



PSYCHOLOGY 2990B (570)
Applications of Psychology
Fall/Winter 2025-2026

Instructor: Dr. Bidushy Sadika
Email: bsadika@uwo.ca

Course Information

Calendar Description:

The purpose of this course is to acquaint students with some of the ways in which psychological evidence and techniques can be applied to the practice of law, business, education, the health sciences, etc.

Prerequisite(s): A mark of at least 60% in 1.0 credits of Psychology at the 1000 level.

Antirequisite(s):

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.

King's University College
Psychology 2990B: Applications of Psychology
Winter 2026

Course information:

Course Name: Applications of Psychology

Course Number and Section: Psychology 2990B (570)

Mode of Instruction: In-person

Instructor Information:

Name: Dr. Bidushy Sadika

Contact Information: bsadika@uwo.ca

Office hours: Posted on Brightspace

Office Location: Posted on Brightspace

Contact with Instructor:

The best way to contact me outside of class is by email. **Please always include the course code in your subject line.** I will try to return a response to all emails within 24 hours.

Land Acknowledgement:

We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation, as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.

Course Description:

The purpose of this course is to acquaint students with some of the ways in which psychological evidence and techniques can be applied to the practice of law, business, education, the health sciences, etc.

Course Learning Outcomes:

This course provides a general overview of topics in applied psychology, including the subfields, methods, and real-life applications of applied psychology. This course offers an experiential component to help students reinforce their knowledge of applied psychology through real-world practice and evaluation. By the end of the course, students will be able to:

- Understand and explain the distinction between basic and applied psychology.
- Identify key concepts and methods in applied psychology and recognize their uses in everyday life.

- Understand how psychologists apply psychological theory to real-world applications.
- Generate a project plan, and outline ways to measure and evaluate its success.
- Practice translating abstract scientific knowledge into a format that can be understood by the general public.
- Work productively in groups to analyze a real-world issue and use psychological research and theory to address that issue.
- Evaluate peers' solutions to real-world issues using techniques in applied psychology.

Course Textbooks/Materials:

Required textbook: Gruman, J. A., Schneider, F. W. & Coutts, L. M. (2016). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems* (3rd Ed.). Sage Publishing.

- The textbook costs \$335.55 for a physical copy or \$119 for the e-book (both options provide the same content).
- To purchase from Western's Bookstore, visit: https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2025B&courses%5B0%5D=570_KC/PSY2990B
- Second-hand copies of the 3rd edition are acceptable; older editions will not be sufficient.
- Second-hand copies can be purchased from platforms like Amazon (<https://www.amazon.ca/Applied-Social-Psychology-Understanding-Addressing/dp/1483369730>) or through student Facebook groups.
- A hard copy is available on reserve at the King's Library, and an electronic version can be accessed via the library website.

OWL Brightspace: Course related announcements and additional material will be posted on the course OWL site, found here: <https://westernu.brightspace.com/>

iClicker: You will need a laptop/tablet/mobile phone to use iClicker tool in class (be sure to charge your devices prior to class time). Instructions on setting up iClicker can be found here: <https://wts.uwo.ca/iclicker/index.html>

Methods of Evaluation:

Course grades will be determined based on the evaluation components listed below. Grades will not be adjusted based on need. There are no opportunities to rewrite tests or exams, resubmit assignments for a higher grade, or complete extra credit to raise final grades. **Students are responsible for being aware of all exam dates, times, and locations.**

All assignments must be submitted to **Brightspace by 11:59 PM EST** on the due date, **except** for the **Creative Knowledge-Mobilization assignment**, which is due by **9:00 AM EST**. Additional details are provided in the sections below.

Submissions should be in Word (.doc/.docx) or PDF (.pdf) format. Files in PAGES format will **not** be accepted. If you are using a Mac, you can easily save your document as a PDF before submitting.

Late submissions will be penalized at a rate of 5% per day. Unless prior approval has been granted, assignments will not be accepted after feedback has been returned to the class.

Guidelines, templates, and grading rubrics for all course evaluations, including group project components, will be posted on Brightspace on the Contents page, within the Rubrics and Resources folders.

Assessment	Grade	Deadline
Group Project	35%	<ul style="list-style-type: none"> • Group Building Survey (not graded) – January 9, 2026 • Group Contract – January 16, 2026 • Problem Identification & Annotated Bibliography – January 30, 2026 • Draft Intervention Plan (for feedback, not graded) – March 6, 2026 • Final Research-Based Intervention Paper – March 27, 2026 • Creative Knowledge-Mobilization (KM) – April 6, 2026 (9:00 AM EST) • Peer Evaluation & Individual Reflection – April 9, 2026
Individual Written Assignment	15%	March 16, 2026
Midterm Exam	20%	February 9, 2026
Final Exam	30%	TBA

Group Project (35% in total)

You will work in **groups of 4–5** to design a research-based applied psychology intervention addressing a societal, organizational, educational, health, or community issue. The project consists of a series of step-by-step assignments with both *individual* and *group* components, including an annotated bibliography, a full intervention proposal, a creative knowledge-mobilization product, and a peer evaluation. To help organize project groups of 4–5 students, please complete the online survey by **January 9, 2026**. Please check the Brightspace Assignments page for the survey link.

Group Contract (1%) – January 16, 2026

At the start of the project, your group will complete a contract to support effective teamwork. The contract should outline shared ground rules, team expectations, and the roles and responsibilities of each member. It will serve as a guide for collaboration and accountability throughout the project.

Problem Identification & Annotated Bibliography (9%) – January 30, 2026

As a group, select an applied psychology topic and identify a specific problem. Possible topics include academic stress, resilience, community belonging, prosocial behaviour, work–life balance, or other applied psychology issues affecting well-being, learning, or daily life.

Individual Component (6%)

Each group member will create an annotated bibliography summarizing **two peer-reviewed articles** relevant to the problem. Each summary should include the study’s purpose, design and

participants, key findings, and relevance to the problem. Coordinate with your group to avoid duplicate articles. Be sure to include your name on the annotated bibliographies you completed.

Group Component (3%)

Share your bibliographies and prepare a **problem identification document** explaining the relevance and context of the problem, including the populations it affects.

Final Research-Based Intervention Paper (15%) – March 27, 2026

Based on your problem identification and annotated bibliographies, your group will propose an intervention. Use course materials and relevant theoretical literature to support your design.

Group Component (5%)

Outline the intervention's goals, target population, structure and duration, and supporting literature/theoretical foundation. This framework ensures your intervention is focused and grounded in theory.

Individual Component (10%)

Each group member will independently develop **one key component or activity**, including:

- Description of the activity/component
- How it will be implemented
- Duration or timing
- Expected outcomes for the target population
- Strategies or tools to evaluate effectiveness

Once all individual components are completed, the group will integrate them into a full intervention plan.

Draft Intervention Plan Feedback: Submit a draft using the provided template on March 6, 2026, to receive feedback. You can use this feedback to refine your intervention design and develop your final paper.

Final Submission: Due **March 27, 2026**, and should be 8-10 double-spaced pages. Include the integrated group intervention plan first, followed by each member's individual components with implementation and evaluation details, all compiled in one document. Include names on individual components. Both group and individual parts will be graded according to their respective percentages.

Creative Knowledge-Mobilization (KM) (6%) – April 6, 2026 (9:00 AM EST)

As a **group**, create a visual or digital product that communicates your intervention to a non-academic audience. You may choose one of the following formats:

- Academic-style poster (1-page PDF) or oral presentation (8-10 PPT slides)
- Infographic (1-page PDF)
- Social media mini-campaign (3–5 mock posts with one-page explanation)
- One-page community resource sheet (1–2 pages)
- Educational mini brochure (1–2 pages)
- Educational video (max. 3 minutes with one-page explanation)

Alternative formats must be approved before proceeding. The goal is to translate complex research into an accessible and engaging format for a public, community, or organizational audience.

Your group can decide how to present the project. Each member may present their own component or contribute in other ways, such as organizing the presentation, leading sections, presenting content, answering questions, or taking responsibility for creative aspects, like designing visuals. Grading will reflect the visual appeal of the creative KM product, the group's overall preparedness, and each member's individual contribution. At this stage, I expect every group member to make a meaningful contribution. Speaking in front of the class can be challenging, but it is an important skill that will benefit you in your future professional life.

Peer Evaluation & Individual Reflection (4%) – April 9, 2026

Individually, complete a structured peer evaluation (3%) of other groups' presentations using a provided template. Your evaluation should identify strengths, suggest improvements, pose questions, and comment on clarity, creativity, and applied relevance.

You will also complete a reflection (1%) on your individual contributions and group work experience. Using the provided template, describe what you learned, the challenges you encountered, and how you plan to approach similar situations in the future.

Individual Written Assignment (15% in total) – March 16, 2026

You will be provided with a list of topics for this written assignment, each addressing a current issue in applied psychology. Your task is to conduct a brief literature review on the chosen topic, identifying key concepts, theories, or problems, and summarizing relevant research findings. The assignment should demonstrate your understanding of the topic's significance, supported by evidence from academic sources. This is a research assignment, with a maximum length of 4–6 double-spaced pages.

Midterm Exam (20% in total) – February 9, 2026

The midterm exam will be held during class in the regular classroom. It will cover lectures and textbook material up to the week before the exam and will include multiple-choice and short-answer questions. Students will have 2 hours to complete the exam.

Final Exam (30% in total) - TBA

The final exam will be held in-person during the April exam period. It is cumulative, covering all lectures, assigned readings, and textbook chapters, with greater emphasis on post-midterm material. The exam will include multiple-choice and short-answer questions and will be 3 hours in length.

Exams will not be returned to students but may be reviewed by appointment. Computer-marked multiple-choice tests and/or exams will be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Course Expectations:

To get the most out of this course, students are expected to actively engage with all course content and activities. This includes meaningful participation in the group project and taking responsibility for monitoring email and the Brightspace course site for updates, announcements, due dates, and assignment instructions. Students are also expected to dedicate time outside of class to work on the group project.

Classes will include lectures, activities, videos, and other materials, some of which may not be covered in the textbook. Students are responsible for reading and understanding all assigned textbook chapters and any additional readings posted on Brightspace, even if the material is not discussed in class. All course content, including videos shown in class, is considered testable unless stated otherwise.

Attendance and preparation are essential for success in this course. Lectures will cover material not included in the readings and provide dedicated time for project work, so students are strongly encouraged to attend all classes. I strongly recommend you complete assigned readings beforehand so that you can participate meaningfully in discussions and ask informed questions.

Schedule of Classes, Readings, Assessments:

Date	Topic	Readings	Deliverables
January 5, 2026	Definitions & Theories of Applied Psychology	Chapters 1 & 2	Group Building Survey – Jan. 9
January 12, 2026	Research Methods, Intervention, and Evaluation	Chapters 3 & 4	Group Contract – Jan. 16
January 19, 2026	Psychology in Personal Relationships	Chapter 15	
January 26, 2026	Psychology in the Workplace	Chapter 10	Problem Identification & Annotated Bibliography – Jan. 30
February 2, 2026	Psychology in Education and the Classroom	Chapters 9 & 16	
February 9, 2026	Midterm Exam		
<i>February 16, 2026</i>	<i>Reading Week – No Class</i>	<i>None</i>	<i>None</i>
February 23, 2026	Health and Sports Psychology	Chapters 6 & 8	
March 2, 2026	Clinical and Counselling Psychology	Chapter 5	Draft Intervention Plan (for feedback, not graded) – March 6
March 9, 2026	Psychology of Media and Justice	Chapters 7 & 11	
March 16, 2026	Work Period (No Class)	No Readings	Individual Written Assignment – March 16
March 23, 2026	Community and Diversity Psychology	Chapters 12 & 14	Final Intervention Paper – March 27
March 30, 2026	Psychology and the Environment	Chapter 13	

April 6, 2026	Creative KM Presentations		Creative KM – April 6 (9:00 AM EST) Peer Evaluation & Individual Reflection – April 9
April 12 – 30, 2026	Final Exam Period		

Academic Considerations:

Students are expected to attend class regularly and submit all coursework on time. Meeting deadlines supports your progress in the course and develops a skill that is valuable beyond university. However, unexpected circumstances may sometimes affect attendance or the ability to meet a deadline. In such cases, students should contact the instructor within 48 hours of the missed assessment to discuss next steps.

Students seeking academic consideration 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.

Academic consideration for any missed component of the group project requires submission of formal supporting documentation. Without approval from Academic Counselling, a late penalty of 5% per day will be applied for late assignments, and assignments will NOT be accepted after five days past the deadline.

The individual written assignment has a 72-hour grace period with no late penalty. Submissions will be accepted until **March 19, 11:59 PM**, after which they will **no longer be accepted**.

Only one make-up midterm will be offered, subject to instructor approval. It is scheduled for **Friday, March 6, 2026, at 2:30 PM EST in SA 150**. Due to logistical constraints, the make-up will be in **essay format**, as multiple-choice exams cannot be rescheduled. Students may take the make-up exam **only with instructor consent**. If a student is unable to write both the original midterm and the approved make-up, the midterm weight will be added to the final exam.

Please refer to the Policy of Academic Accommodations and Academic Considerations attached to this syllabus.

Academic Integrity:

All assessments or examinations done online or in-person are expected to be done by the student registered in this course.

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: https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Possible penalties for a scholastic offence include failure of the assignment/exam, failure of the course, suspension from the University, and expulsion from the University.

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 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.

Statement on Use of Electronic Devices

Students are permitted to use electronic devices, including laptops, tablets, smartphones, and smartwatches, during class for the sole purpose of taking notes and engaging in learning activities. All devices should be set to silent mode during class to avoid disruptions. These devices must not be used for any other activities, such as browsing the internet or messaging.

Please note that electronic devices are strictly prohibited during exams. All devices must be turned off and securely stored away before entering the exam venue.

Course Policy on AI

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

Here is how to acknowledge use of AI in APA format: <https://apastyle.apa.org/blog/how-to-citechatgpt>

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 be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor will likely be more useful.

Students should **NOT**:

- Have AI tools write any part of your assignments, either by copying and pasting or by paraphrasing the output.
- Have AI tools answer any questions from the intervention project assignments.
- Have AI tools generate your research question or intervention design for your intervention project. This course policy is consistent with current policy for Canadian researchers; using AI to generate some, or all, of your research grant (or other research

product) constitutes *a breach of research integrity (plagiarism and invalid authorship)* under the Canadian tri-agency policy.

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 includes: 1) verifying that the sources used by AI exist and have been accurately summarized, 2) consulting multiple original and reputable up-to-date sources to verify information, and 3) being cautious of bias that could be present in the information provided.

Notice of Turnitin Analysis

Work submitted in this course will 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.

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 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

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 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.