



PSYCHOLOGY 4893E (570)
Honours Portfolio in Applied Psychology
Fall/Winter 2026-2027

Instructor: Dr. Lynda Hutchinson
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Course Information

Mode of Instruction: in-person

Calendar Description:

The purpose of this undergraduate seminar is to support students to demonstrate the links they have made between psychological theory and research, and its applications to real-world contexts. During the seminar students create a web-based electronic portfolio which highlights their learning skills and achievements, insights, and practical experiences.

Prerequisite(s): [Psychology 3840F/G](#), [Psychology 3891F/G](#) and [Psychology 3893F/G](#) and registration in the fourth year of the Honours Specialization in Psychology at King's University College.

Antirequisite(s): [Psychology 4995E](#) taken in 2021-2022 at King's.

Extra Information: 3 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.



Psychology 4893E (570): Honours Portfolio in Applied Psychology

COURSE INFORMATION:

Class Meeting Time: Please see Brightspace

Delivery Mode: In Person

Class Location: Check the student center for the room location

Course Instructor: Dr. Lynda R. Hutchinson

Contact Information: lhutch4@uwo.ca; ¹

Office Hours: See Brightspace. Additionally, students can email the instructor to arrange a meeting Zoom. If my office hours conflict with your schedule, I am willing to schedule a meeting with you at a mutually convenient time.

COURSE DESCRIPTION:

During this undergraduate seminar course, students create an electronic portfolio (e-portfolio) to convey the links made between psychological theory and research, and its applications to real-world contexts. Students' portfolios serve to highlight their individual learning skills and achievements, insights, and practical experiences within and across their psychology program module.

PRE-REQUISITES:

Registration in the third or fourth year of an Honors Psychology program, or special permission.

TIME: 3 Seminar Hours

RECOMMENDED TEXTBOOKS:

Robbins, M. (2010). *Guide to portfolios: Creating and using portfolios for academic, career, and personal success*. Pearson Education. (\$31.99+, price varies)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed). Washington, D.C.: American Psychological Association. (\$45.00 - \$65.00, price varies)

TECHNOLOGY REQUIREMENTS

Stable high-speed internet connection, microphone and webcam, and a quiet place to take part in zoom meetings for office hours.

¹ I check and respond to email between the hours of 9am-5pm, Monday through Friday. Emails usually receive a response within 48hrs if they are sent within this timeframe.

COURSE WEBSITE [<https://westernu.brightspace.com/d2l/home>]:

Be sure you can access the Psychology 4893E (570) course on Brightspace. In the resources section, you can find an electronic copy of the course syllabus and other materials that can scaffold your knowledge for the course. I have set up the assignments portion of the course site so ALL course assignments can be submitted electronically. **I do not accept student assignments via email.**

STUDENT LEARNING OUTCOMES:

Students who successfully complete this course have:

- (a) Identified and demonstrated skills they have developed within and across courses they have taken during their psychology program.
- (b) Effectively communicated links made between psychological theory and research and its application to a particular context/context(s).
- (c) Facilitated and engaged in constructive and productive discussions about their own and others' learning, with a view to understanding their own and others' long term goal pursuits.
- (d) Communicated their learning and skills to different audiences such as: peer colleagues, community members and organizations, and faculty members.
- (e) Apply effective self-regulation of/for learning strategies to organize, plan, monitor, revise, and direct their learning.
- (f) Catalogue and showcase major learning interests, achievements, and experiences within their psychology program module in a professional fashion using digital tools.
- (g) Situate their learning in their psychology program module in a broader context related to their longer-term goals, achievements, and contributions to society.

PORTFOLIO BUILDING:**Why Design an Academic Learning Portfolio and How Will I Use It?**

The major objective of this course is for students to build an academic learning portfolio (e-portfolio) and use it to pursue their future goals (e.g., volunteer work, career/employment, educational). The e-portfolio is a digital collection of students' academic learning within and across their psychology program module. The e-portfolio can serve to highlight students' learning skills and achievements. Portfolios are living documents, so the designer can add/remove/edit content at any time. In this course, your e-portfolio can be designed in a way that supports your goal pursuits.

Isn't Every Student's Portfolio Going To Be The Same?

In short, no. Although students are likely to have some common sections in their e-portfolio, students learning skills, achievements, and personal insights are unique to their learning trajectories. In short, your academic learning portfolio should reflect your individual learning skills, achievements, experiences, knowledge, and future goals. It is a way for you to highlight

your strengths and skills and how you plan to attain your goals and contribute to society. You will choose how you are going to design and use your portfolio to launch yourself into the next phase/stage of your life.

Are There Some Examples of Learning Portfolios Available?

Yes. I have posted examples of learning portfolios on the course website. You may review those and consider the strengths and limitations of different kinds of portfolios. Keep in mind that the courses in which students built their portfolios may have been different from ours.

How Will I Design My Academic Learning Portfolio?

You will generate content for your e-portfolio. One strategy to help you decide what to include in your academic portfolio is to consider the 4893E course objectives (see page 1-3) and your personal learning objectives (i.e., Think “What are you trying to learn by taking the course?” “What do you want to convey about your learning this far in your educational career?”). As guidance, an e-portfolio is likely to include *at minimum* the information below, plus additional content/sections/experiences that you think would benefit your portfolio (i.e., showcasing your academic skills and achievements). As such, you will decide how you display information in your e-portfolio, but you should strive to convey that information in an effective fashion. As a reminder, e-portfolios are ways for students to display a wide range of learning skills. They should include carefully curated learning artifacts that provide examples of the skills learned within and across courses. An e-portfolio should be dynamic and interactive – it could and should also include videos, photos, infographics, posters, and other materials (e.g., websites). This course requires that you appropriately reference and cite material in your portfolio using the 7th Edition of the Publication Manual of the American Psychological Association.

Biography/About Me (Content Suggestions: Photos, Text, Video)

- Who are you?
- What program are you in?
- How did you become interested in studying Psychology/why did you decide to study Psychology?
- What are your top three take-aways (to date) from studying Psychology? What have you learned about yourself and what skills did you develop that you want to share with others?
- What are your immediate, short-term, and longer-term goals?
 - How do you plan to achieve those? What have you done that keeps you on the path towards those goals?
 - What do you want to contribute to society?
- **Remember to keep in mind your reasons for building this portfolio and how you are planning to use it.**

Catalogue of Psychology Courses Taken (Content Suggestions: Tables, Text [with Highlighted Content], Photos, Website)

- Create a catalogue of courses taken during each year of your Psychology program module (don’t forget to fill in as much detail as possible for courses that you are taking this academic year).
- In your own words, provide a general description of each of the courses you have taken and are taking. In your own words, summarize the learning objectives of each of the courses, and

explain how you achieved those objectives through the readings, essays, tests, and other assignments you completed during each of those courses.

- You are required to provide evidence/proof of your learning within each of the courses you have taken to date. As such, you may wish to include examples of an assignment you submitted/completed as part of a particular course. While choosing examples of learning artifacts, you may wish to describe the assignment overall and then highlight what you learned from the assignment and/or how it helped you develop a particular academic learning skill or to develop personally as a learner. You may find it helpful to reflect on an assignment and indicate what the strengths and weaknesses were of the assignment you submitted, and what you would do differently now if you were to revise it.
- Identify two or three key skills you have learned in each course; also identify key skills/higher order skills that cut across the courses you have taken during your program module.
- It may be beneficial to look for patterns in your course learning; and describe how different clusters of courses have contributed to your area(s) of interest within psychology.
- Identify your major area(s) of interest in Psychology (e.g., Developmental, Forensic, Social).

Applications of Psychological Theories and Research (Content Suggestions: Text, Infographics, Posters, Video)

- Describe and summarize at least three theories and research in those areas that you learned during your psychology program module that are relevant to your area(s) of interest in Psychology and your future goals. I would recommend creating infographics that help people understand the theories/research studies you have learned about and why they are relevant to a particular area(s) in psychology. Also, within infographics, you may include a cohesive written summary of the theory or research (500 words).
- Consider the theories/research studies you have chosen. What are they significant in the discipline? Why are they relevant to you? Why should they matter to others and in what applied contexts (e.g., medicine, education)? Why are theories or research studies important today?

Practical Skills/Practicum/Experience (Content Suggestions: Text, Video, Audio, Photos, Posters, PowerPoints, YouTube Shorts)

- Identify and describe practical skills and/or experiences that you have or developed during your psychology program module.
- Practicum – did you complete a practicum? Where? What did you learn? Discuss how many hours you spent, where the practicum was, the kinds of responsibilities you had. Maybe even make a video to explain what you did and what you learned.
- What other experiences did you have in your practicum and why were they important/relevant/meaningful? What did you learn from these experiences, and have they played a role in your future goal/goal pursuits?
- Include learning artefacts from your practicum (e.g., photos, assignments, reports, videos).
- What other psychology courses might yield learning skills and experiences you could include in your portfolio if you haven't completed a practicum? Psychology statistics or survey courses, project-based courses where you were involved with a community partner, any

course where you learned used equipment and/or technology to learn skills, or places where you were working with people on a project, any real-time experiments you performed, if you are writing a thesis, that would be experience as well.

Linking Theories, Research, and Skills To Real-World Contexts (Content Suggestions: Text, Video, Audio, Photos, Infographics)

- What are the theories and/or research studies you have identified and discussed in your portfolio?
- What are the practical skills you have developed during your psychology program module (e.g., survey design, data analysis, project design with community partners)?
- What are your medium, and longer-term goals? Why are you pursuing these and why are they meaningful to you?
- How will you apply theory and research, as well as your experiences and skills to pursue your longer-term goals?
- What are the advantages of having this knowledge and these skills and what will they help you positively contribute or help others in society?

Other

- You can create and include other information in your academic learning portfolio as you see fit (e.g., academic resume, CV, volunteer opportunities, experiences, new skills).
 - Are there other courses or materials do you think would be good to illustrate your learning and achievements?
 - Curriculum vitae or conference presentations?
 - Thesis.
 - Volunteer experiences.
 - Other life experiences that you have had which you think are relevant (e.g., volunteering in an elementary school, teaching, being a camp counsellor, lifeguarding, tutoring, game design, website building, carpentry, volunteering at long-term care, children's hospital).

DESCRIPTION OF COURSE ASSIGNMENTS (SEE TABLE 2)

1. Biography and Goal Setting Assignment (8%)

In the first course assignment, students will compose a written description of who you are plus your immediate, short-term, and long-term academic/educational goals. Your goals should include your immediate learning goals for this psychology course (working on now) or other psychology courses, plus your short-term goals (12 months from now) and your longer-term goals (2-5 years from now). You should also describe *how* you are planning to achieve these goals. Remember, goals that are specific, somewhat challenging, and framed in terms of what you want to achieve (rather than what you may be trying to avoid) are likely to support your motivation to attain them. This assignment needs to be well-written, meaning that it should be organized, coherent, and logical. It should address who, what, when, where, why, and how, and should have a beginning, middle, and end. An effective writing plan could include headings to organize your assignment. You may wish to draft this assignment using Microsoft Word. For this assignment you do not need to include photos or infographics. However, you might plan to

include photos (e.g. a headshot) for your e-portfolio when you begin placing/uploading this content into your portfolio. After you receive feedback on the assignment, you should review the comments and suggestions and incorporate these suggestions into your assignment so that you can use some of it in your e-portfolio. You may consider using some of this biographical content to create an “about me” video for your portfolio. **This assignment should be approximately 5-6 pages, double spaced with 12pt font. It should also include a title page and a reference page and adhere to APA 7th edition formatting and referencing guidelines. Papers should be submitted through the course website on November 6, 2026, by 11pm EST. Late assignments will be penalized 5% per day for a maximum of 2 days.**

2. Psychological Theories, Research, and Areas of Interest Presentation (8%)

In the second assignment students will deliver a 12-minute PowerPoint presentation for the class outlining their interest in theory and research in different areas of psychology. At the beginning of the presentation, you will introduce yourself. Then you will identify and discuss two areas of interest you have in the discipline of Psychology (e.g., Developmental, Clinical, Counselling, Educational, Forensic, Statistics and Measurement, Personality, etc.) and the significance of those areas (i.e., why they are of interest/importance) to you. Next, you will introduce and summarize two theories and/or research studies that come from your areas of interest. Explain the theory and/or how the study was conducted (i.e., introduction, method, results, discussion). Tell us why the theory and/or research study makes an important contribution to your areas of interest (i.e., what are the top two or three takeaways from those theoretical and empirical works so far?). Close your presentation by linking your areas of interest and knowledge of theories and empirical works to your immediate, short-, and longer-term goals. How do you think the knowledge and/or skills you have in those areas will help you to pursue those goals? Identify the steps you will take to know more about those areas. You may have an infographic or two in your presentation that you have created to explain a theory or research study related to your areas of interest. PowerPoint software allows you create graphics with AI or to independently design your own graphic to display information. If you need help using these tools in PowerPoint, I can show you how or you may consult YouTube for a quick video tutorial. **Presentations will occur during class on November 13 and 20, 2026. The presentation should adhere to APA 7th edition referencing.** You may use art/pictures and the AI wizard within Microsoft PowerPoint to assist you with *the graphic design* of this presentation. Remember, you cannot use copyrighted pictures; only those that you have permission to use through a license or through a website that allows you to use pictures for free. Maybe you want to take your own photos? You can do that too. **Students must submit their PowerPoint presentation to the course Brightspace page on the day of their presentation by 11pm EST.** A copy of the evaluation sheet for this presentation will be made available to you on the course website. After you receive feedback on the assignment, you should review the comments and suggestions and determine which suggestions (if any) you can incorporate into your assignment, and into your e-portfolio. Remember, the content you create for this presentation can be used in your final e-portfolio (e.g., infographics, photos, your PowerPoint), and this assignment might appear in the artifacts you include for this course.

3. What Can I Do With A Psychology Degree? (2 sessions X 3% = 6%)

In the third assignment, students will assist with the organization, planning, and attendance of the two “What Can I Do With A Psychology Degree?” sessions. Students will work collaboratively with one another and the course instructor to help prepare for the sessions. They will create a series of relevant questions for invited speakers/panelists, support all aspects of the event organization (food, email invitations, posters, in person visits to psych classrooms to promote the events) and they will attend the sessions being held on November 27, 2026, and February 5, 2027, from 9:30–11:00am. Students are expected to participate actively by listening, asking thoughtful questions, and engaging with the discussion. Following each of the sessions, students will submit a brief reflection identifying two or three insights gained about possible pathways after a psychology degree and explaining how these insights connect to their own academic, career, or longer-term goals. Each assignment will be graded based on preparation/planning (1%), attendance and participation (1%), and the quality of the brief reflection (1%).

4. Creating A Course Catalogue Assignment (12%)

In the fourth assignment students will create a catalogue of the courses taken during their program, including any courses taken during the 2026-2027 academic year. For each course, students should include the number and title of the course, the description of the course, the top three things learned in that course, and explain why that information was meaningful to you (e.g., how it is related to your areas of interest in psychology, and to your goals). Also, in your catalogue you should explain in your own words what the learning objectives were for each of the courses you took (usually the course learning objectives are stated explicitly in the course syllabus, but you should put these into your own words). Then, you should provide evidence showing how you achieved a particular course learning objective (e.g., you can upload presentations, posters, advertisements, infographics, videos, projects, surveys, data analysis samples, or any other work that you did in that course as evidence of a learning objective). Finally, for each course, identify two or three skills that you honed, and then identify the higher-level learning skills you developed across courses taken during your Psychology program (to date). **The catalogue should include a title and reference page and adhere to APA 7th edition formatting and referencing. Your course catalogue will be submitted to Brightspace between December 6-8, 2026, at 11pm EST. Please note that students require formal documentation approved by the Academic Dean’s Office for submissions to be considered beyond this timeframe.** Students should include content created for this assignment in your final e-portfolio; you will likely need to edit/revise or reconceptualize how you display this content for your e-portfolio. You may draft your course catalogue using Microsoft software tools such as Word, or Excel. For this assignment you need not include art/photos and other “polish” to the catalogue. However, you should plan to include visuals (e.g., infographics or photos) within the catalogue when you begin uploading the catalogue content into your e-portfolio.

5. Practical Skills, Experiences, and/or Special Achievements Presentation (8%)

In the fifth assignment, students will deliver a PowerPoint presentation discussing the practical skills, experiences, insights, and achievements achieved during their psychology program. Within your talk you may wish to discuss practicum placements, survey designs, specific statistical analyses you have learned to perform and interpret, thesis writing, or any aspect of

project work you have done with a community partner or with course colleagues. **Presentations will be 12 minutes and occur during class on February 26 and March 5, 2027. Presentations should adhere to APA 7th edition referencing guidelines.** Students may use art/pictures and the AI wizard within Microsoft PowerPoint to assist with *the graphic design* of this presentation but not the written content. Remember, you cannot use copyrighted pictures; only those that you have permission to use through a license or through a website that allows you to use pictures for free. Maybe you want to take your own photos? You can do that too. **Students must submit their PowerPoint presentation to the course website on the day of their presentation by 11pm EST.** A copy of the evaluation sheet for this presentation will be made available to you on the course website. After you receive feedback on the assignment, you should review the comments and suggestions and determine which suggestions you may incorporate into your e-portfolio. Remember, the content you create for this presentation may be used in your final e-portfolio (e.g., infographics, photos, your PowerPoint).

6. Linking Theories, Research, and Practical Skills to Real-World Contexts and Future Goals Assignment (8%)

For the sixth assignment, students will be composing a plan language written description that serves to link theories, research, and practical skills students have developed during their psychology program module to their future goals. As such, students should first provide a brief written summary of the major points of theories they have identified in their portfolios. Second, they should summarize the research studies they have identified in their learning portfolios. Third, they should identify the practical skills they have developed during their program module. Students should provide a discussion between the theories, research and skills they have developed and how their knowledge and skills will help them to achieve their short- and longer-term goals. Moreover, students should try to identify how their knowledge and skills will help them contribute to society in a meaningful way. **Papers are expected to contain a title and reference page and adhere to the APA 7th edition referencing and stylistic guidelines. Papers should be double spaced with 12-point font and between 6-8 pages. These papers will be submitted via Brightspace on March 12, 2027, at 11pm EST. Late assignments are penalized 5% per day for a maximum of 2 days.** After you receive feedback on the assignment, you should review the comments and suggestions and determine how to incorporate them into your final e-portfolio.

7. E-Portfolio Presentation (15%)

In the seventh assignment, students will provide a 11-minute presentation of your almost finalized e-portfolio. The goal of this assignment is for you to provide a well organized, logical, and coherent story of your course learning to date and to discuss how you will use this portfolio as you move towards your future goals. You should introduce yourself and use your e-portfolio to highlight your learning journey, including your major achievements to date (providing context for your learning and using examples from your courses). You should also try and link your learning within and across courses to your longer-term goals. Remember, good presentations address who, what, when, where, why, and how. They are well-planned, and have logical/coherent sequencing with a beginning, middle, and end. **E-portfolio presentations will occur on April 2, 2027, at 8:30am and the URL to the e-portfolio presentation is due April**

2, 2027, at 8:30am EST. Presentations should adhere to APA 7th edition referencing. A copy of the portfolio evaluation sheet will be made available to students on the course website. The feedback students receive on this version of their portfolio should be examined and potentially incorporated into the final e-portfolio submission.

8. Peer Feedback (3%)

In the eighth assignment, students will provide constructive feedback to peer colleagues about their portfolios. Students should provide specific feedback which supports peers to make improvements to their e-portfolios before their final portfolio submission. Students could focus on an issue related writing (e.g., sequencing of ideas), use of non-text methods of presentation (e.g., suggesting using photos, diagrams,), layout/formatting of the e-portfolio, use of elaborated examples, types of learning artifacts and so forth. **Students will complete a peer feedback form for each colleague by reviewing their portfolio URLs after the presentations. Students will submit feedback about their colleagues' portfolios to the course instructor via Brightspace by April 7, 2027, at 11pm EST. Late assignments will be penalized 5%/day for a maximum of 2 days.** The course instructor will forward the peer feedback provided to each person in the course. Students are strongly encouraged to review the feedback provided and determine whether suggestions could be incorporated into their final e-portfolios.

9. E-Portfolio Submission (32%)

The ninth course assignment is the submission of the final e-portfolio URL to **Brightspace by April 9, 2027, by 11PM EST. Portfolios should adhere to APA 7th edition citation and referencing. Late assignments have a penalty of 5%/day for a maximum of 2 days. Please note that formal documentation approved by the Academic Dean's Office is required for this assignment to be considered beyond the 2-day late deadline.**

Table 1: Summary of Course Assignments

Course Assignment	Due Date	Percent of Final Grade
Biography and Goal Setting Assignment	Nov 6/11pm	8%
Psychological Theories, Research, and Areas of Interest Presentation	Presentation During Class Nov 13 & 20 9am-11am	8%
What Can I Do With A Psychology Degree?	Nov 27; Feb 5/9:30-11am	6%
Creating A Course Catalogue Assignment	Dec 6-8/11pm	12%
Practical Experiences, Skills and/or Special Achievements Presentation	Presentation During Class Time Feb 26 & Mar 5/ 9-11am	8%
Linking Theories, Research, and Practical Skills to Real-World Contexts and Future Goals Assignment	Mar 12/11pm	8%
E-Portfolio Presentation	Apr 2 (8:30am) Presentation Due	15%
Peer Feedback	Apr 7/11pm	3%
Final E-Portfolio Submission	Apr 9/Portfolio URL/11pm	32%

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

WEEKLY CLASS SCHEDULE AND COURSE FORMAT

Class meetings take place throughout the term. During class meetings, students will organize themselves into collaborative working groups to allow students to share information, resources, approaches to their portfolio preparation, software tips, and to help students discuss their working/learning progress to meet course deadlines. When the seminar is convened, students can bring any portfolio sections in progress to review with colleagues, and they may share any additional information or questions they have related to their preparation of assignments or to the creation of the final e-portfolio. Please note that students will be introduced to the e-portfolio software in September and will have the opportunity to begin creating/importing digital content at that time. Class attendance is instrumental for success in this course and will be monitored. All course assignments are designed to help students draft sections of their e-portfolios. In-person class provides time and opportunity for students to understand how to craft an outstanding portfolio. There is a lot to do so students should plan and monitor their time carefully. Please note that I have allocated portions of class time for students to work on assignments.

Table 2: 2026-27 Class Schedule and Activities

Date	Class Activities & Due Dates
September 11	Course overview, introductions. Writing your biography; summarizing areas of interest & theories in psychology. Online portfolio development
September 18	<i>Workday – No Class – (Biography, Areas of Interest)</i>
September 25	Goal setting, headshots. E-Portfolio introduction & exploring previous portfolios.
October 2	Preparing your theories, research, and areas of interest presentation. What can I do with an undergraduate degree planning session
October 9	<i>Workday – No Class – (What Can I Do With A Psych Degree Planning & Promotion)</i>
October 10-18	<i>Fall Reading Week (No Class)</i>
October 23	Life after King's applied psychology panel (10am-11am) Location: TBA
October 30	Course catalogue development Biography and goal setting assignment feedback in class (bring materials to class)
November 6	<i>Workday – No Class– Biography and Goal Setting Assignment Due at 11pm</i>
November 13	Psychological Theories, Research, and Areas of Interest Presentations During Class Time (9:00am-11:00am)
November 20	Psychological Theories, Research, and Areas of Interest Presentations During Class Time (9:00am-11:00am)
November 27	What can I do with a psychology degree? (9:30-11am)
December 4	<i>Workday– No Class – Course Catalogue</i>
December 6-8	Course Catalogue Due at 11pm
January 8	Welcome back: Practical experiences, skills, achievements discussion
January 15	Importing and revising your course catalogue
January 22	<i>Workday – No Class– Migrate Course Catalogue Online, Work on Practical Experiences, Skills, Achievements What Can I Do With A Psych Degree Planning & Promotion</i>
January 29	Designing a portfolio presentation
February 5	What can I do with a psychology degree? (9:30-11am)
February 12	<i>Workday – No Class – Migrate Course Catalogue Online, Work on Practical Experiences, Skills, Achievements</i>
February 13-21	<i>Winter Reading Week</i>
February 26	Practical Experiences, Skills, and Achievements Presentations During Class Time (9:00am-11:00am)
March 5	Practical Experiences, Skills, and Achievements Presentations During Class Time (9:00am-11:00am)

Date	Class Activities & Due Dates
March 12	<i>Workday – No Class - Linking Theories, Research, and Practical Skills to Real-World Contexts and Future Goals Assignment Due at 11pm</i>
March 19	<i>Workday – No Class –E-Portfolio Revisions/Presentation</i>
March 26	<i>No Class Mar 26 (Good Friday)</i>
April 2	Portfolio Presentations at 8:30am; E-Portfolio URL Due at 8:30am
April 7	Peer Feedback On Portfolio Due at 11pm
April 9	Final E-Portfolio Due (URL) at 11pm

POLICIES:

This course is regulated by all relevant university policies. Students are responsible for being familiar with policy information provided in the 2026-27 UWO Academic Calendar. Please pay particular attention the policies described below.

Course Enrolment

You are responsible for ensuring your courses are appropriate and accurately recorded, that all course prerequisites have been completed.

Student Participation

Students are required to attend each class meeting and to play an active role in class discussions and student presentations. Respectful, relevant, thoughtful and supportive comments/questions during the student presentations and other discussion topics are expected.

Academic Integrity: Plagiarism & Generative AI

Plagiarism is a major academic offense. Whenever an author takes an idea, passage, quote, from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. The Department of Psychology expects students to submit their own written work— completed without the use of generative AI tools (e.g., ChatGPT, translation tools). As such, students should not use AI tools write any part of their portfolio or assignments either by copying and pasting or paraphrasing the output. Unauthorized use of AI constitutes an academic offence, subject to academic discipline. Students can use AI tools to clarify questions they have about course content (e.g., you can ask chat GPT 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 can include mistakes, inaccuracies, biases, and out-dated information. Whenever AI tools are used, students should cross-validate 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, and being cautious of bias that could be present in the information provided. Students may use spell and grammar check to review and authorize typographical corrections to written work. Please refer to Scholastic Discipline under the Senate Policy on Academic Rights and Responsibilities at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Smart Devices (Phones, Watches), Tablets, Laptops

Students' use of smart devices, including, phones, watches, tablets and laptops during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be

using these tools for non-course related purposes (e.g., text messaging, surfing the internet) may be subject to sanctions under the Student Code of Conduct.

<https://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/student-code-of-conduct.pdf>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. Consequently, instructors may choose to limit the use of electronic devices in these settings. In addition, to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

Online Behaviour and Intellectual Property Statement

All students are expected to interact online in a professional and respectful manner whether in person or online (e.g., via email). This includes all interactions with peers, as well as communication between TAs or your Professors. Failure to do so will result in academic discipline.

Recording in person or online lectures or tutorials without the explicit consent of the Professor is grounds for 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 without prior written consent of the faculty member.

The Code of Student Conduct

King's University College Code of Student Conduct communicates the expectation of students to behave appropriately while on campus. Any conduct on the part of a student that has, or might reasonably be seen to have, an adverse effect on the regular functioning of the College, or the health, safety, rights or property of the College, its community members or visitors, and/or is contradictory to the College's philosophy or community standards is subject to discipline under this Code. The Code's definition of misconduct includes disruption of classes and harassment or intimidation of other community members. Misconduct is an offense subject to a variety of disciplinary actions under the Code. The student code of conduct is available online:

<https://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/student-code-of-conduct.pdf>

Email Communication

Email communications to faculty members and teaching assistants are an extension of the classroom relationship. Please use writing that is professional in your communications to faculty and to teaching assistants.

Grade Descriptions

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

Department of Psychology Policies Related to AI Tools

1. Policy on the Use of Generative AI Tools

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

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

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

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

2. Policy on Use of Translation Tools*

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

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

Writing text and then feeding it into a computer application to improve or translate your own words, changing a few words, and then submitting this text as if it was your own **constitutes plagiarism.** You must compose text, choose words, construct 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.

