



Thanatology 3323G (570)

Winter 2026

Grief and Trauma

Course Information:

Calendar Description: An exploration of the intersection between grief, loss, and trauma in a variety of contexts. Theories of grief and trauma intervention will be applied to the role of first responders, death notification, traumatic response teams, unique features of sudden loss, and implications for treatment of survivors in various populations, as well as professional caregiver issues.

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 3323B

Grief and Trauma

Winter 2025-2026

Professor: Eunice Gorman RN, BSW, MSW, PhD, RSW

Email: egorman@uwo.ca

Office hrs. Wednesdays 4-6 or by appointment

Tel: 519-433-3491 ext. 4578 or 1-800-265-4406 ext. 4578

Class times: Tuesday 6:30-9:30 pm

Join the Facebook page for Thanatology: King's University College Thanatology

Join the Facebook Thanatology Club Student page

Follow the THAN club on Instagram

Course Description: This interdisciplinary course explores the intersection between grief, loss, and trauma. These and other relevant terms will be defined and their impact on individuals, families, cultures, and communities will be critically examined. Topics will include:

- Definitions of trauma, grief
- Distinctions between traumatic losses, traumatic death, and traumatic grief.
- How traumatic grief is experienced by: Adults, Children and adolescents, Couples and families, First Responders, Communities (First Nations, Military Families, Asylum Seekers and Refugees),
- Non-death related traumatic losses
- Treatment approaches and methods-tried and true and novel

Course objectives

- To acquire knowledge of facts and theories related to the confluence of grief, loss, and trauma
- To explore the window of tolerance, zone of resilience and other relevant theories
- To explain and predict how humans and other systems respond psychologically, neurologically, emotionally, and behaviorally to traumatic loss
- To reflect on how traumatic grief can shape values, later life experiences and resilience
 - To become more aware of trauma informed care

Thanatology 3323 is an academic university level course. While the course may contribute to the student's personal growth, grades will be assigned on the basis of academic achievement and mastery

over the material covered. It is recommended that a student who is recently bereaved or has experienced a traumatic loss in the last year either consider not taking Thanatology 3323 at this time, or ensure appropriate support is available during the duration of the course and afterward as needed. Please email the instructor privately if you have any questions about this.

Assignments and Grading

1. Weekly Facebook resources, discussion, attendance	20%
2. Resource document	30%
3. Book review	25%
4. Final exam	25%

Participation: participation grades will be a combination of instructor and student evaluation. Students will be expected to do the following weekly

- Share a resource on Brightspace in the discussions
- complete the in-class written posts
- read a minimum of one article per week or your choosing from the syllabus or those linked to class ppt
- Come to class. People who miss two classes are at risk to be barred from the exam.

Additional resources will be posted within each week's Lesson folder. I will let you know what is important to know and understand and what is for interest only.

Reminder: this is a third-year course and the groundwork for graduation and perhaps ongoing education is laid down every year and by third year expectations are high...so if you are concerned about your understanding of APA, essay crafting, assignments ...ask for help, go to The Write Place, use the many services available at KUC.

Deadlines and Due Dates

Do NOT ignore due dates.

Academic Counselling Helpline 519-518-2907

Late assignments (without prior approval of the instructor) will be graded on the rubric and then docked an additional 2% percent per day to a maximum of 10% after which the student will be given a grade of zero. Students with legitimate medical issues should contact the instructor prior to the due date in order to determine an extension for the project.

Course Schedule

Week one: Tuesday January 6th

Introductions

syllabus walk through

Week two: Tuesday January 13th

Introductions, Definitions and Distinctions Part I, theory review

Readings: Trauma-Informed Care Outcome Study Hales, Travis W; Green, Susan A; Bissonette, Suzanne; Warden, Alyssa; Diebold, Josal; Koury, Samantha P; Nochajski, Thomas H *Research on Social Work Practice*, July 2019, Vol.29(5), pp.529-539

https://oculuwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/1brq4iv/sage_s10_1177_1049731518766618

Week three: Tuesday January 20th

Definitions and Distinctions Part II

Psychological and Physiological responses to threat (perceived and real)

Readings: Adverse Childhood Experiences and Trauma-Informed Care: An Educational Module for Pediatric Residents Hodges, Kelly; Schmitz, Anna; Light, Susan *Pediatrics*, Aug 2019, Vol.144, p.1

https://oculuwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/1brq4iv/proquest2287082396

Markers in Time: Expanding Our Concept of Trauma Triggers to Include Subjective Experiences of Time Among Adults Surviving Traumatic Loss

Week four: Tuesday January 27th

Psychologic dimensions, neurological considerations

Readings: Redefining identity after trauma or loss Horowitz, M. *Psychodynamic Psychiatry*, March 2018, Vol.46(1), pp.135-144

https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/1brq4iv/scopus2-s2.0-85043513641

Trauma-Informed Care as a Universal Precaution: Beyond the Adverse Childhood Experiences Questionnaire Racine, Nicole; Killam, Teresa; Madigan, Sheri. *JAMA Pediatrics*, Jan 2020, Vol.174(1), p.5

https://oculuwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/1brq4iv/proquest2344261049

Week five: Tuesday February 3rd

Dissociation and Implicit Memory

Domains of life affected

Terror Management Theory: Death Denial, Crisis, and Trauma

Readings: Information to Bereaved Families Following Catastrophic Losses. Why Is It Important? Dyregrov, A.; Kristensen, P. *Journal of Loss and Trauma*, 2020

https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/1brq4iv/scopus2-s2.0-85078009749

Don't Forget the Caregiver: The Importance of Assessing Family Members After Suicide Attempts Ling, Catherine G. Journal of Psychosocial Nursing & Mental Health Services; Thorofare Vol. 58, Iss. 6, (Jun 2020): 2-3. DOI:10.3928/02793695-20200513-02

Week six: Tuesday February 10th Book Review due

(one week grace period Tuesday February 17th)

Event, person related factors

Readings: Loss, Grief, and Growth: An Interpretative Phenomenological Analysis of Experiences of Trauma in Asylum Seekers and Refugees

Heal the aftermath of intergenerational trauma and grief

Reading week Tuesday February 17th

No posts, no assignments, no readings

Week seven: Tuesday February 24th

treatment research

Primitive Agony—Developmental Trauma

Readings: Trauma-Informed Hospice and Palliative Care Ganzel, Barbara L. The Gerontologist, 2018, Vol. 58(3), pp.409-419

https://oculuwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/1brq4iv/oxford10.1093%252Fgeront%252Fgnw146

The Trauma and Grief of Frontline Clinicians

Long-term foster parenting: grief, loss, love, persistence, and growth in the face of tragedy and trauma

Week eight: Tuesday March 3rd

client assessment, implementation issues, populations; first responders, military, Indigenous peoples and intergenerational trauma

Readings "Am I Next?": A qualitative study of Black college students' experiences of stress, trauma, and grief from exposures to police killings

Comorbidities of Combat Trauma: Unresolved Grief and Moral Injury

Measuring Grief in the Context of Traumatic Loss: A Systematic Review of Assessment Instruments

Week nine: Tuesday March 10th

building resources, processing trauma, facilitating mourning

Readings: Narrative (Re)Righting: Recovering and Rebuilding a Life Rocked by Trauma Spinazola, Lisa P. Journal of Loss & Trauma, May/June 2018, Vol.23(4), pp.335-346

https://oculuwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/1brq4iv/proquest2028857882

Meaning-making in psychotherapy after traumatic loss: therapists' perspectives

Week ten: Tuesday March 17th Resource assignment due

(one week grace period Tuesday March 24th)

Treatment Approaches and Considerations

Therapeutic Interventions for Crisis and Trauma

Healing in Relationship, Fear Reduction; Spiritual Perspectives

Readings: <https://www.madinamerica.com/2024/11/the-trauma-craze-how-the-expansion-of-trauma-diagnoses-fueled-victimhood-culture/>

Early predictors of prolonged grief among bereaved trauma survivors 8.5 years after a terrorist attack

Week eleven: Tuesday March 24th

treatment considerations continued: psychoeducation, drug use, modalities

treatment challenges

Potential for Resilience, Recovery, and Healing

impact of treatment on therapists

Self-Compassion as a Necessary Condition -Safety Within

Readings: A Spiritually Integrated Approach to Trauma, Grief, and Loss: Applying a Competence Framework for Helping Professionals

Professional Caregivers: Stress and Coping in the Face of Loss and Trauma Machando, D; Maasdorp, V; Wogrin, C; Javangwe, G; Muchena, K. C. Indo-Pacific Journal of Phenomenology, 04 November 2019, Vol.19(2), pp.1-10

https://oculuwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/1brq4iv/informaworld_s10_1080_20797222_2019_1692989

Week twelve: Tuesday March 31st

Novel Interventions

Care for the professional caregiver working with trauma and grief

Bingo Game Review with prizes

Final Exam period

All components of the course must be completed in order to write the final exam unless there are prior academic accommodations through KUC Academic Dean's Office.

Debarment from Final Exams

A student may be debarred from writing the final exam for failure to maintain satisfactory academic standing throughout the year.

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 final examination in the course.

Send me a picture of your pet, your hobby, or something that supports you while you are studying dying, death and bereavement for a bonus mark.

AI and ChatGPT use King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, 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. Within this course, **use of artificial intelligence (AI) tools [such as Chat GPT] is not permitted** for written work submitted for evaluation.

Confidentiality and boundaries Thanatology 3323 is an academic university level course. While the course may contribute to the student's personal growth, grades will be assigned on the basis of academic achievement and mastery over the material covered. We must respect each person's contribution while at the same time appropriate limits to self-disclosure or to the time allotted to individuals will be upheld when personal narratives are shared. We will agree to hold each other's contributions **strictly** confidential. This is an academic course, and all participants are required to complete the course requirements to a high standard in order to receive credit. **One's strong feelings, opinions or experiences will not substitute for effort and academic achievement.**

Assignment 1 Book review Mark: 25 %

Book Review Guidelines are posted in Lessons

Students will choose **ONE** of the following books and **write a review of 5 pages minimum with an additional title page and reference page**, for a total of 7 minimum pages (maximum 10). **Double spaced, 12point font.**

- *Waking: A Memoir of Trauma and Transcendence* Sanford
- *Scarred* Andrews
- *Tragedy Plus Time: A Tragi-comic Memoir* A. Cayton-Holland

• <i>Her Last Death: A Memoir</i>	S. Sonnenberg
• <i>I'll Write Your Name on Every Beach</i>	S. Auerbach
• <i>Painting Life: My Creative Journey Through Trauma</i>	CK Walsh
• <i>Trauma: A Memoir</i>	VM Hankins
• <i>Trafficked</i>	S. Hayes
• <i>Garbage Bag Suitcase: A Memoir</i>	S. Chefalo
• <i>Denial: A Memoir of Terror</i>	J. Stern
• <i>Walking Point: From the Ashes of the Vietnam War</i>	Ulander
• <i>One Hour in Paris: A True Story of Rape and Recovery</i>	Freedman
• <i>Once we were sisters: a memoir</i>	Kohler
• <i>The trauma cleaner</i>	Krasnostein
• <i>Firebird</i>	Doty
• <i>Genocidal Love: a life after residential school</i>	Fox
• <i>From the ashes: my story of being Metis...</i>	Thistle
• <i>Know my name: a memoir</i>	Miller
• <i>Once Broken Now Healed: A Memoir Of...</i>	Perry
• <i>What my Bones Know a memoir of</i>	Foo
• <i>Flying on the Inside: a memoir of</i>	Gotto
• <i>Picking up the pieces: residential school...</i>	Newman and Hudson
• <i>What happened to you?</i>	Winfrey and Perry
• <i>Crossroads: my story of tragedy ...</i>	Dahlgren
• <i>A Mind Spread out on the Ground</i>	Elliott

Assignment 2: Resource Guide 30 %

Students will choose **1** experience from the following traumatic life events. The goal is to have **each topic represented by one student only**. There will be a sign-up sheet online.

This will be shared in our lessons area of *Brightspace* once all have been handed in so you can build a folder of information about trauma. **No identifying information will appear** on the guides when posted and the sign-up sheet will be taken down so the work can remain anonymous.

1. Rape
2. Murder
3. Suicide
4. Domestic violence
5. War
6. Physical Assault (not rape)
7. Motor Vehicle Accident (may include drunk driving incidents)
8. Fire
9. COVID19 or other pandemics
10. Natural disasters
11. Industrial accident
12. Sexual abuse
13. Perinatal loss, traumatic birth experiences
14. Emotional abuse and neglect
15. Witness to violence
16. Forced relocation
17. Terrorism

- 3 highly recommended scholarly articles cite with information

This assignment will require you to use point form, web links, and brief paragraphs. This can also be presented as a Prezi, Power Point, newsletter, or another creative format like:

- [PowToon](#) to create short, animated videos
- [Mindomo](#), [Padlet](#), or [Lucidchart](#) to create mind maps
- [Glogster](#), [Piktochart](#), or [Canva](#) to create media posters/collages
- FaceTime, or YouTube, or Voice Memos, etc., to create short video or audio clip or podcast
- **It is perfectly fine to present this in a WORD document**

This will be shared with the class and be available to all in order that each participant can build a resource binder.

Many students need about 10 pages to meet all the requirements ...this of course may be shorter if you are using a pamphlet or newsletter format or longer than 10 pages/slides if you use power point.

3. **Final exam 25%** will occur in the exam period

The exam will have short answer and short essay components.

Guidelines and helpful hints will be located in our Lessons folder.

A review of terms will be posted at the end of the course.

Policies and procedures

Academic Consideration for Tests/Examinations: Students are responsible for seeking consideration as noted in the Western University

Calendar: https://www.uwo.ca/univsec/pdf/academic_policies/exam/courseoutlines.pdf

How to Request Academic Consideration

Self-Reported Absence: Students may use the Self-Reported Absence System (SRAS) for a maximum of two short-term absences affecting course components worth 30% or less of the overall course grade. The SRAS may not be used during the December and April exam periods, or for any course components worth more than 30% of the overall course grade.

Other Requests for Academic Consideration: King's students should refer to information on the Academic Dean's Office website regarding requests for academic consideration that fall outside of the Self-Reported Absence System (SRAS). (<https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/>)

UWO Policy on Accommodation for Medical

Illness: http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Student Medical Certificate (SMC) - <https://www.eng.uwo.ca/files/undergraduate/student-medical-certificate.pdf>

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/> or Mental Health@Western for 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: <http://www.kings.uwo.ca/current-students/academic-support/>

University Students Council - many valuable support services for students, including the health insurance plan <http://westernusc.ca/services/>

Accommodations for Religious Holidays: Students who have a Sabbath or Holy Day that conflicts with tests or exams must give written notice for accommodation by the deadlines noted in the policy above (minimum two weeks for term tests and examinations, and one week for mid-term tests). See https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf

Statement on Use of Electronic Devices: You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

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 are strongly advised to operate laptops with batteries rather than power cords.

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

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 <http://elearningtoolkit.uwo.ca/terms/plagiarism.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.

Copyright re: 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. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site, he/she should ask for the student's written permission.

Class Cancellations: All reported class cancellations are posted at <https://www.kings.uwo.ca/current-students/campus-life/service-disruptions/>

Student Resources

Writing and Academic Support:

Tutoring and feedback on your writing contact [The Write Place](#) academic counselling (adding and dropping courses, choosing programs, and so on) contact [Academic Advising Services](#).

The Learning Hub is an excellent resource to help you navigate important university resources including help with the library, tutoring, academic advising, Its and writing support: <https://www.kings.uwo.ca/current-students/academic-resources/learning-hub/>

Learning Skills Services offers learning support to help you develop important academic skills such as organization, note taking, and time management through online tools individual appointments for support: <https://www.kings.uwo.ca/current-students/student-affairs/learning-skills-services/>. King's students may also access Western's learning support services at <https://learning.uwo.ca/>

King's Academic Mentoring Program (KAMP) is a peer-to-peer mentoring program designed and run by students and pairs upper year students with first year and transitioning students for the entire academic year. <https://www.kings.uwo.ca/current-students/academic-resources/kamp/acc>

Accessibility and Personal Counselling:

The [Accessibility, Counselling & Student Development \(ACSD\) Department](#) offers a number of services including accessibility supports, personal counselling, and appointments with the King's Campus and Community Social Worker.

Questions? Contact acsd@kings.uwo.ca or call 519-433-3491 ext. 7800.

Food Cupboard KUC

2SLGBTQIA+ Student Services:

King's 2SLGBTQIA+ Resource Hub: <https://www.kings.uwo.ca/current-students/student-affairs/2slgbtqia-online-resource-hub/>

Preferred chosen name request form:

https://www.registrar.uwo.ca/services/pdfs/Name_change_PFN_form.pdf

King's 2SLGBTQIA career resources: <https://www.kings.uwo.ca/current->

[students/student-affairs/career-connect/look-for-employment/lgbtq2s-students/](#)

Western Pride: https://www.uwo.ca/faculty_staff/pride.html

The Pride Library at Western: <https://www.uwo.ca/pridelib/>

Human Rights Office (reporting discrimination and harassment)

<https://www.uwo.ca/hro/discrimination/help/index.html>

Indigenous Student Resources:

In Partnership with Western, King's Student Affairs is committed to supporting Indigenous students through culturally responsive programming, advice and community initiatives: <https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/>

King's Indigenous Students Association (contact kisa@kusc.com)

Indigenous Initiatives at Western: <https://indigenous.uwo.ca/>

Indigenous Student Centre: <https://indigenous.uwo.ca/students/>

Talk4Healing (confidential helpline for Indigenous Women):

<https://nwrct.ca/canadian-indigenous-code-talkers-remain-unacknowledged/>

Human Rights Office (reporting discrimination and harassment)

<https://www.uwo.ca/hro/discrimination/help/index.html>

Director of Equity, Diversity, Inclusion, and Decolonization,

Jennifer.Slay@kings.uwo.ca

Black and Racialized Student Resources:

For Black and Racialized students experiencing race related stress they can request to speak with counsellors who are themselves persons of these communities with lived experience. Phone contact: 519-661-3030.

https://www.uwo.ca/health//psych/Black_and_Racialized_student_support.html#:~:text=For%20Black%20and%20Racialized%20students,3030%20to%20book%20an%20appointment.

Black Student Association Western: <https://www.bsawestern.com/>

Career Opportunities for Black Students: <https://www.kings.uwo.ca/current-students/student-affairs/career-connect/look-for-employment/black-students/>

Human Rights Office (reporting discrimination and harassment)

<https://www.uwo.ca/hro/discrimination/help/index.html>

Ethnocultural Support Services (ESS) is a USC funded advocacy team highlighting issues surrounding ethno-cultural equity, diversity, and inclusion. ESS's goal is to empower students through community enhancement, education, and advocacy:

<https://westernusc.ca/services/ethnocultural-support/>

Director of Equity, Diversity, Inclusion, and Decolonization,

Jennifer.Slay@kings.uwo.ca

International Students Resources:

King's Resource Hub: <https://www.kings.uwo.ca/current-students/student-affairs/kings-international/>

King's International Office, Alumni Court 220 (Drop-in hours weekdays 2:00 – 3:00 pm)

Phone contact: 519-433-3491 ext. 4623.

Mature and First-Generation Student Resources:

King's offers a mature student transition program and a variety of resources to support mature students: <https://www.kings.uwo.ca/future-students/admissions/admission-requirements/mature-students/>

Society of Mature Students (SMS) offers academic and social community at Western:

http://academicsupport.uwo.ca/transition_leadership_enrichment/new_students/mature_transfer_students.html

Western supports for First Generation or first in the family Students

https://registrar.uwo.ca/student_finances/first_generation.html#:~:text=Western%20offers%20financial%20help%20to,work%20study%20each%20academic%20year

Food bank services are also available through main campus and can be accessed through this link: <https://westernusc.ca/services/food-support-services/>.

King's students can also contact Care@kings.uwo.ca if they need grocery cards.

As we head into darker months, we want to remind you that there are **SAD lamps** available for sign out at the King's Library circulation desk.

There are also **MUSE headbands** available at the library.

24/7 Support & Crisis Services

Reach Out - t: 1-866-933-2023, web chat: <https://reachout247.ca/>

CMHA Crisis Centre: 648 Huron Street, London, ON

Anova - t: 519-642-3000

Good To Talk Helpline, which provides free, confidential support services for post-secondary students in Ontario 24/7. Services in Mandarin are available. Feel free to share this number with students: **1-866-925-5454** or Text: **686868**

Regional Sexual Assault Domestic Violence Treatment Centre
at St. Joseph's Hospital - 268 Grosvenor St, London, ON

Printable meal calendar and food bank list for the City of London are available here: https://www.informationlondon.ca/31/meal_calendar_food_bank_list/.

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 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.

