



**PSYCHOLOGY 3781F (570)**  
**Social Relationships in Childhood and Adolescence**  
**Fall/Winter 2025-2026**

Instructor: Dr. Wendy Ellis  
Email: [wendy.ellis@uwo.ca](mailto:wendy.ellis@uwo.ca)

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**Course Information**

**Calendar Description:**

The course examines developmental theory and research relevant to studying social relationships during childhood and adolescence. The significance of friendships, peer groups, sibling relationships, and emerging romantic relationships will be discussed. In the context of these relationships, methodological issues, intervention programs, and gender and cultural differences will be considered.

**Prerequisite(s):** [Psychology 2840F/G](#) (or Psychology 2800E, 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 Applied Psychology, or permission of the Department.

**Antirequisite(s):** [Psychology 3445F/G](#).

**Extra Information:** 3 lecture 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.



## Psychology 3781F (section 570)

### Social Relationships in Childhood and Adolescence

#### COURSE INFORMATION

**Website:** <https://westernu.brightspace.com>

**Instructor:** Dr. Wendy Ellis, [wendy.ellis@uwo.ca](mailto:wendy.ellis@uwo.ca)

**Mode of Instruction:** in-person

**Office hours:** Office hours before class or via zoom appointment

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

How to contact me:

Please email me from your Western email address and include the class course number in the subject line. I will respond within 48 business hours (Monday to Friday, 9 am to 5pm).

#### COURSE DESCRIPTION

This course examines developmental theory and research relevant to studying social relationships during childhood and adolescence. The significance of friendships, peer groups, sibling relationships, and emerging romantic relationships will be discussed. In the context of these relationships, methodological issues, intervention programs, and gender and cultural differences will be considered. Antirequisite(s): Psychology 3445F/G. Extra Information: 3 lecture hours.

#### STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of the scientific study of children's social development, including theories, measures, and methods in the field.
2. Understand the significance of children's relationships for multiple aspects of adjustment.
3. Develop and apply research skills to critically evaluate prior research and design a sound research proposal.
4. Participate in scholarly and respectful discussions to teach, reflect, and evaluate personal and others' perspectives.
5. Effectively communicate understanding of course topics via exams, presentations, and written reflection papers.
6. Lead meaningful and engaging class discussions that incorporate previous empirical research.

**COURSE TEXTBOOK (required)**

Parke, R., Roisman, G., & Rose, A. (2019). *Social Development, third edition*. Wiley

You may purchase this book at the university bookstore, or in e-format.

[https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2025A&courses%5B0%5D=570\\_KC/PSY3781F](https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2025A&courses%5B0%5D=570_KC/PSY3781F)

Ebook \$65.00

Print book \$108.10

Readings for this course have been selected to provide you with specific content and examples of excellent empirical work in the field of social development. Each article has strengths and limitations and will allow for a rich discussion of the key issues. Links to the original articles are provided. It is your responsibility to ensure you have copies of all the empirical articles.

**Tentative Class Topics and Readings**

September 4 Class 1	<p><b>Course Overview and Sign-up for Topics</b></p> <p><b>Topic: Introduction: Theories of Social Development</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1</li> </ul>
September 11 Class 2	<p><b>Topic: Attachment</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Chapter 4 (Attachment) and Chapter 7 (Family)</li> <li>• *Cortés-García, L., Wichstrøm, L., Viddal, K. R., &amp; Senra, C. (2019). Prospective bidirectional associations between attachment and depressive symptoms from middle childhood to adolescence. <i>Journal of Youth and Adolescence</i>, 48(11), 2099–2113. <a href="https://doi.org/10.1007/s10964-019-01081-4">https://doi.org/10.1007/s10964-019-01081-4</a></li> </ul>
September 18 Class 3	<p><b>Topic: Family and Friendships</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8 (Peers only first 11 pages)</li> <li>• * Ghosh, R. A., Bowker, J. C., &amp; Rubin, K. H. (2024). Interactions between relationship support from mothers, fathers, and best friends as related to adolescent adjustment during the transition to high school. <i>Social Development</i>. <a href="https://doi.org/10.1111/sode.12760">https://doi.org/10.1111/sode.12760</a></li> </ul>
September 25	<p><b>Topic: Peer Status and Measurement</b></p>

<p>Class 4</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8 (remaining pages)</li> <li>• Chapter 2 (Research Methods; focus on “Gathering Data” section)</li> <li>• *Jones, M. H., Špes, T., Hsiao, Y. Y., Markovič, R., &amp; Košir, K. (2025). Being popular and being liked: Goals, behaviors, and norm salience. <i>Journal of Youth and Adolescence</i>, 54(5), 1238–1249. <a href="https://doi.org/10.1007/s10964-024-02129-w">https://doi.org/10.1007/s10964-024-02129-w</a></li> </ul>
<p>October 2 Class 5</p>	<p><b>Topic: Aggression and Bullying</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Chapter 12 (Aggression)</li> <li>• *Kjærвик, S.L., Thomson, N.D. &amp; Fanti, K.A. (2025). The impact of media violence, narcissism and sex on reactive and proactive aggression in adolescents: A one-year follow-up study. <i>Journal of Youth Adolescence</i>, 54, 917–927 (2025). <a href="https://doi.org/10.1007/s10964-024-02106-3">https://doi.org/10.1007/s10964-024-02106-3</a></li> </ul>
<p>October 9 Class 6</p>	<p><b>Topic: Types of Bullying</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Vaillancourt, T., Faris, R., &amp; Mishna, F. (2017). Cyberbullying in children and youth: Implications for health and clinical practice. <i>The Canadian Journal of Psychiatry</i>, 62 (6), 368-373. doi: 10.1177/0706743716684791</li> <li>• *Amadori, A., Real, A. G., Brighi, A., &amp; Russell, S. T. (2025). An intersectional perspective on cyberbullying: Victimization experiences among marginalized youth. <i>Journal of Adolescence</i>. <a href="https://doi.org/10.1002/jad.12466">https://doi.org/10.1002/jad.12466</a></li> </ul>
<p>October 16 Class 7</p>	<p><b>Topic: Prevention and Intervention</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Yeager, S., Fong, C., Lee, H., &amp; Espelage, D. (2015). Declines in efficacy of anti-bullying programs among older adolescents: Theory and a three-level meta-analysis, <i>Journal of Applied Developmental Psychology</i>, 37, 36-51, <a href="https://doi.org/10.1016/j.appdev.2014.11.005">https://doi.org/10.1016/j.appdev.2014.11.005</a>.</li> <li>• *Garandeau, C. F., Laninga-Wijnen, L., &amp; Salmivalli, C. (2021). Effects of the KIVA anti-bullying program on affective and cognitive empathy in children and adolescents. <i>Journal of Clinical Child and Adolescent Psychology</i>, <a href="https://doi.org/10.1080/15374416.2020.1846541">https://doi.org/10.1080/15374416.2020.1846541</a></li> </ul>
<p>Oct 23</p>	<p><b>Mid term exam, In class 2 hours</b></p>

Class 8	
October 30 Class 9	<p><b>Topic: Romantic Relationships in Adolescence</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Leadbeater, B., Connolly, J., &amp; Temple, J. (2018). Changing your status in a changing world: It's complicated! A developmental framework for understanding dating violence in adolescents and young adults. In D. Wolfe &amp; J. Temple (Eds.), <i>Adolescents Dating Violence: Theory, Research, and Prevention</i>. Academic Press.</li> <li>• *Gómez-López M., Viejo C., &amp; Ortega-Ruiz R. (2019). Psychological well-being during adolescence: Stability and association with romantic relationships. <i>Frontiers in Psychology, 10</i>; 1772. doi: 10.3389/fpsyg.2019.01772. PMID: 31428023; PMCID: PMC6688553.</li> </ul>
November 6	<b>Reading Week</b>
November 13 Class 10	<p><b>Topic: Gender</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Chapter 10 (Sex and Gender)</li> <li>• Diamond, L., Villicaña, A., &amp; Burton, R. (2025). The development of diversity in gender/sexual identity and expression. In M. Bornstein &amp; M. Lamb (Eds.), <i>Developmental Science: An advanced textbook</i>. Routledge.</li> <li>• *Rose, A., Smith, R., Glick, G., &amp; Schwartz-Mette, R. (2016). Girls' and boys' problem talk: Implications for emotional closeness in friendship. <i>Developmental Psychology, 52</i>, 629-639. <a href="http://dx.doi.org/10.1037/dev0000096">http://dx.doi.org/10.1037/dev0000096</a></li> <li>• <b>*Paper Topic outline due*</b></li> </ul>
November 20 Class 11	<p><b>Topic: Consideration of context (School and Media)</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Chapter 9 (Schools)</li> <li>• * Galla, B.M., Choukas-Bradley, S., Fiore, H. &amp; Esposito, M.V. (2021), Values-alignment messaging boosts adolescents' motivation to control social media use. <i>Child Development, 92</i>, 1717-1734. <a href="https://doi.org/10.1111/cdev.13553">https://doi.org/10.1111/cdev.13553</a></li> </ul>
Nov 27 Class 12	<p><b>Topic: Consideration of Culture</b></p> <ul style="list-style-type: none"> <li>• * Wei, L., Marceau, K., Chen, X., Gest, S., Liu, J., Li, D., &amp; French, D. C. (2025). Children's friendship stability in the United States, China, and Indonesia: Associations with individual attributes and dyadic similarity. <i>Child</i></li> </ul>

	<i>Development</i> , 96, 591–605. <a href="https://doi.org/10.1111/cdev.14189">https://doi.org/10.1111/cdev.14189</a>
December 4 Class 13	<b>*Final Papers due</b>

## COURSE EVALUATION

1. Mid-Term Exam - 25%
2. Topic Moderator Presentation - 25%
3. Final Research Proposal - 25%
4. Weekly Reflection Papers Class Participation - 25%

The following guidelines for grading are used from Western University grading guidelines, (see [http://www.uwo.ca/univsec/pdf/academic\\_policies/general/grades\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/grades_undergrad.pdf)):

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that 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

### Mid Term Exam 25%

The midterm exam will include 60% multiple-choice and 40% short-answer/essay questions. It will be 2 hours in length and held during regularly scheduled class time. More information will be provided in class.

**This exam is exempt from the undocumented academic consideration policy.** This means that **formal supporting documentation** (e.g., medical certificate) is required for any academic consideration request related to the midterm. Requests must be submitted through Academic Advising no later than **48 hours after the missed exam**.

Make-up exams will be granted only for documented medical, compassionate, or religious reasons. It is the student's responsibility to inform the course instructor prior to the exam date and to follow university procedures to request academic consideration.

**The make-up exam is scheduled for Friday, Nov 14, 2:30–4:40 PM.**

### Topic Moderator 25%

Students will work in groups of 2–3 to lead one class discussion based on a pre-assigned reading (marked with an asterisk in the course outline). The presentation will include:

- A 15-minute summary of the reading
- A 15-minute guided class discussion
- A 5-minute wrap-up with key points and a take-home message or handout

Presenters are expected to highlight strengths, weaknesses, and links to other course concepts and theories. One group member must email the instructor by **Tuesday evening** of your presentation week with an outline or ideas for feedback.

### **Class Participation and Reflection Papers 25%**

You are required to attend each meeting of the seminar and to play an active role in discussions. This will ensure success in the course! Attendance (and participation) will be recorded each week and be worth 5% of your final grade. If you miss one class, you will have an opportunity to submit a reflection comment to count as your attendance grade. If you miss more than one class due to illness or another reasonable excuse, please contact your instructor.

You will complete a **total of 4** weekly reflection papers (out of 9 weeks). You should **not** complete a reflection on the week you are presenting the paper.

These reflections will allow you to digest the information before and after class and provide the basis of your participation grade. Papers are based on the empirical readings and textbook chapter. You will be graded out of 10 each week, with the total grade allotted for the 4 papers is 20% (5% per paper). Each week I will give you specific questions or an activity to complete for the reflection. Papers should be between 2-3 pages (double spaced). You will be graded on your ability to accurately and succinctly synthesize and apply conclusions from the readings. You will find the list of reflection assignments posted online. The reflections should be directly based on lecture and class content. **The use of AI for any aspect of the reflections is prohibited and will be considered an academic offence.**

The reflection papers have a flexibility timeline-built in. Because the submission deadline for the assessment already includes flexibility, the instructor may deny academic consideration for the assignment.

### **Research Proposal 25%**

Following a set of prescribed guidelines (posted on Brightspace), you will write a research proposal on a topic to be mutually agreed upon with the instructor. It is due on the last day of class. The proposal should be approximately 8-10 pages (double spaced, **not** including references).

**Topic Outline:** You must submit a one-page summary of your idea/topic to be approved before the due date. More details will be given.

## **ACADEMIC INTEGRITY**

All assignments must be written in your own words. Ideas or text taken from other sources must be properly cited using quotation marks and references. Plagiarism, including the use of AI to paraphrase or write content, is a serious academic offence.

You **may not** use generative AI tools (e.g., ChatGPT) to write, paraphrase, revise, or edit any part of your assignments. Students **may** use AI tools for brainstorming or outlining only for the final paper, but the final written work must be their own original writing. Spelling and grammar check tools (e.g., Word Editor, Grammarly) may be used for typographical corrections.

Violations will be addressed under the University's Scholastic Discipline Policy:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **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 chat GPT 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 out-dated 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.

### **Turnitin Analysis**

All 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>). Please note that Turnitin analysis now includes AI detection.

### **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.

Rationale:

- 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 the

## **TECHNOLOGY EXPECTATIONS AND REQUIREMENTS**

Access to the following Technology is required: Stable high speed internet connection, microphone and webcam for zoom meetings.

### **In Person and Online behaviour and intellectual property statement**

- 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.
- Recording of lectures or tutorials in person or online without the explicit consent of the Professor 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.
- All assessment or examinations done in person or online are expected to be done by the student registered in this course, following the instructions outlined by the Assignment.
- Any remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the session.

## Department of Psychology Policies Related to AI Tools

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

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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 [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

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](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/](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](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](mailto: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](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](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.