Thanatology 3331F (570)
Fall 2025-2026
Climate Grief and Eco-Anxiety

Course Information:

Calendar Description: Climate disruption has increased eco-anxiety, ecological distress, climate grief, and solastalgia. Climate grief has largely remained disenfranchised and misunderstood. This course will examine the growing body of climate grief research, psychoterratic syndromes, disaster mental health services, ecotherapy, climate psychology, psychogeography, climate fatalism, stress responses and trauma related to climate change.

Prerequisite(s): none.

Antirequisite(s): none.

Extra Information: 3 lecture hours

Mondays 6:30PM – 9:30 PM

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 antirequisite 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 prerequisites.

THANATOLOGY 3331 F/G

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This course is one of many offered in the Certificate in Ecological Justice and Climate Ethics a joint venture of the Philosophy and Social Justice and Peace Studies departments.

Prerequisite(s): none
Antirequisite(s): none
3 hours
Mondays 6:30PM – 9:30 PM

Course weight: 0.5 course

Course objectives and intentions

Participants will

1. Examine the personal and professional impact of climate change and the grief associated with it.
2. Understand the terminology, key concepts, and principles associated with climate grief, eco-anxiety and solastalgia.
3. Investigate the many types of grief responses and interventions.
4. Engage in critical thinking and discussions of space, geography, memorialization, presence, and absence, loss of landmarks and history.
5. Examine the impact of disasters (flooding, mudslides, fires, rising sea levels, depleted resources) on individuals, families, communities, first responders, crisis teams.
6. Develop awareness of the sensitivities attached to feelings of inevitability, overwhelm.
7. Demonstrate awareness of the importance of rituals, culture, supports services, program initiatives.
8. Explore current research in climate grief, traumatic grief in response to climate catastrophes.
9. Awareness of personal beliefs, attitudes, and experiences of climate grief and eco-anxiety.

Thanatology 3331F/G is an academic university level course. While the course may contribute to the student's personal growth, grades will be assigned based on academic achievement and mastery over the material covered. It is recommended that a student who is recently bereaved, has experienced a traumatic loss in the last year or is currently providing end of life care for a loved one either consider not taking Thanatology 3331 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.

Required Text: The quintessential text in the field of climate grief does not currently exist, instead there will be weekly links to scholarly articles, chapters, film clips, web pages, and resources will be embedded in the weekly power points on our course site on Brightspace outlining the key elements of each week's topics.

Assignments and Grading

1.	Attendance	5 %
2.	Weekly Discussions	10%
3.	Sharing resources to Brightspace site	10%
4.	Book review	25%
5.	Research paper/project	25%
6.	Final exam	25%

Bonus marks if you come to the climate grief event

What your grade means

A+	90–100	One could scarcely expect better from a student at this level
A	80–89	Superior work which is clearly above average
B	70–79	Good work, meeting all requirements, and eminently satisfactory
C	60–69	Competent work, meeting requirements
D	50–59	Fair work, minimally acceptable
F	below 50	Fail

Participation: 25%

- Come to class
- Post a resource or brief note to our Brightspace weekly
- Weekly discussions

Deadlines and Due Dates
Please do not ignore due dates.

There is a *one-week grace period* for each of the two major assignments. You can hand in your work anytime within that period without asking for an extension.

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 to determine an extension for the project.
For bonus marks please send me a picture of your pet, your hobby, an otter or something that helps you balance out studying about dying, death, grief, and bereavement.

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. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com: http://www.turnitin.com

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.
Email me a picture of a dachshund for a bonus point.

Please note: Throughout the course you are expected to interact regularly with other students, and with me, your instructor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. Each student brings their own knowledge, experience, and interests to our learning community, we will build on that and use our course material (readings, discussions, lessons, etc.) to amplify learning for everyone. We will each be responsible for our own learning progress and for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful, and ready to contribute to our group.

The course will honour all important dates derived from university approved guidelines and academic policies (https://www.kings.uwo.ca/currentstudents/academic-resources/academic-dates-and-events/).

Online Behaviour and Intellectual Property:

All students are expected to engage online in a professional and respectful manner. This includes all interactions with peers, as well as communication between TA's or your Professor. Failure to do so will result in Academic discipline.

Course content created by a faculty member is considered the faculty member's intellectual property; it should not be distributed, shared in any public domain, or sold by a student or other third party.

Expectations for independent work

All assessments or examinations done online are expected to be done by the student registered in this course, following the instructions outlined in the assignment.

Assignment 1 book review 25 %

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 pages (minimum)*** following the guidelines posted on Brightspace. Double spaced, 12point font.

Choose one book from the list below

Boyd, A. (2023). I Want a Better Catastrophe: Navigating the Climate Crisis with Grief, Hope, and Gallows Humor. New Society.

Kelsey, E. (2020). Hope matters: why change in the way we think is critical to solving the environmental crisis, Greystone Books.

Kempton, B. (2024). H is for Hope: climate change from A to Z. Ten Speed Press.

Lindahl, C., Foster, MD., & Horigan, KP. (eds) (2022). We Are All Survivors: Verbal, Ritual, and Material Ways of Narrating Disaster and Recovery. Indiana University Press.

Lockwood, D. (2021). 1,001 voices on climate change. Simon & Schuster.

Montano, S. (2021). Disasterology dispatches from the frontlines of the climate crisis. Park Row Books.

Newby, J. (2021). Beyond Climate Grief: A journey of love, snow, fire, and an enchanted beer can. New South.

Prijatel, P. (2020). Burn Scars: A Memoir of the Land and Its Loss. Clementine Press

Tait, D. (2023). Planet Grief: Redefining Grief for the Real World. Flint

Topa, W.& Narvaez, D. (2022). Restoring the kinship worldview: indigenous voices introduced 28 precepts for re balancing life on planet earth. North Atlantic Books

Weaver, S. (2023). Climate Grief: From Coping to Resilience and Action. Lantern Publishing

Whittaker, AI. (2024). Homing: a quest to care for myself and the Earth. Freehand Books.

Wiebe, SM. (2024). Hot mess: mothering through a code red climate emergency. Fernwood Publishing

Yunkaporta, T. (2020). Sand Talk: how Indigenous thinking can save the world. Harper One

Assignment 2: research paper / project 25 %

This research paper /project will follow the guidelines posted on Brightspace. This assignment will require 12-15 pages in the body of the paper plus an attached bibliography and title page. Please feel free to choose any topic from the list provided.

If you decide to submit a creative piece for instance a power point or Prezi it should be a minimum of 20 slides/transitions, if you opt for the podcast, YouTube, format please aim for 5-8 minutes (there's the opportunity to have your talk posted to our deadtalks/mortality moments segment on the college YouTube) or on the THAN webpage.

Multimedia Presentation of Paper or Project

If you like you can use a tech-based multimedia platform to present your research paper/research project in a multimedia format. This allows people who do not relish writing essays to bring their information to life in more creative ways.

You may use any of the following for this (or any other type that I do not know about!):

- PowToon to create short, animated videos.
- Prezi
- Sway
- Tome
- Google slides
- Emaze
- Haiku Deck
- Visme
- Photography with narrative
- 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.
- Podcast, MP3
- Zines
- Graphic mini "books"
- Or even good old-fashioned power point

Your creative piece must contain references, resources, and helpful hints as per the assignment guidelines either embedded in the presentation or in a separate Word document submitted at the same time.

Topics might include:

- care and support services
- loss of landmarks around the world
- climate delayism
- design a bereavement group schedule for a community that has suffered a wildfire.
- community responses to disaster
- climate denial and grief
- generational differences
- secondary losses associated with climate catastrophes.
- impact of extreme weather events on communities (hurricanes, floods, wildfires)
- concurrent losses and climate grief
- psychogeography
- climate grief and hope
- first responder grief (fire jumpers, flood relief personnel, etc.)
- media bombardment and its role in climate grief, ecoanxiety and solastalgia
- creative programs that exist to address widespread eco-anxiety and climate grief.
- grief associated with the loss of environmental knowledge.
- grief associated with anticipated future losses.
- Climate grief and young people
- Trump's decimation of climate initiatives and what it means
- Climate grief and resilience
- create a psychoeducational talk for students on climate grief and hope (developmentally appropriate for the age group chosen)
- social determinants of health and climate grief
- SES and climate grief
- Developing world and climate grief
- when the climate disasters just keep coming …fatigue, overwhelm, trauma and climate grief

- A topic focused on climate grief of your own choice with permission of the instructor.

Final exam 25% short answer and short essay with choice in each section.

Confidentiality and boundaries Thanatology 3331 is an academic university level course. While the course may contribute to the student's personal growth, grades will be assigned based on 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 to receive credit. One's strong feelings, opinions, or experiences will not substitute for effort, engagement with the literature and course content, and academic achievement.

Course Schedule

Week one: Monday September 8th
Intro to the course and each other
Walk through the syllabus, assignments, readings course expectations.

Beginning understanding of instability in natural systems, rapidly increasing species extinction, ocean acidification, and deforestation to set the framework for climate grief discussions.

Grief and sorrow in relation to climate change

Readings
Consillo, A., & Ellis, N. (2018). Ecological grief as a mental health response to climate change related loss. National Climate Change [8] p. 275 to 281. https://www-nature-com.proxy1.lib.uwo.ca/articles/s41558-018-0092-2.pdf

Cunsolo, A., Harper, L.S., Minor, K., Hayes, K., Williams, KG., & Howard, C. (2020). Ecological grief and anxiety: the start of a healthy response to climate change? The Lancet Planetary Health volume 4 [7] July, 261 to 263. https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(20)30144-3/fulltext

Week two: Monday September 15th
Grief Theories review
Review Understanding loss experiences are bigger and broader than death.

Readings
Earth grief: the journey into and through ecological loss

Climate Change as the Work of Mourning

Agoston, C., Csaba, B., Nagy, B., Kovary, Z., Dull, A., Racz, J., and Demetrovics, Z. (2022). Identifying types of eco anxiety, echo guilt, echo grief, an eco-coping in a climate sensitive population: a qualitative study. International Journal of Environmental Research and public health volume 19 [4] P2461 https://mdpi-res.com/ijerph/ijerph-19-02461/article_deploy/ijerph-19-02461.pdf?version=1645433276

Week three: Monday September 22nd
Climate change impact
Research says.
Naming our grief and expanding our emotional vocabularies
Solastalgia, sudae, hierath, suade, sorrow, distress, eco guilt, ecoanxiety, eco grief, climate grief, climate change induced anxiety, depression, survivor guilt, vicarious trauma (resilience), psychoterratic syndromes fatigue,

Readings

Identifying Types of Eco-Anxiety, Eco-Guilt, Eco-Grief, and Eco-Coping in a Climate-Sensitive Population: A Qualitative Study

Breth-Petersen, M., Garay, J., Clancy, K., Dickson, M., & Angelo, C. (2023). Homesickness at home: a scoping review of solastalgia experiences in Australia. International journal of environmental research public health January 31; 20 [3]: 2541. https://mdpi-res.com/ijerph/ijerph-20-02541/article_deploy/ijerph-20-02541.pdf?version=1675166424

'Sink into your grief.' How one scientist confronts the emotional toll of climate change

Toward a Taxonomy of Climate Emotions

Solastalgia: an anthology of emotion in a disappearing world

Albrecht, G., Sartore, G-M., Connor, L., Higginbotham, N., Freeman, S., Kelly, B., Stain, H., Tonna, A., & Pollard, G. [2007]. Solastalgia: the distress caused by environmental distress. Psychiatry 15 supp 1: S95-98. https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/epdf/10.1080/10398560701701288

Week four: Monday September 29th
Understanding terms
Misconceptions, myths, assumptions, and untruths
Critical thinking about impact on mental and physical health

Readings

"You're Asking Me to Put into Words Something That I Don't Put into Words.": Climate Grief and Older Adult Environmental Activists

Generation Climate Change: Growing Up with Ecological Grief and Anxiety

Ecological grief and anxiety: the start of a healthy response to climate change?

The Stages of Environmental Grief (no not those stages)

Week five: Monday October 6th
Responses to grief and loss—personal, familial, community, nation
Primary losses and the domino effect of secondary losses
Hidden, disenfranchised,
Generational responses

Readings

Feelings of (eco-) grief and sorrow: climate activists as emotion entrepreneurs

Disaster mental health case studies: lessons learned from counseling in chaos

Psychology and climate change: human perceptions, impacts, and responses

Dennis, MK., & Stock, P. (2023). You're asking me to put into words something that I don't put into words: climate grief and older environmental activist. Journal of gerontological social work, v1 p1-16. https://www-tandfonline-com.proxy1.lib.uwo.ca/doi/pdf/10.1080/01634372.2023.2259942?needAccess=true

NO CLASS Monday October 13th

Happy long weekend

Week six: Monday October 20th ****Book Review Due*** (grace period October 27th)*
Some are hurt more than others: deep love of the land, sea, and deep reliance on them (Farmers, Fishermen and women, Inuit peoples, Indigenous communities, Tourism industry, Parks Canada etc.)

Traumatic loss
Current climate disasters and anticipated losses
Intersections ---concurrent stressors, health, multiplications of grief

Readings

Climate change and youth: turning grief and anxiety into activism (exerts from, Linda Goldman" text)

Aylward, B., Cooper, M., & Cunsolo, A. (2021). Generation climate change: growing up with ecological grief and anxiety. Psychiatric news, 2021, Vol.56 (6). https://psychiatryonline-org.proxy1.lib.uwo.ca/doi/full/10.1176/appi.pn.2021.6.20

Bogart, P. (2023). The End of Night: Searching for Natural Darkness in an Age of Artificial Light. Fourth Estate. https://go-gale-com.proxy1.lib.uwo.ca/ps/i.do?p=LitRC&u=lond95336&id=GALE%7CA333065463&v=2.1&it=r&sid=summon
https://www.space.com/light-pollution-loss-dark-skies-noctalgia

Week seven: Monday October 27th

PTSD and climate disasters, traumatic grief

Readings

Mourning for the Earth: to confront climate change, we may need to first deal with our grief

Mourning nature: hope at the heart of ecological loss and grief

Pinkhala, P. (2022). The process of eco-anxiety and ecological grief: a narrative review and a new proposal. Sustainability (Basel, Switzerland), 2022, Vol.14 (24), p.16628, Article 1662. https://mdpi-res.com/sustainability/sustainability-14-16628/article_deploy/sustainability-14-16628-v2.pdf?version=1670917030

Reading week November 3rd-November 7th

Week eight: Monday November 10th
Children, adolescents, emerging adults, and eco-anxiety

Readings

Eco-Anxiety and Pandemic Distress: Psychological Perspectives on Resilience and Interconnectedness

Galway, L. P. & Field, E. [2023]. Climate emotions and anxiety among young people in Canada: a national survey and call to action. Journal of climate change in health volume 9 January to February.

Hickman, C. [2020]. We need to [find a way to) talk about… ecoanxiety. Journal of Social Work Practice volume 34 [4]; 411 to 424.

Climate grief event November 12th

Week nine: Monday November 17th

shame, guilt, uncertainty, managing feelings of inevitability.

moral injury

ethical issues

Readings

The Process of Eco-Anxiety and Ecological Grief: A Narrative Review and a New Proposal

Week ten: Monday November 24th ***** *Major research project/paper due (grace period until December 1st)*

Personal responses, community responses
Assessment of climate grief

- The Eco Guilt Questionnaire (EGuiQ-11)
- The Ecological Grief Questionnaire (EGriQ-6)
- The Eco Anxiety Questionnaire (EAQ-22)
- Solastalgia Scale

Readings

The psychological consequences of the ecological crisis: Three new questionnaires to assess eco-anxiety, eco-guilt, and ecological grief

Grief, Loss, and Climate Change: Validation of a Solastalgia Scale

Ágoston, C., Urbán, R., Nagy, B., Csaba, B., Kőváry, Z., Kovács, K., Varga, A., Dúll, A., Mónus, F., Shaw, CA., & Demetrovics, Z. The psychological consequences of the ecological crisis, three questionnaires to assess echo, anxiety, echo, guilt, and ecological grief. Climate risk management, Vol.37, p.100441, Article 100441 https://www.sciencedirect.com/science/article/pii/S2212096322000481

Week eleven: Monday December 1st
Personal responses, community responses, part two
Creative responses around the world
Ecotherapy
Outdoor schools
Support groups
The Place of Parks and Natural Places
need for self-care.
Hope, resilience
Collective, community pro-environmental behaviour

Readings
Health in the Anthropocene: living well on a finite planet

Grief, Loss, and the Cultural Politics of Climate Change

Ross, W., & McNamara, KE., (2019). Fear, grief, hope and action. Nature Climate Change. Vol.9 (7), p. 500-501. https://www.nature.com/articles/s41558-019-0511-z

Excerpts Goodall, J., & Abrams, D. (2021) The Book of Hope: is survival guide for trying times. Celadon Books.

from Biabani, Z. (2023) Climate Optimism: celebrating systemic change around the world. Mango.

Week twelve: Monday December 8th
Review of key terms and concepts
Bingo review with sustainable climate friendly prizes, exam prep

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

For bonus marks please send me a picture of something that feeds your soul or makes life good even when it is not so great

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

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

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 Phones 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. Therefore, instructors may choose to limit the use of electronic devices in these settings. In addition, 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 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.

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 programing, 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

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

National Suicide Prevention Lifeline 1-800-273-8255

Bounceback Ontario www.bouncebackontario.ca

Breaking Free online www.breakingfreeonline.ca

Naseeha Mental Health1-866-627-3342

Campus Mental Health
www.campusmentalhealth.ca

Campus Mental Health Toolkits and information sheets.

- bit.ly/CICMHInfosheets
- bit.ly/CICMHToolkits

Bereavement - www.cmbereavment.ca

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/.

Learning to recognize a friend in need. More Feet on the Ground
https://morefeetontheground.ca

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 Considerations for Absence/Missed Assessments

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.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration using the extranet portal (www.extranet.uwo.ca). 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.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs and further consideration may be denied. Please refer to the course outline for each course.

Academic consideration for examinations scheduled by the Office of the Registrar always requires documentation.

The policy on academic consideration is found here: https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the final examination, 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 examination).

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.

For policy on accommodation for religious holidays, see:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf

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/

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/

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 are permitted in the course, including generative AI (e.g. ChatGPT, translation tools, grammar-checking tools). 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/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 of 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.