Assessments:**

<b>Date</b>	<b>Lecture</b>	<b>Topics</b>	<b>Text Chapters</b>
Monday May 4 2026	1	Science & Practice of Child Psychopathology	1  2

		Biopsychosocial Causes of Child Psychopathology & Developmental Child Psychopathology	
Monday May 4 2026	2	Research Methods	3
		Assessment & Treatment Methods	4
Monday May 11 2026	3	Intellectual & Learning Disabilities	5
		Communication Disorders	7
Monday May 11 2026	4	Autism Spectrum Disorder	6
Tuesday May 19 2026*	5	Attention Deficit/Hyperactivity Disorder	8
<i>*Monday is a holiday</i>			
Tuesday May 19 2026*	6	Sleep Disorders	16.1 & 16.2
<i>*Monday is a holiday</i>		Elimination Disorders	Online readings
<b>Saturday May 23, 2026</b>		<b>Midterm Exam: Covering Lectures 1-6</b>	
Monday May 25, 2026	7	Disruptive, Impulse-Control, & Conduct Disorders	9
		Substance Use Disorders	10
			Online readings
Monday May 25, 2026	8	Anxiety Disorders & Obsessive-Compulsive Disorders	11
Monday June 1, 2026	9	Depressive Disorders, Self-Injury, Suicidality	13
		Bipolar Disorders & Schizophrenia	14
Monday June 1, 2026	10	Trauma & Stressor Related Disorders	12
		Childhood abuse, neglect, and maltreatment	Online readings
<b>Friday June 5, 2026</b>		<b>Essay Assignment Due</b>	
Monday June 8, 2026	11	Feeding & Eating Disorders	15

			Online readings
Monday June 8, 2026	12	Applications of Child Psychopathology: <i>Pediatric Psychology, Forensic Psychology, Child &amp; Adolescent Psychology, Child Neuropsychology, School Psychology</i>	16.3  Online readings
		<b>Final Exam</b>	
		<b>Final Exam: Covering Weeks 7-12</b>	

**Statement on Gender-Based Sexual Violence**

King’s (Western) is committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

[Mental Health and Wellness at King's - King's University College](#)

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 reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a Case Manager/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.

## Department of Psychology Policies Related to AI Tools

### 1. Policy on the Use of Generative AI Tools

**The Department of Psychology expects that students will submit work that is truly their own, completed without external assistance (human or artificial).**

**The use of generative AI tools (such as ChatGPT) is not permitted for any submitted coursework unless express permission has been granted by your instructor.**

Students **should not have AI tools write any part of their assignments or papers, either by copying and pasting or by paraphrasing the output.** Unauthorized use of AI constitutes an academic offence and will be subject to academic discipline.

**Additional information:** Students can use AI tools to clarify questions they have about course content (e.g., you can ask ChatGPT about a course concept to help with your understanding), but students should be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor is a more effective strategy. Students should note that information provided by AI tools such as ChatGPT can include mistakes, inaccuracies, biases, and outdated information. Whenever these tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources to verify information, and being cautious of bias that could be present in the information provided.

### 2. Policy on Use of Translation Tools\*

**The Department of Psychology views the unapproved use of translation or language applications as an academic offence.**

Any usage of translation applications or language generation by students to complete specific assigned work for this course **must be approved** by the instructor **prior** to submitting the work **and noted by the student in the submitted work** itself.

Writing text and then feeding it into a computer application to improve or translate your own words, changing a few words, and then submitting this text as if it was your own **constitutes plagiarism.** You must compose text, choose words, construct logic flow, structure sentences and paragraphs to organize, synthesize, interpret information with your own mind. When you borrow language or ideas from another person or from a machine this must be acknowledged with quotation marks and/or citations.

#### **Why do we have this policy?**

- Translation is intellectual work and produces intellectual property, thus any text which is translated must cite the translator.
- Psychology endeavors to advance students' linguistic, analytic, and reasoning competencies – this can not happen outside of specific language competencies.
- Earning a university degree signals that an individual has advanced literacy and communicative skill in the language of instruction at the university; this is English at King's University College at Western University. If translation machines are used by students without regulation, we will have no way of certifying whether these competencies exist and fewer mechanism for encouraging students to do the hard work to develop them.

\* *Based on the policy developed by the Department of Child and Youth Studies*

# 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 [here](#).

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://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

### **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 [https://academicsupport.uwo.ca/accessible\\_education/exams/index.html](https://academicsupport.uwo.ca/accessible_education/exams/index.html).

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

## **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://mykings.ca/intranet/app/#/student-supports-and-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://mykings.ca/intranet/app/#/student-supports-and-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/psych/index.html>

Academic Support Services at King’s University College:

<https://mykings.ca/intranet/app/#/academics/academic-advising>

## **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://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/gender-and-sexual-violence>

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

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

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](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://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/student-code-of-conduct>

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 [here](#).

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/OriginalityReports - TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/OriginalityReports-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.