



PSYCHOLOGY 2022B (570)
Mental Health and Wellness
Fall/Winter 2025-2026

Instructor: Dr. Joshua Wyman
Email: jwyman6@uwo.ca

Course Information

Calendar Description:

An introduction to scientific understandings of psychological well-being and common mental health challenges. This course will emphasize evidence-based and culturally responsive wellness strategies that are designed to optimize mental health.

Prerequisite(s):

Antirequisite(s): [Psychology 2030A/B](#), [Psychology 2050](#), [Psychology 3337F/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.



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Mental Health & Wellness
Winter 2026

Course Details and Important Dates

Term	Course #	Course Type	Classes Start	Classes End
Winter 2026	8422	-In-Person -Lecture	January 5, 2026	April 9, 2026

*For other important dates go to: <https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>

Instructor Information

<ul style="list-style-type: none"> • Name: Dr. Joshua Wyman • Email: jwyman6@uwo.ca 	Office Hours (In-Person or Virtual): TBD
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Course Description

Calendar Description: An introduction to scientific understandings of psychological well-being and common mental health challenges. This course will emphasize evidence-based and culturally responsive wellness strategies that are designed to optimize mental and physical health.

Antirequisite(s): Psychology 2030A/B, Psychology 2050, Psychology 3337F/G.

Extra Information: 3 lecture/discussion hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: PSYCHOL

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Learning Outcomes

The **primary goal** of this course is to introduce you to the representative areas of mental health and physical health challenges. This course will also provide an overview of a range of evidence-based and culturally responsive wellness strategies that are designed to optimize mental and physical health.

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

- (1) Identify the genetic, environmental, cultural and community risk factors that contribute to the development of mental health challenges.
- (2) Understand how physical wellness, including personal nutrition, sleep and physical activity, contributes to our overall mental wellness.
- (3) Identify the risk factors for addiction challenges, as well as the evidence-based interventions for supporting those suffering with addiction.
- (4) Summarize the roles and responsibilities of the various health services and mental health practitioners within the Canadian healthcare system.
- (5) Comprehend the attributes of healthy aging, along with the challenges experienced during older adulthood.
- (6) Develop an awareness of how spirituality can be important to mental and physical wellness.
- (7) Describe the attributes of evidence-based wellness strategies and programs that are designed to enhance mental and physical wellness in diverse populations.
- (8) Demonstrate the applicability of psychological theory and research in the area mental health and wellness to “real world” issues.

Course Design

This course will be taught primarily in a lecture format. Lectures will include material from the textbook, and additional information will, at times, be introduced by the instructor. As appropriate, videos, articles, and activities may be used to enhance your understanding of the material.

Required Textbook & Materials

Tunks, L. (2024). *An invitation to health: Seventh Canadian edition*. Cengage.

You can acquire your textbook in different ways:

1. Print copies and the eBook are available in the bookstore.

2. You can rent or purchase the eBook version of the textbook directly from the publisher, Cengage. The e-textbook is \$77.95 CAD (plus taxes), the MindTap Study Version is \$99.95 CAD (plus taxes), and the paperback version is \$144.95 CAD (plus taxes).

<https://www.cengage.ca/c/an-invitation-to-health-7e-tunks-lauzon/9781774741177/>

Purchasing Earlier Versions of the Textbook: You are permitted to purchase an earlier version (e.g., 6th edition) of this textbook. However, be cognizant that this earlier version *likely will not include all the information discussed in this course.*

Other Materials: A computer (or tablet) with access to Wi-Fi internet is highly recommended for this course given that we will be using the online OWL Brightspace and iClicker platforms. Access to Microsoft Office is recommended in order to communicate via email and complete the required assignments for this course.

Outline of Topics in this Course

Important Note: Chapter numbers refer to the course textbook. The outline below may be subject to changes by your professor.

Week	Topic	Required Readings
1	-- Our Perceptions of the World -- Course Overview	--
2	-- An Invitation to Health & Wellness	Chapter 1
3	-- Psychosocial Health -Anxiety, Social Isolation & Technology	Chapter 2
4	--Personal Stress Management Group Case Study Discussion #1	Chapter 3
5	-- Physical Wellness, Nutrition & Mental Health -- Midterm Exam Preparation	Chapters #4 & 5
6	MIDTERM EXAM	--
February 17	NO CLASS- Spring Reading Week	--
7	-- Personal Relationships & Sexuality -- Midterm Exam Review	Chapter 7
8	--Drug Use & Misuse Group Case Study Discussion #2	Chapter 11
9	-- Alcohol, Tobacco, & Nicotine Use	Chapter 12
10	--Traditional and Complementary Healthcare Approaches -- Types of Mental Health Professionals in Canada	Chapter 13
11	-- Healthy Aging Group Case Study Discussion #3	Chapter 15

	Wellness Action Plan Assignment Due March 27th	
12	-- The Spirit of Health and Wellness	Chapter 17
13	-- Final Exam Preparation Group Case Study Discussion #4	--
TBD	FINAL EXAM	--

Evaluation Method

Grades in the course will be based on the items listed below. Grades will not be adjusted on the basis of need. There is NO option to re-write tests or exams, or to re-submit assignments to earn a higher grade. Students are responsible for knowing the dates, times, and locations of exams. The evaluation for the course will consist of the following:

Assignment	Assignment Weight	Deadline
iClicker Participation	10%	Evaluated throughout the semester
Group Case Study Discussions	10%	Evaluated throughout the semester
Midterm Exam	20%	TBD
Final Exam	40%	TBD
Wellness Action Plan	20%	TBD

This course will follow these guidelines for marks:

- **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 course requirements.
- **D = 50-59%.** Fair work, minimally acceptable.
- **F = Below 50%.** Fail.

Assignments & Exams

iClicker Participation: 10% of your final grade

This class will be using the iClicker (www.iclicker.com) classroom response system (free for Western students). You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or via text message (SMS). If you do not have access to one of these devices, please contact the instructor as soon as possible, so a solution or substitution can be found for you.

5% of your total grade will come from answering the iClicker questions (answering all questions will yield the full 5%). Another 5% of your total grade will come from the average accuracy of your answers (if you answer every question correctly you will receive the full 5%).

Students will be allowed to be absent ONE class without missing out on any attendance or participation points. Only the first-class students miss will be excused. Any classes missed afterwards will not be excused, unless a student submits an approved Academic Consideration Request by King’s University College. To get full iClicker Participation marks, it is recommended that students reserve their one unexcused absence for a day involving an extenuating circumstance, such as an illness or personal matter.

More details will be provided in the first class.

Group Case Study Discussions: 10% of your final grade

Students will be organized into groups of 6 to 8 students. Each group will read a case study relevant to that weekly chapter during class, and they will work together for 30-minutes to develop a plan for improving the overall wellness of the hypothetical person in the case study. Each group will complete a worksheet and then present their ideas for mental wellness to the rest of the class. Each group will sign the mental wellness plan worksheet and then submit the worksheet to the instructor at the end of class.

Each group worksheet will be graded according to the accuracy and range of evidence-based wellness strategies presented. **Reading the relevant textbook chapter before class will very much help with these in-class group assignments.** Each group member is expected to participate in this activity. Below are the dates for the four group case study assignments.

Date	Textbook Chapter & Class Topic	% of Final Grade
Week 4	Chapter #3: Personal Stress Management	2.5%
Week 8	Chapter #11: Drug Use & Misuse	2.5%
Week 11	Chapter #15: Healthy Aging	2.5%
Week 13	Mental Wellness Content Discussed Throughout the Semester	2.5%

If a student is absent from class during the day(s) of these group discussions and they want to receive credit for this assignment, then they will need to complete and submit their own version of the worksheet within 48-hours of the group case study discussion date.

Exams: 60% of your final grade

The exams are to encourage close and careful reading of the textbook, lectures, presentations, and to find out if important concepts are clear to you. Each of these exams will cover certain chapters of the textbook, lecture notes, videos and class activities. The exams will primarily include multiple choice questions pertaining to the material from the textbook, lectures and class activities. Videos shown in class are also testable material.

- 1. Midterm Exam:** Worth 20% of your final grade.

- Covers textbook (Chapters 1, 2, 3, 4 & 5) and class instruction (i.e., Lectures about Our Perceptions of the World and Anxiety, Social Isolation & Technology) up until the midterm exam date.
2. **Final Exam:** Worth 40% of your final grade.
- **This exam is cumulative**, meaning that this exam will cover all the content from the textbook discussed throughout the semester. This exam will also assess your knowledge of special topics discussed during class, including the lectures about 1) Our Perceptions of the World, 2) Anxiety, Social Isolation & Technology, and 3) Types of Mental Health Professionals in Canada.

Wellness Action Plan: 20% of your final grade

Each student will develop a 12 to 15-minute recorded PowerPoint presentation about a wellness plan for a hypothetical person experiencing mental health and/or physical health challenges. Your presentation will be done individually, and you will video record yourself explaining the content from your presentation. You will not be presenting in front of the class. Rather, you will submit your recorded presentation over OWL Brightspace for your instructor to review. Your Wellness Action Plan will include the following components:

- 1) **Title page:** A title page with the title of your term assignment, course number, your name and student ID number. This needs to be in APA format.
- 2) **Client Background & Characteristics:** You will first describe the challenges your hypothetical client is experiencing. Topics can include chronic pain, depression, anxiety, distractibility, low motivation, and/or cognitive challenges during older adulthood. You will also be asked to discuss relevant demographic (e.g., age and gender), socio-cultural, economic, educational, occupational, and/or life (e.g., past trauma) background information.
- 3) **Wellness Goals:** You will highlight the key areas of need for this hypothetical person, such as the specific mental health and physical health goals that will be addressed during your action plan.
- 4) **Wellness Interventions & Strategies:** You will describe evidence-based mental health and physical health wellness strategies and/or interventions for this client. You are expected to discuss the relevant scientific literature that supports your recommended wellness practices with this hypothetical client.
- 5) **Implementation & Measurement:** Finally, you will explain how you will implement and monitor these recommended wellness practices. For example, what community, school, family, and/or cultural resources will be needed to implement your action plan? How will you monitor the effectiveness of these recommended strategies?
- 6) **Reference List:** In APA format.

Presentation Format & Length: The PowerPoint presentation should be 12 to 15-minutes in length.

- In addition to having informative and stylized slides, you should incorporate a video of yourself explaining the content in your presentation. Short videos are permitted as examples. *However, I am most interested in hearing your perspectives and arguments.*

Additional requirements for the Wellness Action Plan:

- **APA style must be used when formatting your in-text citations and reference list.**
- **A minimum of 5 peer-reviewed and scholarly scientific resources** should be used for this assignment. The course textbook does not count as one of the three resources.
- Your assignments should be proofread with the spelling and grammar checked thoroughly.
- Your assignments should **NOT BE PLAGIARIZED**. According to the American Psychological Association (2020), if you use four or more words in a row verbatim that are the author's original words, you must then use quotation marks and cite the author. When you paraphrase information, you give a citation without using quotation marks. Below is an example of an APA formatted book reference:

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (Seventh Edition.). American Psychological Association.

In general, your assignment grades will be based on:

- Accurate use and application of scientific literature and course material.
- Presentation style, such as well-designed and organized PowerPoint slides. Further, the presenter should elaborate on the information on their slides.
- Following instructions regarding content and formatting.

Once your assignments have been submitted, it cannot be returned until it has been graded (i.e., students cannot re-submit their assignment even if the due date has not passed). Thus, please double check that the version you submit is the final version of your assignment.

Late Assignment Policy

Late assignment submissions (i.e., even one hour late) will lose 10% per day, including weekend days. Late assignments handed in over 7 days late will receive a grade of 0 and will not be marked. To avoid being late, make sure your assignments are submitted via the course OWL page well in advance of each deadline. Make sure you plan ahead to avoid any possible technical problems that may arise or any last-minute illnesses.

Turnitin

All required assignments, including papers and presentations, may be subject to submission for textual similarity review to the commercial plagiarism detection software, Turnitin, under license to the university for the detection of plagiarism. All papers and presentations submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism subsequently submitted to the system. Use of this service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)

Academic Considerations for Absences & Missed In-semester Assessments

“Academic consideration” refers to consideration granted due to “personal circumstances beyond the student’s control that have a substantial but temporary impact on the student’s ability to meet essential academic requirements.” Students are permitted one academic consideration per semester per course without formal supporting documentation.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation.

- For this course, the **Midterm Exam** requires formal supporting documentation for Academic Consideration requests.

For any missed assessments that are approved by Academic Considerations, students will arrange a new assessment deadline with Dr. Wyman. Preferably, the new deadline will be within 72-hours of the original deadline. For missed exams that are approved by Academic Considerations, students will complete a make-up exam as soon as a day/time can be arranged with Dr. Wyman.

- Regarding **iClicker Participation**, students will be allowed to be absent ONE class without missing out on any attendance or participation points. Only the first-class students miss will be excused. Any classes missed afterwards will not be excused, unless students submit an approved Academic Consideration request by King’s University College.
- For the **Wellness Action Plan**, Dr. Wyman reserves the right to decline Academic Consideration requests for an additional extension in cases where no formal supporting documentation (e.g., a doctor’s note) has been given as all students are given a 48-hour submission “grace-period” after the assignment deadline.

Diversity & Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course. My goal is to create a learning environment for students that supports a diversity of perspectives and experiences, and honours your respective identities. To accomplish this, I will do my best to provide course content and activities that are respectful of diversity, including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

- If any of the class lectures are in conflict with your religious events, please let me know so that we can make arrangements for you.
- Please feel comfortable to let me know if you have a name and/or set of pronouns that differ from those that appear in your academic records.
- If you feel like your performance in the class is being impacted by your experiences outside of class, **please feel open to come and talk with me**. I want to be a resource for you. If you prefer to speak with someone else at the university, you can use the following website to access a wide range of student support services that are offered at King’s:

<https://www.kings.uwo.ca/current-students/student-affairs/>

- Just like many people, I am still in the process of learning about diverse perspectives and identities. If something was said in class by myself or someone else that made you feel uncomfortable or disrespected, please feel comfortable to talk to me about it. It is never my

intention to make any of you feel uncomfortable or disrespected. **I always appreciate the opportunity to learn from each of you!**

- While I expect there to be rigorous discussion, and even some disagreement, regarding the various topics presented in this course, I ask that you engage in discussion with care and empathy for your classmates. You can disagree with someone without becoming disagreeable. **It is each of our responsibility to create a safe, welcoming and inclusive learning environment for everyone.**

Your suggestions and feedback are always encouraged and valued. Please let me know ways I can improve the effectiveness of the course and my teaching for you personally and for other students.

General Expectations

Attendance and Participation: You are expected to attend class, and readings should be completed **before** the lecture for which they are assigned. **You should not expect to do well if you do not attend class and if you do not actively participate in the class discussions.** There will be material on the exams from lectures, and some of this material will not be in your textbook. Also, I will create exam questions based on the videos and other activities that we do in class. Please remember that class begins promptly at 11:30am. **Lateness is disrespectful and distracting to your fellow classmates and professor.**

Email Etiquette: To practice your formal communication skills, be sure to use the following guidelines for contacting your professors and teaching assistants via email.

1. Use the subject line to indicate which course or topic you are emailing about.
2. Always include a salutation or greeting (e.g., Hi Dr. Wyman).
3. Use proper spelling, grammar, and punctuation. Email should not be treated like a text message. Proper sentence structure and formatting will ensure that your message can be clearly understood by the reader.
4. Make sure to sign your email or use a signature. It is important to include your name at the bottom of the message.

How to Succeed in this Course

1. **Come to class.** If you do not come to class, you should not expect to do well.
2. **Do the assigned readings.** Do the readings ahead of time – this will help you process the information. Take notes while you read. Highlight things. Write down questions you have and concepts that you do not understand.
3. **Take notes.** Human beings are not good at passively “absorbing” information. Learning requires rehearsal. Writing information down in your own words will help you learn and give

you something to go back to and study later on. I will give you all my PowerPoint slides on OWL, but they are of little use to you if you do not *actively* try to learn the material on them.

4. **Take notes on paper if you can.** Research shows that students learn material better when they put their laptops away and take notes the “old fashioned” way.
 - Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6), 1159-1168. <https://doi.org/10.1177/0956797614524581>
5. **Speak up.** If you don’t understand something, say so. Ask questions. Don’t wait until it’s too late to improve your grade. *Be proactive.*

Department of Psychology Policy on the Use of Artificial Intelligence Tools for Coursework

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 logical flow, and structure sentences and paragraphs to organize, synthesize and 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.

Scholastic offences are taken seriously. Students are directed to the following website to read the appropriate policies and definitions about what constitutes a Scholastic Offence:

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

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.

Use of Recordings

Students are not permitted to record the class lectures, except where recording is an approved academic accommodation and/or the student has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

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 this course.

Department of Psychology Policies Related to AI Tools

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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.

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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.

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- 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/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.