



Thanatology 2230G (650)
Winter 2026
Principles of Palliative Care

Course Information:

Calendar Description: Interdisciplinary overview of palliative care philosophy and its implementation. Topics include response to terminal/chronic illness, distinction between palliative care and traditional medical models, pain and symptom control, the team approach, site care, communication issues, and psychological and spiritual needs of dying patients and their families.

Prerequisite(s):

Anti-requisite(s):

Extra Information: 3 lecture hours.

Course Weight: 0.50 **Breadth:** Category A

Subject Code: THANAT

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 enroll 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 pre-requisites.



Thanatology 2230G – 650
January, 2026

Principles of Palliative Care

Instructor Information:

Professor: Jacqueline Crandall

Email: jcranda2@uwo.ca

Phone: TBA

Office Hours: Via zoom, office, or phone by appointment.

If you would like to meet with me during office hours or otherwise, please let me know. We can make arrangements accordingly. In-person, phone, or via zoom are all acceptable.

Classes:

- **Format:** This course consists of 12 weekly sessions –on-line & asynchronous
- **Duration:** Sessions begin January 5th, 2026 and end by April 9th, 2026
- **Time:** Asynchronous- Postings will begin on Monday of the week, and end the following Monday at 0800 AM
- **Location:** On-line

Course Description:

This course will examine the philosophy of palliative care, and its implementation. It will cover such topics as; the response to chronic illness, the distinction between palliative care and the traditional medical model, pain and symptom management, communication issues, home care, the psychological and spiritual needs of the dying and their families, staff stress issues, legal and ethical issues. **Half Course**.

This is an academic university level course. While the course may contribute to the student's personal growth, grades are assigned on the basis of academic achievement and mastery over the material covered. It is recommended that a student who is currently facing a significant loss or who is recently bereaved consider not enrolling in THAN 2230 at this time.

Course Objectives:

1. To provide students with an introductory overview of palliative care.
2. To heighten awareness of feelings and attitudes toward death and dying.
3. To encourage students to develop a critical perspective of palliative care.
4. To increase knowledge and understanding of palliative care and hospice.
5. To become familiar with various interdisciplinary hospice palliative care competencies.

Antirequisites: Thanatology 103, Thanatology 2230, Thanatology 230 **Prerequisites:** None.

Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.

Thanatology 2230G: Principles of Palliative Care

Learning Activities:

- Participating in class discussions and activities
- Reading assigned book chapters and journal articles
- Participating and Reflecting upon and discussing on-line posted questions
- Choosing, reading, and conducting one book review
- Choosing a topic of interest and writing a research paper.
- Engaging in discussion and reflection regarding an assigned movie

Required Course Materials:

- Selected journal articles and electronic book chapters.
 - (Listed on course website).

Methods of Evaluation:

- | | |
|------------------------|---|
| • Book Review– 35% | Due: February 23 rd , 2026 by 11:59 PM |
| • Participation – 20% | Weekly on-line participation |
| • Movie Review – 10% | Activity starts Feb 23 rd at 0800 and ends Mar 2 nd 11:59 PM. |
| • Research Paper – 35% | Due: March 27 th , 2026 by 11:59 PM. |

Grading Scale:

- A+ 90 – 100%
- A 80 – 89%
- B 70 – 79%
- C 60 – 69%
- D 50 – 59%
- F below 50% OR assigned course was dropped with academic penalty.

Thanatology 2230: Principles of Palliative Care

Course Outline

Unit	Date	Topic
1	Jan 5	Course Introduction, Hospice Palliative Care Past & Present
2	Jan 12	Models and Principles of Palliative Care
3	Jan 19	Impact of a Life-limiting Illness on the Individual and Family
4	Jan 26	Communication and the TEAM
5	Feb 2	Optimizing Comfort & Quality of Life
6	Feb 9	Last Days and Hours
	Feb 16	READING WEEK Feb 14 th to 22 nd
7	Feb 23	Movie Discussion – on-line - Asynchronous
8	Mar 2	Loss, Grief and Bereavement
9	Mar 9	Spiritual and Cultural Dimensions of Hospice Palliative Care
10	Mar 16	Ethical Issues associated with Hospice Palliative Care
11	Mar 23	Caregiver Stress, Losses, Staff Support
12	Mar 30	Special Issues - Legacy

**Required readings to be posted on OWL.

Detailed information about the assignments, expectations, rubrics and what your mark means will be posted on OWL.

DETAILED ASSIGNMENT INSTRUCTIONS:

I. Book Review/Theory Integration Assignment & Marking Rubric (25%)

Instructions:

- **Choose one of the following books to read.**
(Do not use a book for which you have previously written a review.)
 - Fazakerley, J., Butlin-Battler, H., & Bradish, G. *Just Stay ...A Couple's Last Journey Together*
 - Gawande, A. *Being Mortal: medicine and what matters in the end.*
 - Kuhl, D. *What dying people want: practical wisdom for the end of life?*
 - O'Rourke, M., & Dufour, E. *Embracing the End of Life: Help for those who accompany the dying.*
 - Dwyer, P. (2016). *Conversations on dying: A palliative-care pioneer faces his own death.* Dundurn.
 - Winemaker, S., & Seow, E. (2023). *Hope for the best, plan for the rest.* Page Two.

- **Write Book Review & Grading via Rubric.**
 - Structure:
 - i. Title page with identifying information
 - ii. Body of Review: 6 pages double spaced, 12-point font.
 - iii. Use APA 7th edition to structure your review, and cite/reference material. Please use APA manual/resources to help you.

 - Content:
 - i. Briefly (up to 1 page) introduce the book, and clearly explain the main concepts and themes presented.
 - ii. Reflect upon and discuss the content of the book in more detail as to:
 - 1. Your reactions, feelings, and thoughts to some of the main concepts in this book.
 - 2. How the book may have reflected or challenged your knowledge regarding the concepts presented as they relate to palliative care.
 - iii. Integrate the concepts presented in the book with knowledge you gained from the course. Use at least 3 articles/books to support your writing.
 - iv. Comment on how this book may be harmful or helpful to others.

 - Conclusion:
 - i. Provide a brief summary to conclude the review and integration.

 - References
 - i. Maximum paper length is 8 pages maximum, including references.

Note: Late assignments will be subject to a 2% late penalty per day/portion of day. Students with legitimate medical reasons should contact the instructor prior to the due date to request an extension. Plagiarism is a serious offence. All papers may be subject for submission to Turnitin.com plagiarism detection software according to the licensing agreement between Western University and Turnitin.com.

Book Review/Knowledge Integration Assignment Grading Rubric:

Weight toward final mark = 35%

Criteria	Excellent	Good	Acceptable	Unacceptable	Sub scores
	100	80	60	40	
Structure -Title page -Double spaced -12 pt font -Introduction, -Proper headings, -Conclusion -Reference page	Includes well-structured page, brief but very clear introduction, headings according to APA 7 th edition, conclusion, and reference page	Minor errors on title page, introduction clear, minor errors headings, conclusion, and/or reference page	Errors in structure as previously listed. One or more elements missing.	Significant errors in structure of title page, introduction, headings, conclusion, and/or title page. (0 -1)	/5
Mechanics/Style	Grammar, spelling, punctuation exceptional	Minor errors in grammar, spelling, punctuation	Several errors in grammar, spelling, and punctuation, but does not affect readability	Significant errors in grammar, spelling, and punctuation, which affects readability.(0-1)	/10
Book Review Brief Introduction/summary of book	Exceptionally clear, concise book summary, identifying major themes/concepts	Clear concise book summary, identifying major themes/concepts	Summary present, but could be improved.	Major improvements to summary required.	/15
Reactions to book, Reflected/Challenged your thoughts about main concepts as they relate to palliative care	Exceptionally clear and insightful description	Clearly described.	Less clear, missing some elements	Very superficial explanation/or missing explanations.	/25
Palliative Care Knowledge Integration	Exceptionally clear, concise -- identifying major concepts & connections to books/articles	Clear concise -- identifying major concepts & connections to books/articles	Present, but could be improved. Few connections to how relates to other books/articles on palliative care.	Major improvements to connections required.	/25
Conclusion	Exceptionally clear, concise, summary of points made in book review	Clear, concise summary of points made book review	Summary present, but less in-depth.	Major improvements needed, missing components	/10
Referencing according to APA 7 th edition	All citations noted correctly within paper and in reference list	Minor (2 or 3) errors citing references within paper and on reference list	Several errors (> 3) citing references within paper and on reference list	Majority of references cited improperly or missing (0-1)	/10

Note: Late assignments will be subject to 2% reduction of mark per day. Extensions may be granted provided requests are made well in advance of due date and for good reasons.

II. Research Paper & Marking Rubric (35%)

Instructions:

- **Write Research Paper based on one of the following topics as it pertains to palliative care:**
 - Medical Assistance in dying (MAiD)
 - Through the eyes of a patient
 - Supporting the dying person
 - Hospice Palliative Care Teams / Models and/or teamwork
 - Communication at end of life
 - Suffering
 - Role of a palliative care team member (such as a Death doula, social worker, nurse, etc)
 - Caregiver Stress, screening and caring for caregiver
 - Professional caregiver stress
 - Cultural considerations at end-of-life
 - Community supports for end-of-life care
 - Impact of terminal illness on the person and the family
 - Dignity therapy
 - Common Ethical dilemmas
 - Spirituality and support
 - Special Populations: e.g. Supporting an older person; or a child.

Research Paper Format:

- Structure:
 - i. Title page with identifying information
 - ii. Body of Review: 6 pages double spaced, 12-point font.
 - iii. Use APA 7th edition to structure your review, and cite/reference material. Please use APA manual/resources to help you.
- Content:
 - i. Briefly (up to 1 page) introduce the topic, and clearly explain the importance of the topic.
 - ii. Discuss the importance of the topic.
 - iii. Provide a review with supporting research literature incorporating at least 5 academic references (excluding articles on syllabus or class power points).
- Conclusion:
 - i. Provide a brief summary to conclude the review and integration of articles.
- References per APA
 - i. See Rubric for greater detail.
- Maximum size of paper including reference is 8 – 9 pages.

Note: Late assignments will be subject to a 2% late penalty per day/portion of day. Students with legitimate medical reasons should contact the instructor prior to the due date to request an extension. Plagiarism is a serious offence. All papers may be subject for submission to Turnitin.com plagiarism detection software according to the licensing agreement between Western University and Turnitin.com.

Research Paper Grading Rubric:

Weight toward final mark = 35%

Criteria	Excellent	Good	Acceptable	Unacceptable	Sub-Totals
%	100 ---90-----80-----70-----60-----50-----40-----20----- 0				
Structure -Title page -Double spaced -12 pt font -Introduction, -Proper headings, -Conclusion -Reference page	Includes well-structured page, brief but very clear introduction, headings according to APA 7 th edition, conclusion, and reference page	Minor errors on title page, introduction clear, minor errors headings, conclusion, and/or reference page	Errors in structure as previously listed. One or more elements missing.	Significant errors in structure of title page, introduction, headings, conclusion, and/or title page. (0 -1)	/5
Mechanics/Style	Grammar, spelling, punctuation exceptional	Minor errors in grammar, spelling, punctuation	Several errors in grammar, spelling, and punctuation, but does not affect readability	Significant errors in grammar, spelling, and punctuation, which affects readability.(0-1)	/10
Palliative Care Research Topic Brief Introduction/and statement of importance to research topic	Exceptionally clear, concise Topic summary, identifying importance of topic to palliative care	Clear concise Movie summary, identifying importance of topic to palliative care	Summary present, but could be improved. Importance not clearly explained	Major improvements to summary required. Statement of importance missing	/20
Discusses at least three major points related to research topic	Exceptionally clear and insightful description of major points of topic	Major points clearly described.	Less clear, missing some elements	Very superficial explanation/or missing explanations.	/25
Palliative Care Research Article Integration	Exceptionally clear, concise -- identifying major concepts & connections to books/articles	Clear concise -- identifying major concepts & connections to books/articles	Present, but could be improved. Few connections to how relates to other books/articles on palliative care.	Major improvements to connections required.	/20
Conclusion	Exceptionally clear, concise, summary of points made in Research paper	Clear, concise summary of points made in Research paper	Summary present, but less in-depth.	Major improvements needed, missing components	/10
Referencing according to APA 7 th edition	All citations noted correctly within paper and in reference list	Minor (2 or 3) errors citing references within paper and on reference list	Several errors (> 3) citing references within paper and on reference list	Majority of references cited improperly or missing (0-1)	/10

Note: Late assignments will be subject to 2% reduction of mark per day. Extensions may be granted provided requests are made well in advance of due date and for good reasons.

Total Mark = /100

Course Mark= /35

III: Movie Review – 10%

The Movie Review week will be done on-line; that is no in-person class will be held that week.

Students will be divided into up to 4 groups. Students will begin by viewing (independently or together) one of the following movies:

- Tuesdays with Morrie (1999) by Mitch Albom
 - Full Movie Available here: <https://www.youtube.com/watch?v=E463tZdAGn4>
- OR
- One True Thing (1998) with Meryl Streep
 - Trailer Available here: <https://www.youtube.com/watch?v=IXJv1BQr1iI>

Students will be asked three or four questions to initiate conversation within the group on –line. The purpose of this exercise is to reflect on issues that arose in the movie, how the main characters coped and communicated with each other, and what surprised you or struck you as resonating with you or as odd to you. Participation will be marked per the participation rubric below.

IV: Participation Instructions & Marking Rubric (20%)

- Participation is essential for learning.
 - In-class participation is worth 10% and is composed of attending class and participating in discussions and class activities. Note: All students must attend a minimum of 70% of class sessions to achieve a passing grade. (See attendance policy below). Any student who misses more than 3 sessions or is faced with a significant health issue, will be asked to see their academic counsellor for assistance.
 - On-line reflections are worth 10% and is composed of reflecting on situations and cases that are posted on line. A series of three to four cases/areas of reflections will be posted throughout the term.
- During the appropriate week, students must post at least one original response to class questions/activities and respond to a minimum 2 posts of other students.
- Posting begins on the Wednesday of the week (after class) and ends by Tuesday noon of the following week.
- A reference should be added when citing a specific article/reference.
- Grading is not only based on the quality of your postings, but also the interaction with your peers.
- When posting, remember to be respectful toward other’s opinions and ideas. Respectful disagreement is OK if done genuinely.
- Please keep sensitive information shared by other students confidential. The forum is meant to be a safe sharing area.

On-line Participation Rubric

(Weight toward final mark = 10%-[570] or 20% - [650])

Criteria	%			
	Excellent 100-----90-----80-----70-----60-----50-----40-----20-----0	Good -----70-----60-----50-----40-----20-----0	Acceptable -----50-----40-----20-----0	Unacceptable -----40-----20-----0
Frequency	Participates at least 3 times throughout the week. Primary posts are within three days of the unit being released onto the site.	Participates 2 times throughout the week.	Participates 1 times throughout the week. Must include an initial posting.	Limited or no participation. Further effort is required
Initial Posting(s)	One primary post that are done early in the week; posts are well developed and fully address important aspects of the unit. Initial postings are 250-300 words each.	Posts well developed assignment that addresses all aspects of the task but lacks full development of concepts. Initial posting is less than 250 words.	Posts adequate assignment with superficial thought and preparation; does not address all aspects of the task. Initial posting is less than 250 words.	Posts no discussions.
Follow-up Postings	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts in both posting areas per week. Each posting is a minimum of 125 words.	Elaborates on existing posts with further comment or observation.	Posts shallow contribution to discussion; does not enrich discussion.	Posts no follow-up responses to others.
Content Contribution	Posts factually correct, reflective and substantive contribution; advances discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Repeats but does not add substantive information to the discussion.	Posts information that is off-topic, incorrect, or irrelevant to discussion.
Reference and Support	Refers to readings, audio-visual material or personal experience to support comments.	Incorporates some references from readings, audio-visual material or personal experience.	Uses personal experience but does not reference readings or other supporting material.	Includes no references or supporting experience.
Clarity and Mechanics	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.
Online Engagement	Reads at least 80% of all the discussion posts for that week.	Reads at least 60 – 79% of all the discussion posts for that week.	Reads at least 40-59% of all the discussion posts for the week.	Reads less than 39% of the discussion posts for the week.

~adapted from Barbara Frey's "Rubric for Asynchronous Discussion Participation" & Dr. Darcy Harris' Participation Rubric.

V) Legacy Exhibit – Last day of class as part of participation.

Purpose: To reflect upon the role of legacy in enhancing dignity and quality of life.

1. Review the following articles and Chochinov's website:
 - Allen, R.S., Hilgeman, M.M., Ege, M.A., Shuster, J.L., & Burgio, L.D., (2008). Legacy activities as interventions approaching end of life. *Journal of Palliative Care*, 11(7), 1029-1038.doi: 0.1089/jpm.2007.0294
 - Chochinov, H.M., Hack, T., Hassard, T., Kristjanson, L.J. & McClement, S., (2005). Dignity therapy: A novel psychotherapeutic intervention for patients near the end of life. *Journal of Clinical Oncology*, 23(24), p. 5520 – 5525.
 - Dignity in Care (2022). *The model in detail*.
<https://www.dignityincare.ca/en/the-model-in-detail.html>
2. Create a small legacy project of your own with you or a loved one as center of focus.
3. Answer these questions:
 - a. Describe the legacy project that you chose;
 - a. Use the 9 questions that Chochinov et al. (2005) present.
 - b. Create a small poster presentation, artwork, song, or other creative venture.
4. Be ready to describe your Legacy project to your classmates on the last day of class (~10 minutes followed by 2 – 5 minutes of discussion).
 - Legacy projects will be evaluated for quality, depth, creativity, and presentation.

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

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](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.