



PSYCHOL 4692E (570)
Practicum
Fall/Winter 2026 - 2027

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

Course Information

Mode of Instruction: in-person

Calendar Description: Through supervised placements in selected community/clinical settings, students will be introduced to the integration of psychological knowledge with practical human services practices. Placement hours are typically one full day per week in addition to scheduled seminars throughout the year.

Prerequisite(s): [Psychology 2301A/B](#), [Psychology 2840F/G](#) (or [Psychology 2801F/G](#), [Psychology 2802F/G](#), the former Psychology 2800E, the former Psychology 2820E, [Psychology 2830A/B](#), [Psychology 2855F/G](#) or [Psychology 2856F/G](#)) and registration in fourth year Honours Specialization in Psychology, Honours Specialization in Applied Psychology, or Honours Double Major in Psychology at King's University College. Registration is by special permission only and must be obtained from the course instructor in the Spring/Summer before the course begins in the Fall term.

Antirequisite(s): None

Extra Information: Typically, one day placement per week, 2 seminar hours.

Course Weight: 1.00

Breadth: Category A

Subject Code: PSYCHOL

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



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Anti-requisite(s): The former Psychology 4692F/G.

Extra Information: Typically, one day placement per week, and 2 seminar hours.

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- **Please note that enrolment in this course does not guarantee a spot in this course or a placement. Enrolment and placements are at the discretion of the course instructor and the Department. Each student will be required to meet with the instructor prior to admission into the course.**



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Course Details and Important Dates

Term	Course Type	Day/Time
Fall 2026 & Winter 2027	-In-Person -Lecture - Practicum	TBA

Location	Class #	Classes Start	Classes End
TBA	17353	Fall 2026: September 9, 2026 Winter 2027: January 4, 2027	Fall 2026: December 9, 2026 Winter 2027: April 9, 2027

*For other important dates go to: https://registrar.uwo.ca/resources/important_dates_and_deadlines.html

Course Design

Through supervised placements in selected community and clinical settings, students will be introduced to the integration of psychological knowledge with practical human services practices. Placement hours are **typically one full day per week in addition to the scheduled in-person seminars throughout the year.**

Students, in consultation with their assigned placement supervisor, will decide on one day per week that they will attend their supervised placement. Placement activities may include observation, attending clinical meetings or rounds, completing intake-related activities, administering or scoring tests under supervision, developing clinical or psychoeducational materials, participating in research or program evaluation activities, greeting clients, or completing other activities that are mutually beneficial to the student and agencies. The specific activities completed by each student will depend on the needs of the placement site, the student's learning goals, and the responsibilities approved by the placement supervisor.

The in-person seminar component of this course is designed to support students' practicum learning across the academic year. Seminars will provide opportunities for students to discuss their placement experiences, connect psychological theory and research to applied settings, develop professional skills, and reflect on ethical, legal, cultural, and practical issues that may arise in community, clinical, school, health, and human-service settings. Seminar topics will include professional conduct, developing practicum learning goals, reflexive practice, supervision, ethics, self-care and wellness, trauma- and resilience-informed practice, diversity considerations, discrimination in helping professions, integrating research and practice, developing a theoretical frame of practice, safety and risk in practicum settings, and the transition from undergraduate studies to future professional and graduate-school pathways.

This course offers interactive opportunities for community and clinical learning. This work may happen in smaller groups, through student-led seminars, or through full-class discussions and activities. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on throughout the course to amplify learning for everyone. Students are expected to be responsible for their own learning progress while also contributing meaningfully to the learning of their classmates. Students are also expected to engage professionally and thoughtfully both at their placement site and during in-person class seminars.

Learning Outcomes

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

1. Experience a structured learning opportunity in a community and/or clinical setting.
2. Describe approaches used by community and clinical agencies in identifying, preventing, and treating mental health concerns experienced by individuals and/or groups.
3. Participate fully in placement activities as outlined by the placement supervisor, including activities such as observation, attendance at rounds or team meetings, shadowing staff, assisting with intake protocols, administering or scoring tests under supervision, interacting with clients or groups as feasible, developing program or research materials, and participating in the development of learning goals and evaluations.
4. Develop professional and clinical communication skills through reflective assignments, activity logs, seminar discussions, and practicum-related presentations.
5. Experience the role of supervisee and develop an understanding of how supervision, feedback, reflection, and professional accountability contribute to learning in applied psychology and human-service settings.
6. Become familiar with ethical guidelines that govern the practice of psychology and related helping professions, including issues related to confidentiality, informed consent, boundaries, competence, supervision, diversity, and professional responsibility.
7. Understand the roles of different health care, mental health, educational, and human-service professionals within interdisciplinary teams.
8. Clarify and refine long-term personal, educational, and professional goals in psychology and/or related health care disciplines through placement experience and seminar meetings.

Required Learning Materials

There is **no required paid textbook** for this course. Required course readings will be drawn from the following free/open-access materials:

1. Drolet, J. L., & Charles, G. (Eds.). (2025). *Transforming the field education landscape: Student handbook on field education*. University of Calgary Press.
<https://ucp.manifoldapp.org/projects/transforming-the-field-education-landscape>

- The Student Handbook on Field Education will support students' preparation for practicum placement, professional conduct in field settings, and integration of classroom learning with placement experiences.
2. Canadian Psychological Association. (2017). *Canadian code of ethics for psychologists* (4th ed.). https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf
- The Canadian Code of Ethics for Psychologists (4th Edition) will be used throughout the course to support students' understanding of ethical principles, confidentiality, informed consent, professional boundaries, supervision, responsible caring, integrity, and ethical decision-making in applied psychology settings. The two CPA Code of Ethics tests will be based on the Canadian Code of Ethics for Psychologists (4th Edition).

Other Materials: A computer (or tablet) with access to Wi-Fi internet is highly recommended for this course given that we will be using the online OWL Brightspace and iClicker platforms. Further, access to Microsoft Office is recommended in order to communicate via email and to complete the required assignments for this course.

Clinical Placements

Through weekly clinical placements and 2-hour in-person seminars, students will be introduced to the clinical application of psychological knowledge across a wide range of community and clinical settings. Specific placements are subject to availability, agency requirements, and instructor/department approval. Placement sites for the 2026-2027 academic year include:

1. Dale Brain Injury Services
2. London Health Sciences Centre: Pediatric Pain Program
3. EDify: Psychology Assessments and Therapy (St. Thomas location)
4. Southwestern Centre for Forensic Mental Health Care
5. Western Mary J. Wright Child & Youth Development Clinic

Outline of Topics in this Course

Important Note: The schedule below is tentative and may be subject to change by the instructor. Seminar dates may be adjusted to accommodate placement demands, agency schedules, guest speakers, student needs, and institutional dates.

Fall 2026		
Week #	Topic	Required Reading
1	• Course overview • Placement assignments • Expectations for professional conduct	--
2	• Tips for starting field practicum • Developing practicum learning goals • Responding to professional feedback • Reflexive learning and practice	Student Handbook: Chapter #1
3	• Student seminar assignment overview • Ethical & legal issues in psychology: Part #1	Canadian Code of Ethics for Psychologist

	<i>Placement Learning Contract & Professional Goals Due</i>	
4	- Fall 2026 reflective assignment workshop - Ethical & legal issues in psychology: Part #2	Canadian Code of Ethics for Psychologists
5	<i>CPA Code of Ethics Test #1</i> - Self-care and wellness	1. Canadian Code of Ethics for Psychologists 2. Student Handbook: Chapter #2
6	Fall Reading Week No Class	--
7	- Trauma and resilient-informed practice: Part 1 <i>Student Seminar #1</i>	Student Handbook: Chapter #3
8	- Trauma and resilient-informed practice: Part 2 <i>Student Seminar #2</i>	Student Handbook: Chapter #3
9	- Diversity considerations in clinical practice: Part 1 <i>Student Seminar #3</i>	Student Handbook: Chapter #9
10	Placement Week. No class	--
11	- Diversity considerations in clinical practice: Part 2 <i>Fall 2026 Reflective Assignment Due</i>	Student Handbook: Chapter #9
12	- Addressing discrimination in helping professions - Fall 2026 practicum reflections <i>1. First Term Supervisor Evaluation Due</i> <i>2. Fall 2026 Timesheets Due</i>	Student Handbook: Chapter #10

Winter 2027		
Week #	Topic	Required Reading
13	- Winter 2027 practicum learning goals - Psychology integration presentation overview - Integrating research and clinical practice: Part 1	Student Handbook: Chapter #5
14	- Integrating research and clinical practice: Part 2 - Final practicum portfolio assignment overview	Student Handbook: Chapter #5
15	- Developing a theoretical frame of practice <i>Student Seminar #4</i>	Student Handbook: Chapter #8
16	- Safety, risk, and crisis in practicum setting: Part 1 <i>Student Seminar #5</i>	See reading posted on OWL
17	- Safety, risk, and crisis in practicum setting: Part 2 - CPA Code of Ethics Review	- See reading posted on OWL - Canadian Code of Ethics for Psychologists
18	Spring Reading Week No Class	--
19	- Finishing practicum on a high note. <i>CPA Code of Ethics Test #2</i>	See reading posted on OWL

		Canadian Code of Ethics for Psychologists
20	Placement Week No Class	--
21	Transition from King's to next steps: Part 1 <i>Psychology Integration Presentation Due</i>	Student Handbook: Chapter #14
22	Placement Week No Class	--
23	- Transition from King's to next steps: Part 2 - Graduate school pathways in psychology	Student Handbook: Chapter #14
24	- Professional identity and final lessons learned from placement - Course wrap-up celebration 1. Final Evaluation by Supervisor Due: TBD 2. Winter 2027 Timesheets Due: TBD 3. Final Practicum Portfolio Due: TBD	--

Evaluation Method

Grades in the course will be based on the items listed below. Grades will not be adjusted on the basis of need. There is **no** final exam for this course. Students are responsible for knowing the dates, times, and expectations for all assessments and placement-related requirements.

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

Assignment	Assignment Weight	Deadline
Fall 2026 Semester		
Placement Learning Contract & Professional Goals	5%	Week #3
CPA Code of Ethics Test #1	5%	Week #5
Fall 2026 Reflective Assignment	10%	Week #11
Fall 2026 Placement Evaluation	10%	Week #12
Fall 2026 Activity Logs & Attendance	5%	Week #12
Student Seminars	15%	Scheduled throughout academic year
Winter 2027 Semester		
CPA Code of Ethics Test #2	5%	Week #19
Psychology Integration Presentation	10%	Week #21
Winter 2027 Placement Evaluation	15%	Week #24
Final Practicum Portfolio	15%	Week #24
Winter 2027 Activity Logs & Attendance	5%	Week #24

This course will follow these guidelines for marks:

- A+ = 90-100%. One could scarcely expect better from a student at this level.
- A = 80-89%. Superior work that is clearly above average.
- B = 70-79%. Good work, meeting all requirements, and eminently satisfactory.
- C = 60-69%. Competent work, meeting course requirements.

- D = 50-59%. Fair work, minimally acceptable.
- F = Below 50%. Fail.

Course Assignments & Tests

1. Placement Learning Contract & Professional Goals: 5% of your final grade

Students will complete this assignment at the beginning of the Fall 2026 semester. The purpose of this assignment is to help students clarify their practicum learning goals, placement responsibilities, supervision expectations, and professional responsibilities at their assigned placement site. This assignment should be completed after students have connected with their placement supervisor. A rubric and assignment resources will be presented to students during Week #1 of the Fall 2026 semester.

Assignment Deadline: This assignment should be submitted by the end of Week #3 of the Fall 2026 semester.

2. CPA Code of Ethics Tests: 10% of your final grade

- **CPA Code of Ethics Test #1:** 5% of your final grade
- **CPA Code of Ethics Test #2:** 5% of your final grade

Students will complete two tests based on the Canadian Psychological Association's *Canadian Code of Ethics for Psychologists*. The purpose of these tests is to ensure that students understand the major ethical principles that guide psychological practice and professional behaviour in applied settings.

This test will focus on foundational ethical principles, including respect for the dignity of persons and peoples, responsible caring, integrity in relationships, and responsibility to society. Students will also be expected to understand the importance of confidentiality, informed consent, professional boundaries, competence, supervision, and ethical decision-making.

These two tests will include 30 multiple-choice questions, and students will have 45-minutes to complete each test. The first test (worth 5% of final grade) will take place during the Fall 2026 semester (Week #5), and the second test (worth 5% of final grade) will take place during the Winter 2027 semester (Week #19).

3. Student Seminars: 15% of your final grade

Students will be organized into groups of 3 students to complete a seminar presentation during the academic year. The purpose of this assignment is to give students the opportunity to lead a class discussion on a topic related to practicum placements, applied psychology, ethics, supervision, diversity, and professional development. Each seminar should include applied examples and opportunities for class discussion. Each seminar presentation will be 1-hour in total length and should include the following components:

- 1) An overview of your topic.
- 2) Connection to psychological theory, research, ethics, professional practice, and/or education.
- 3) Applied examples from your placements, the media, and/or research.
- 4) Class discussion and/or an activity about an article, media story, and/or real-world example.
- 5) Practical takeaways and recommendations.

Each group member is expected to participate in the development and delivery of the seminar. Grades on the seminar may be allocated on a group basis unless, in the judgment of the instructor, individually allocated grades are warranted.

Deadline: Student seminars will be completed as scheduled throughout the academic year. Groups will be decided by the instructor once all placements have been finalized. Below are the dates for the five group seminars.

- **Group #1 Seminar:** Week #7 (Fall 2026) semester
- **Group #2 Seminar:** Week #8 (Fall 2026) semester
- **Group #3 Seminar:** Week #9 (Fall 2026) semester
- **Group #4 Seminar:** Week #15 (Winter 2027) semester
- **Group #5 Seminar:** Week #16 (Winter 2027) semester

4. **Fall 2026 Reflective Assignment:** 10% of your final grade

Students will complete a 5-page written reflective assignment based on their early practicum placement experiences. This assignment will ask students to reflect on what they are learning at their placement, how their experiences connect to psychology and field education, and how they are developing as emerging professionals. Students must protect confidentiality and should not include identifying clients, staff, or confidential agency information. Rubric and assignment resources will be presented to students during the Fall 2026 semester.

Assignment Deadline: This assignment should be submitted by the end of Week #11 of the Fall 2026 semester.

5. **Activity Logs & Attendance:** 10% of your final grade

- **Fall 2026 Activity Logs:** 5% of your final grade
- **Winter 2027 Activity Logs:** 5% of your final grade

Students will complete activity logs throughout the Fall 2026 and Winter 2027 semesters. These logs are intended to document placement attendance, summarize placement activities, and encourage students to connect their practicum experiences to psychology, ethics, supervision, diversity, and professional practice.

Student attendance at each practicum placement day and each in-person seminar will be tracked throughout the academic year. Therefore, **both placement attendance and in-person seminar attendance will be included in the marking of the Activity Logs.** Activity logs should be written professionally and should not include identifying client information, private agency information, or other confidential details.

Assignment Deadlines: Fall 2026 Activity Logs should be submitted by Week #12, via the OWL Brightspace assignment submission portal. Winter 2027 Activity Logs should be submitted by Week #24, via the OWL Brightspace assignment submission portal.

6. **Placement Evaluations:** 25% of your final grade

- **Fall 2026 Semester Placement Evaluation:** 10% of your final grade
- **Winter 2027 Semester Placement Evaluation:** 15% of your final grade

Students will receive two formal evaluations from their placement supervisor during the academic year. The first evaluation will occur near the end of the Fall 2026 semester, and the final evaluation will occur near the end of the Winter 2027 semester. These evaluations are intended to provide students with structured feedback regarding their practicum performance, professional conduct, communication, reliability, engagement in supervision, respect for confidentiality, and progress toward their practicum learning goals.

Students are expected to attend placement consistently, arrive on time, communicate professionally, follow placement-site policies, respond appropriately to feedback, and demonstrate respectful behaviour with supervisors, staff, clients, and/or community partners. Students are also expected to communicate with both their placement supervisor and Dr. Wyman if they are unable to attend placement due to illness, emergency, or other extenuating circumstances.

Evaluation Deadlines: The Fall 2026 Placement Evaluations is due by the end of Week #12. The Winter 2027 Evaluation by Supervisor is due by the end of Week #24.

7. Psychology Integration Presentation: 10% of your final grade

The purpose of this assignment is to help students connect their practicum experience to psychological theory, research, ethics, and professional practice. For this assignment, students will develop a 10 to 12-minute video and audio recorded presentation that focuses on one major psychological issue, population, service area, and/or professional topic that is relevant to their practicum placement. For example, students may focus on child and youth mental health, addiction, trauma, crisis intervention, school-based supports, neuropsychological assessment, brain injury, homelessness, family services, developmental disabilities, older adults, or another topic that is clearly connected to their placement. The 10 to 12-minute recorded presentation should include the following components:

- 1) An overview of your selected topic, including how this topic is relevant to your specific clinical placement.
- 2) Overview the relevant psychological theory and research on your topic.
 - Students are expected to use peer-reviewed scholarly sources to support their discussion and demonstrate how psychological knowledge applies to real-world community, clinical, school, health, or human-service settings.
- 3) A discussion of relevant ethical or professional considerations, such as confidentiality, informed consent, boundaries, competence, supervision, cultural responsiveness, and/or interdisciplinary collaboration.
- 4) A concluding reflection on how this topic has influenced their understanding of applied psychology and your future educational, professional, or career goals.
- 5) References in APA format.

Assignment Deadline: The recorded presentation should be submitted through OWL Brightspace during Week #21 of the Winter 2027 semester. Additional instructions regarding presentation format, scholarly sources, and grading expectations will be provided in class.

8. Final Practicum Portfolio: 15% of your final grade

The purpose of this assignment is to help students integrate their learning across the full practicum experience and reflect on their development as emerging professionals in psychology or related fields. Students will reflect on their placement activities, learning goals, professional skills, ethical learning,

supervision experiences, and future educational or career goals. Students must protect confidentiality throughout the portfolio-- no client names, identifying details, private agency information, or specific case details should be included. The student portfolios should include the following components:

- 1) A title page.
- 2) A 2-page written summary of the progress you made towards achieving the learning goals you developed at the beginning of the Fall 2026 semester, such as the types of activities you participated in and the types of professional skills you developed.
- 3) Your Fall 2026 and Winter 2027 activity and attendance logs.
- 4) Your Fall 2026 and Winter 2027 placement evaluations.
- 5) A 2-page written final reflection on your practicum experience, including your major strengths, areas for future professional growth, and how this experience influenced your future educational, career, or graduate-school goals.
- 6) An updated version of a professional resume or CV.
- 7) An example of a cover letter you would write for graduate school and/or a job opportunity.
- 8) References in APA format

Assignment Deadline: This assignment should be submitted to Dr. Wyman in paper form by the end of Week #24. Additional instructions regarding assignment format and grading expectations will be provided in class.

Late Assignment Policy

Late assignment submissions (i.e., even one hour late) will lose 10% per day, including weekend days. Late assignments handed in over 7 days late will receive a grade of 0 and will not be marked. To avoid being late, make sure your assignments are submitted via the course OWL page well in advance of each deadline. Make sure you plan ahead to avoid any possible technical problems that may arise or any last-minute illnesses.

How to Succeed in this Course

1. **Attend all scheduled seminars.** This course is designed around active discussion, reflection, and integration of your practicum experiences. If you do not attend seminar, you will miss important opportunities to connect your placement learning with course readings, ethical principles, psychological theory, and the experiences of your classmates.
2. **Attend your placement consistently and professionally.** Your placement site is a professional learning environment. You are expected to attend your placement on the scheduled day each week, arrive on time, communicate respectfully, follow site policies, and notify both your placement supervisor and Dr. Wyman as soon as possible if you are unable to attend due to illness or other extenuating circumstances.
3. **Complete the assigned readings before seminar.** The readings are intended to help you better understand field education, supervision, ethics, self-care, diversity, trauma-informed practice, research integration, and professional development. Doing the readings ahead of time will help you participate more meaningfully in class discussions and connect the material to your placement experiences.
4. **Be an active and reflective learner.** Practicum learning requires more than simply showing up to placement. You should regularly ask yourself what you are observing, what skills you are developing, how your experiences connect to psychology, and what questions you should bring to supervision or seminar.

5. **Use supervision effectively.** Your placement supervisor is an important part of your learning experience. Come prepared for supervision, ask thoughtful questions, be open to feedback, clarify expectations, and reflect on how you can continue to grow professionally.
6. **Protect confidentiality.** You must not share identifying client, patient, student, family, staff, or agency information in class discussions, written assignments, presentations, or informal conversations. When discussing placement experiences, speak generally and professionally.
7. **Keep organized records of your placement activities.** Complete your activity logs regularly rather than waiting until the end of the semester. Keeping track of your placement hours, activities, reflections, and questions will help you complete assignments more effectively and monitor your progress toward your learning goals.
8. **Take notes and reflect after placement.** Human beings are not good at passively “absorbing” information. Writing down what you observed, what you learned, and what questions you have will help you make stronger connections between your placement experience and course concepts.
9. **Speak up early if you are unsure or concerned.** If you are confused about course expectations, placement responsibilities, supervision, assignments, ethical issues, or your role at the placement site, please ask questions. Do not wait until a small concern becomes a larger problem. Be proactive in communicating with your placement supervisor and Dr. Wyman.
10. **Take your professional growth seriously.** This course is an opportunity to clarify your long-term educational, career, and professional goals. Approach your placement and seminar participation with curiosity, humility, professionalism, and openness to learning.

Turnitin

All required assignments, including papers and presentations, may be subject to submission for textual similarity review to the commercial plagiarism detection software, Turnitin, under license to the university for the detection of plagiarism. All papers and presentations submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism subsequently submitted to the system. Use of this service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>)

Academic Considerations for Absences & Missed In-semester Assessments

“Academic consideration” refers to consideration granted due to “personal circumstances beyond the student’s control that have a substantial but temporary impact on the student’s ability to meet essential academic requirements.” Students are permitted one academic consideration per semester per course without formal supporting documentation.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation.

- For this course, the **Student Seminar (Fall 2026)** and **Final Practicum Portfolio (Winter 2027)** assignments require formal supporting documentation.

For any missed assessments that are approved by Academic Considerations, students will arrange a new assessment deadline with Dr. Wyman. Preferably, the new deadline will be within 72-hours of the original deadline. For missed exams that are approved by Academic Considerations, students will complete a make-up exam as soon as a day/time can be arranged with Dr. Wyman.

Make-up Exam Scheduling & Fees

- The Exam Office operates a centralized make-up service to support faculty with the administration of approved make-up assessments. Students will incur a **fee of \$45.00** per make-up assessment booked with the Exam Office.
- The Exam Office centrally runs formal Special Exam Days to support instructors with administering approved special exams. The designated Special Exam Days for 2026-27 are January 8 and 9, 2027, and May 7 and May 12, 2027.
 - Students will incur a fee of **\$75.00** for any **Special Exams booked outside of the designated special exam days**,

Diversity & Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course. My goal is to create a learning environment for students that supports a diversity of perspectives and experiences and honours your respective identities. To accomplish this, I will do my best to provide course content and activities that are respectful of diversity, including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

- If any of the class lectures are in conflict with your religious events, please let me know so that we can make arrangements for you.
- Please feel comfortable to let me know if you have a name and/or set of pronouns that differ from those that appear in your academic records.
- If you feel like your performance in the class is being impacted by your experiences outside of class, **please feel open to come and talk with me.** I want to be a resource for you. If you prefer to speak with someone else at the university, you can use the following website to access a wide range of student support services that are offered at King's:

<https://www.kings.uwo.ca/current-students/student-affairs/>

- Just like many people, I am still in the process of learning about diverse perspectives and identities. If something was said in class by myself or someone else that made you feel uncomfortable or disrespected, please feel comfortable to talk to me about it. It is never my intention to make any of you feel uncomfortable or disrespected. **I always appreciate the opportunity to learn from each of you!**
- While I expect there to be rigorous discussion, and even some disagreement, regarding the various topics presented in this course, I ask that you engage in discussion with care and empathy for your classmates. You can disagree with someone without becoming disagreeable. **It is each of our responsibility to create a safe, welcoming and inclusive learning environment for everyone.**

Your suggestions and feedback are always encouraged and valued. Please let me know ways I can improve the effectiveness of the course and my teaching for you personally and for other students.

Email Etiquette

To practice your formal communication skills, be sure to use the following guidelines for contacting your professors and teaching assistants via email.

1. Use the subject line to indicate which course or topic you are emailing about.
2. Always include a salutation or greeting (e.g., “Hi Dr. Wyman”).
3. Use proper spelling, grammar, and punctuation. Email should not be treated like a text message. Proper sentence structure and formatting will ensure that your message can be clearly understood by the reader.
4. Make sure to sign your email or use a signature. It is important to include your name at the bottom of the message.

Department of Psychology Policy on the Use of Generative AI Tools

The Department of Psychology expects that students will submit work that is truly their own, completed without external assistance (human or artificial).

The use of generative AI tools (such as ChatGPT) is NOT permitted for any submitted coursework unless express permission has been granted by your instructor.

Students **should not have AI tools write any part of their assignments or papers, either by copying and pasting or by paraphrasing the output.** Unauthorized use of AI constitutes an academic offence and will be subject to academic discipline.

Additional information: Students can use AI tools to clarify questions they have about course content (e.g., you can ask ChatGPT about a course concept to help with your understanding), but students should be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor is a more effective strategy. Students should note that information provided by AI tools such as ChatGPT can include mistakes, inaccuracies, biases, and outdated information. Whenever these tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources to verify information, and being cautious of bias that could be present in the information provided.

** Based on the policy developed by the Department of Child and Youth Studies*

Department of Psychology Policy on Use of Translation Tools

The Department of Psychology views the unapproved use of translation or language applications as an academic offence.

Any usage of translation applications or language generation by students to complete specific assigned work for this course **must be approved** by the instructor **prior** to submitting the work **and noted by the student in the submitted work** itself.

Writing text and then feeding it into a computer application to improve or translate your own words, changing a few words, and then submitting this text as if it was your own **constitutes plagiarism**. You must compose text, choose words, construct logic flow, structure sentences and paragraphs to organize, synthesize, interpret information with your own mind. When you borrow language or ideas from another

person or from a machine this must be acknowledged with quotation marks and/or citations.

Why do we have this policy?

- Translation is intellectual work and produces intellectual property, thus any text which is translated must cite the translator.
- Psychology endeavors to advance students' linguistic, analytic, and reasoning competencies – this can not happen outside of specific language competencies.
- Earning a university degree signals that an individual has advanced literacy and communicative skill in the language of instruction at the university-- this is English at King's University College at Western University. If translation machines are used by students without regulation, we will have no way of certifying whether these competencies exist and fewer mechanism for encouraging students to do the hard work to develop them.

** Based on the policy developed by the Department of Child and Youth Studies*

Scholastic offences are taken seriously. Students are directed to the following website to read the appropriate policies and definitions about what constitutes a Scholastic Offence:

https://www.uwo.ca/ombuds/pdf/scholastic_offences.pdf

Department of Psychology Policies Related to AI Tools

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The Department of Psychology expects that students will submit work that is truly their own, completed without external assistance (human or artificial).

The use of generative AI tools (such as ChatGPT) is not permitted for any submitted coursework unless express permission has been granted by your instructor.

Students **should not have AI tools write any part of their assignments or papers, either by copying and pasting or by paraphrasing the output.** Unauthorized use of AI constitutes an academic offence and will be subject to academic discipline.

Additional information: Students can use AI tools to clarify questions they have about course content (e.g., you can ask ChatGPT about a course concept to help with your understanding), but students should be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor is a more effective strategy. Students should note that information provided by AI tools such as ChatGPT can include mistakes, inaccuracies, biases, and outdated information. Whenever these tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources to verify information, and being cautious of bias that could be present in the information provided.

2. Policy on Use of Translation Tools*

The Department of Psychology views the unapproved use of translation or language applications as an academic offence.

Any usage of translation applications or language generation by students to complete specific assigned work for this course **must be approved** by the instructor **prior** to submitting the work **and noted by the student in the submitted work** itself.

Writing text and then feeding it into a computer application to improve or translate your own words, changing a few words, and then submitting this text as if it was your own **constitutes plagiarism**. You must compose text, choose words, construct logic flow, structure sentences and paragraphs to organize, synthesize, interpret information with your own mind. When you borrow language or ideas from another person or from a machine this must be acknowledged with quotation marks and/or citations.

Why do we have this policy?

- Translation is intellectual work and produces intellectual property, thus any text which is translated must cite the translator.
- Psychology endeavors to advance students' linguistic, analytic, and reasoning competencies – this can not happen outside of specific language competencies.
- Earning a university degree signals that an individual has advanced literacy and communicative skill in the language of instruction at the university; this is English at King's University College at Western University. If translation machines are used by students without regulation, we will have no way of certifying whether these competencies exist and fewer mechanism for encouraging students to do the hard work to develop them.

** Based on the policy developed by the Department of Child and Youth Studies*

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27**

1. Academic Accommodations (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 at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

3. Support Services

Accessibility, Counselling and Student Development at King’s University College:

<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King’s University College:

<https://kings.uwo.ca/campus-life/student-supports/>

Good2talk is an online and phone resource for students, available 24/7, with services in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options on how to obtain help:

<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's 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 (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

6. 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 https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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.

7. 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.

8. 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.

9. 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.
