



PSYCHOLOGY 3320G (570)
Child Psychopathology
Fall/Winter 2025-2026

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

Course Information

Calendar Description:

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

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

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

Extra Information: 3 lecture/discussion hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: PSYCHOL

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



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Winter 2026

Course Details and Important Dates

Term	Course #	Course Type	Classes Start	Classes End
Winter 2026	8267	-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

This course is designed to introduce you to the wide-ranging theories of developmental psychopathology in children and adolescents. Topics will include the major DSM-5-TR diagnostic categories for childhood disorders, as well as research, assessment and treatment. The course orientation is empirical, with an emphasis on recent research findings with this population.

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

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

Extra Information: 3 lecture hours.

Course Weight: 0.5

Breadth: CATEGORY A

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Learning Outcomes

The **primary goals** of this course are to introduce you to the representative areas of child psychopathology, clinical assessment with children and youth, as well as the evidenced-based treatment approaches.

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

- (1) Understand how the principles of developmental psychopathology can aid in our comprehension of childhood disorders.
- (2) Describe how various genetic, environmental and social factors can contribute to psychopathology in childhood.
- (3) Identify various ways mental health practitioners can demonstrate cultural responsiveness in their work with children, adolescents and families.
- (4) Recognize the diagnostic criteria for different childhood psychological disorders.
- (5) Identify the appropriate procedures for clinical assessments with children and youth who present with a range of developmental, psychological and social challenges.
- (6) Create a comprehensive treatment program for a hypothetical child or adolescent client who is presenting with specific developmental, emotional and/or behaviour-related difficulties.
- (7) Demonstrate the applicability of psychological theory and research in the area of child psychopathology 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

Weis, R. (2026). *Introduction to Abnormal Child and Adolescent Psychology: Fifth Edition*. SAGE Publications, Inc. ISBN: 9781071964699

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. The 180-day rental fee for this textbook is \$85.00 CAD (plus taxes), and the Lifetime purchase fee is \$123.00 CAD (plus taxes). The paperback version of this textbook is \$217.00.

[https://collegepublishing.sagepub.com/products/introduction-to-child-and-adolescent-
psychopathology-5-287973](https://collegepublishing.sagepub.com/products/introduction-to-child-and-adolescent-psychopathology-5-287973)

Purchasing Earlier Versions of the Textbook: You are permitted to purchase an earlier version (e.g., 4th edition) of this textbook. However, be cognizant that this earlier version *likely will not include all the information discussed in this course*. Refer to the publisher website below for the new information added to the 5th edition of the course textbook:

[https://collegepublishing.sagepub.com/products/introduction-to-child-and-adolescent-
psychopathology-5-287973](https://collegepublishing.sagepub.com/products/introduction-to-child-and-adolescent-psychopathology-5-287973)

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. Further, access to Microsoft Office is recommended in order to communicate via email and to 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	-- Course Overview -- Professions in Mental Health & Clinical Psychology	--
2	-- Supporting Children’s Mental Health -- Group Presentation Assignment Overview	Chapter 1
3	-- Theories of Development	Chapter 2
4	-- Assessing & Treating Children’s Mental Health Problems -- Case Study Assignment Overview	Chapter 4
5	--Intellectual Developmental Disorder	Chapter 5
6	MIDTERM EXAM	--
--	NO CLASS- Spring Reading Week	--
7	-- Communication & Learning Disorders -- Midterm Exam Overview	Chapter 7
8	-- Autism Spectrum Disorder -- Group 1 Presentation	Chapter 6
9	-- Attention-Deficit/Hyperactivity Disorder	Chapter 8

	-- Group 2 Presentation	
10	Anxiety Disorders & Obsessive-Compulsive Disorder	Chapter 11
	-- Group 3 Presentation	
11	-- Depression, Suicide & Self-Injury -- Group 4 Presentation	Chapter 13
12 This week's class will be taught virtually over Zoom	-- Final Exam Preparation * Case Study Assignment Due April 7, 2026	--
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
Midterm Exam	20%	TBD
Final Exam	30%	TBD
Group Presentation	15%	TBD
Case Study Assignment	25%	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.

Exams: 50% of your final grade

The midterm and final 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. Content from the group presentations will also be included on the exams. The exam format will be a combination of multiple choice and short answer questions. You will have a maximum of 120-minutes to complete the Midterm Exam, and the full class period to complete the Final Exam.

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

- Covers textbook (chapters 1, 2, 4 & 5) and class instruction (e.g., Professions in Mental Health & Clinical Psychology presentation) up until the midterm exam date.

2. Final Exam: Worth 30% of your final grade.

- Covers content from the textbook discussed throughout the semester (i.e., chapters 1, 2, 4, 5-8, 11 & 13), class instruction and student presentations from the entire semester.

Group Presentation: 15% of your grade

For this assignment, you will be randomly organized into groups of 6 to 7 students. You will develop and present a PowerPoint presentation in-class that describes the following characteristics of a developmental or mental health disorder.

- (1) The developmental, social, psychological and/or behaviour considerations for this disorder.
- (2) The prevalence, risk factors and prognostic factors for this disorder.
- (3) Special considerations when assessing and/or treating this disorder, including ethical, developmental and socio-cultural considerations.

- (4) The common assessment procedures used for this disorder.
- (5) Different treatment options for supporting children and youth diagnosed with this disorder.

Each group presentation should be approximately 45 minutes to 1-hour in length. **Each group member is expected to participate in this presentation.** Grades on the group project will be allocated on a group basis unless, in the judgment of the instructor, individually allocated grades are warranted. Below are the presentation dates for each group.

Group	Possible Topics	Relevant Chapter(s)	Presentation Date
1	Adolescent conduct problems, substance-use or addiction-related disorders	9 or 10	TBD
2	Trauma-related disorders	12	TBD
3	Pediatric bipolar disorders or schizophrenia	14	TBD
4	Feeding, eating or health-related disorders	15 or 16	TBD

Please notify the instructor about your specific topic that you will be presenting at least TWO WEEKS before your presentation date. Not notifying the instructor of your presentation topic two weeks in advance will result in a 5% deduction in your final presentation grade.

Given that this is a group assignment, **formal supporting documentation** (e.g., a doctor’s note) will need to be submitted to Academic Considerations if a student is unable to complete their section of the presentation due to substantial but temporary extenuating circumstances (i.e., medical or compassionate reasons).

Case Study Assignment: 25% of your final grade

You will develop an assessment and treatment plan for a child or adolescent who is presenting with specific developmental, social, psychological and/or behaviour challenges. You will base your assessment and treatment plan according to ONE of four case studies that were developed by the instructor. Only discuss one of the case studies (not all four). This paper will be a maximum of 15-pages in length using double-spacing and 12-point Times New Roman font; the title page and reference sections are included in this page limit. Students will complete this assignment individually, and not in groups. After deciding on one of the four case studies, you should organize your paper into the following sections:

- (1) **Title page:** A title page with the title of your assignment, course number, your name and student ID number. This should be in APA format.
- (2) **Summary of Presenting Problems:** To start your assignment, you will provide a summary of the presenting problems for the hypothetical client in the case study. Do not just rephrase the information from the case study. Rather, I would like you to highlight what the key presenting concerns are (e.g., specific developmental, social, emotional and/or psychological presenting problems) according to the diagnostic criteria in the DSM-5-TR, as well as the potential risk factors for child psychopathology that might be present in this case.

- (3) **Special Considerations:** You will discuss the specific ethical, developmental, and socio-cultural factors that need to be considered during the psychological assessment and treatment processes. How might these factors influence your clinical work? How would you manage them?
- (4) **Assessment Plan:** Next, you will develop a plan for assessing this client. This assessment plan should be specifically tailored to the presenting problems. You are expected to provide specific examples of psychological tests that can be used in the particular case study, as well as your rationale for using these specific tests.
- (5) **Diagnostic Conclusions:** You need to explain whether or not your client meets the DSM-5-TR diagnostic criteria for a disorder. You are expected to specify your rationale for your diagnostic conclusions, such as the specific pattern of assessment scores that informed your conclusions.
- (6) **Treatment Plan:** You will develop a treatment plan for this client based on your hypothetical conclusions for this case. The treatment plan should include specific recommendations for resources and services for this client that are available in the greater London, Ontario area.

Additional requirements for your Case Study Assignment:

- **APA style must be used when formatting your written assignments.** APA formatting should be used for the title page, headers, in-text citations, and reference list.
- **A minimum of 6 peer-reviewed and scholarly scientific resources** should be used. The course textbook does not count as one of the three resources.
- Your assignment 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 original author. When you paraphrase information, you should give a citation without using quotation marks.

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 **Group Presentation** assignment requires formal supporting documentation for Academic Consideration requests.

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

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 **Case Study Assignment**, 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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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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** 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.