



THANAT 2230F (670)
Principles of Palliative Care
Fall/Winter 2026 - 2027

Instructor: Jacqueline Crandall
Email: jcranda2@uwo.ca

Course Information

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

Antirequisite(s): None.

Prerequisite(s): None.

Extra Information: 3 lecture hours.

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: THANAT

Mode of Instruction: Online, asynchronous

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.



Thanatology 2230F – 650
September, 2026

Principles of Palliative Care

Instructor Information:

Professor: Jacqueline Crandall

Office #: See below

Email: jcranda2@uwo.ca

Phone: TBA

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

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

Classes:

- **Format:** This course consists of 12 weekly sessions –on-line & asynchronous
- **Duration:** Sessions begin September 9th, 2026 and end by December 9th, 2026
- **Time:** Asynchronous- Postings will begin on Wednesday of the week, and end the following Wednesday at 11:59 PM
- **Location:** On-line

Course Description:

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

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

Course Objectives:

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

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

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Thanatology 2230G: Principles of Palliative Care

Learning Activities:

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

Required Course Materials:

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

Methods of Evaluation:

- | | |
|------------------------|--|
| • Book Review– 35% | Due: Oct. 9 th , 2026 by 11:59 PM |
| • Participation – 20% | Weekly on-line participation |
| • Movie Review – 10% | Activity starts Oct. 28 at 0800 and ends Nov. 4 th at 11:59 PM. |
| • Research Paper – 35% | Due: Nov. 20 th , 2026 by 11:59 PM. |

Grading Scale:

- A+ 90 – 100%
 - A 80 – 89%
 - B 70 – 79%
 - C 60 – 69%
 - D 50 – 59%
 - F below 50% OR assigned course was dropped with academic penalty.
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- **Please note that Friday Make-Up exams may only be written with instructor's consent.**
 - **As of September 1, 2026, students will incur a fee of \$45.00 per make-up assessment booked with the Exam Office.**
 - **As of September 1, 2026, for any Special Exams booked outside of the designated special exam days, students will incur a fee of \$75.00. The designated Special Exam Days for 2026-27 are January 8 and 9, 2027, and May 7 and May 12, 2027.**

Thanatology 2230: Principles of Palliative Care

Course Outline

Unit	Date	Topic
1	Sept 9	Course Introduction, Hospice Palliative Care Past & Present
2	Sept 16	Models and Principles of Palliative Care
3	Sept 23	Impact of a Life-limiting Illness on the Individual and Family
4	Sept 29	Communication and the TEAM
5	Oct 7	Optimizing Comfort & Quality of Life
-----		READING WEEK October 10 th to 18 th , 2026
6	Oct 21	Last Days and Hours
7	Oct 28	Movie Discussion – on-line - Asynchronous
8	Nov 4	Spiritual and Cultural Dimensions of Hospice Palliative Care
9	Nov 12	Loss, Grief and Bereavement
10	Nov 18	Ethical Issues associated with Hospice Palliative Care
11	Nov 25	Caregiver Stress, Losses, Staff Support
12	Dec 2	Special Issues - Legacy

****Required readings to be posted on OWL.**

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

DETAILED ASSIGNMENT INSTRUCTIONS:

I. Book Review/Theory Integration Assignment & Marking Rubric (35%)

Instructions:

- **Choose one of the following books to read.**
(Do not use a book for which you have previously written a review.)
 - Fazakerley, J., Butlin-Battler, H., & Bradish, G. *Just Stay ...A Couple's Last Journey Together*
 - Gawande, A. *Being Mortal: medicine and what matters in the end.*
 - Kuhl, D. *What dying people want: practical wisdom for the end of life?*
 - O'Rourke, M., & Dufour, E. *Embracing the End of Life: Help for those who accompany the dying.*
 - Dwyer, P. (2016). *Conversations on dying: A palliative-care pioneer faces his own death.* Dundurn.
 - Winemaker, S., & Seow, E. (2023). *Hope for the best, plan for the rest.* Page Two.
 - Kalanithi, P. (2016). *When breath becomes air.* Random House.
- **Write Book Review & Grading via Rubric.**
 - Structure:
 - i. Title page with identifying information
 - ii. Body of Review: 6 - 7 pages double spaced, 12-point font.
 - iii. Use APA 7th edition to structure your review and cite/reference material. Please use APA manual/resources to help you.
 - Content:
 - i. Briefly (up to 1 page) introduce the book, and clearly explain the main concepts and themes presented.
 - ii. Reflect upon and discuss the content of the book in more detail as to:
 - 1. Your reactions, feelings, and thoughts to some of the main concepts in this book.
 - 2. How the book may have reflected or challenged your knowledge regarding the concepts presented as they relate to palliative care.
 - iii. Integrate the concepts presented in the book with knowledge you gained from the course. Use at least 3 peer reviewed articles/books to support your writing.
 - iv. Comment on the intended audience and how this book may be harmful or helpful to others.
 - Conclusion:
 - i. Provide a brief summary to conclude the review and integration.
 - References
 - i. Maximum paper length is 8 pages maximum, including references.

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

Book Review/Knowledge Integration Assignment Grading Rubric:

Weight toward final mark = 35%

Criteria	Excellent	Good	Acceptable	Unacceptable	Sub scores
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% 100 ----90-----80-----70----- 60-----50-----40-----20----- 0					
Structure -Title page -Double spaced -12 pt font -Introduction, -Proper headings, -Conclusion -Reference page	Includes well-structured page, brief but very clear introduction, headings according to APA 7 th edition, conclusion, and reference page	Minor errors on title page, introduction clear, minor errors headings, conclusion, and/or reference page	Errors in structure as previously listed. One or more elements missing.	Significant errors in structure of title page, introduction, headings, conclusion, and/or title page. (0 -1)	/5
Mechanics/Style	Grammar, spelling, punctuation exceptional	Minor errors in grammar, spelling, punctuation	Several errors in grammar, spelling, and punctuation, but does not affect readability	Significant errors in grammar, spelling, and punctuation, which affects readability.(0-1)	/10
Book Review Brief Introduction/summary of book	Exceptionally clear, concise book summary, identifying major themes/concepts	Clear concise book summary, identifying major themes/concepts	Summary present, but could be improved.	Major improvements to summary required.	/15
Reactions to book, Reflected/Challenged your thoughts about main concepts as they relate to palliative care	Exceptionally clear and insightful description	Clearly described.	Less clear, missing some elements	Very superficial explanation/or missing explanations.	/25
Palliative Care Knowledge Integration	Exceptionally clear, concise -- identifying major concepts & connections to books/articles	Clear concise -- identifying major concepts & connections to books/articles	Present, but could be improved. Few connections to how relates to other books/articles on palliative care.	Major improvements to connections required.	/25
Conclusion	Exceptionally clear, concise, summary of points made in book review	Clear, concise summary of points made book review	Summary present, but less in-depth.	Major improvements needed, missing components	/10
Referencing according to APA 7 th edition	All citations noted correctly within paper and in reference list	Minor (2 or 3) errors citing references within paper and on reference list	Several errors (> 3) citing references within paper and on reference list	Majority of references cited improperly or missing (0-1)	/10

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

Research Paper & Marking Rubric (35%)

Instructions:

- **Write Research Paper based on one of the following topics as it pertains to palliative care:**
 - Medical Assistance in dying (MAiD)
 - Through the eyes of a patient
 - Supporting the dying person
 - Hospice Palliative Care Teams / Models and/or teamwork
 - Communication at end of life
 - Suffering
 - Role of a palliative care team member (such as a Death doula, social worker, nurse, etc)

- Caregiver Stress, screening and caring for caregiver
- Professional caregiver stress
- Cultural considerations at end-of-life
- Community supports for end-of-life care
- Impact of terminal illness on the person and the family
- Dignity therapy
- Common Ethical dilemmas
- Spirituality and support
- Special Populations: e.g. Supporting an older person; or a child.

Research Paper Format:

- Structure:
 - i. Title page with identifying information
 - ii. Body of Review: 6 – 8 pages double spaced, 12-point font.
 - iii. Use APA 7th edition to structure your review and cite/reference material. Please use APA manual/resources to help you.
- Content:
 - i. Briefly (up to 1 page) introduce the topic and clearly explain the importance of the topic.
 - ii. Provide a review with supporting research literature incorporating at least 5 academic peer reviewed references obtained from literature search.
- Implications
 - i. Briefly discuss how findings of literature search are important to at least two of the following areas: palliative care policy, practice, education, and/or research.
- Conclusion:
 - i. Provide a brief summary to conclude the review and integration of articles.
- References per APA
 - i. See Rubric for greater detail.
- Maximum size of paper including reference is 8 – 9 pages.

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

Research Paper Grading Rubric:

Weight toward final mark = 35%

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

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

Total Mark = /100

Course Mark= /35

III: Movie Review – 10%

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

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

- Tuesdays with Morrie (1999) by Mitch Albom
 - Full Movie Available here: <https://www.youtube.com/watch?v=E463tZdAGn4>
- Wit.(2001). From Gem Film Libratry
 - Full Movie available here: <https://www.youtube.com/watch?v=PhocpwcJa6g>
- One True Thing (1998) with Meryl Streep
 - Trailer Available here: <https://www.youtube.com/watch?v=IXJv1BQr1il>

Students will be asked three or four questions to initiate conversation within the group on –line. The purpose of this exercise is to reflect on issues that arose in the movie, how the main characters coped and communicated with each other, and what surprised you or struck you as resonating with you or as odd to you. Participation will be marked per the participation rubric below, with 4 discussion posts in total (1 thread or initial post and 3 replies).

IV: Participation Instructions & Marking Rubric (20%)

- Participation is essential for learning. Students are expected to respond to/attend a minimum of 70% of class discussions.
- During the appropriate week, students must post at least one original response to class questions/activities and respond to a minimum 2 posts of other students.
- Posting begins on the Wednesday of the week (after class) and ends by Tuesday noon of the following week.
- A reference should be added when citing a specific article/reference.
- Grading is not only based on the quality of your postings, but also the interaction with your peers.
- When posting, remember to be respectful toward other's opinions and ideas. Respectful disagreement is OK if done genuinely.
- Please keep sensitive information shared by other students confidential. The forum is meant to be a safe sharing area.

On-line Participation Rubric
(Weight toward final mark = 20%)

Criteria	Excellent				Good				Acceptable				Unacceptable			
	100	90	80	70	60	50	40	30	20	10	0	0	0	0	0	0
Frequency	Participates at least 3 times throughout the week. Primary posts are within three days of the unit being released onto the site.				Participates 2 times throughout the week.				Participates 1 times throughout the week. Must include an initial posting.				Limited or no participation. Further effort is required			
Initial Posting(s)	One primary post that are done early in the week; posts are well developed and fully address important aspects of the unit. Initial postings are 250-300 words each.				Posts well developed assignment that addresses all aspects of the task but lacks full development of concepts. Initial posting is less than 250 words.				Posts adequate assignment with superficial thought and preparation; does not address all aspects of the task. Initial posting is less than 250 words.				Posts no discussions.			
Follow-up Postings	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts in both posting areas per week. Each posting is a minimum of 125 words.				Elaborates on existing posts with further comment or observation.				Posts shallow contribution to discussion; does not enrich discussion.				Posts no follow-up responses to others.			
Content Contribution	Posts factually correct, reflective and substantive contribution; advances discussion.				Posts information that is factually correct; lacks full development of concept or thought.				Repeats but does not add substantive information to the discussion.				Posts information that is off-topic, incorrect, or irrelevant to discussion.			
Reference and Support	Refers to readings, audio-visual material or personal experience to support comments.				Incorporates some references from readings, audio-visual material or personal experience.				Uses personal experience but does not reference readings or other supporting material.				Includes no references or supporting experience.			
Clarity and Mechanics	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.				Contributes valuable information to discussion with minor clarity or mechanics errors.				Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.				Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.			
Online Engagement	Reads at least 80% of all the discussion posts for that week.				Reads at least 60 – 79% of all the discussion posts for that week.				Reads at least 40-59% of all the discussion posts for the week.				Reads less than 39% of the discussion posts for the week.			

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

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

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

1. Review the following articles and Chochinov's website:

- Allen, R.S., Hilgeman, M.M., Ege, M.A., Shuster, J.L., & Burgio, L.D., (2008). Legacy activities as interventions approaching end of life. *Journal of Palliative Care*, 11(7), 1029-1038.doi: 0.1089/jpm.2007.0294
 - Chochinov, H.M., Hack, T., Hassard, T., Kristjanson, L.J. & McClement, S., (2005). Dignity therapy: A novel psychotherapeutic intervention for patients near the end of life. *Journal of Clinical Oncology*, 23(24), p. 5520 – 5525.
 - Dignity in Care (2022). *The model in detail*.
<https://www.dignityincare.ca/en/the-model-in-detail.html>
2. Create a small legacy project of your own with you or a loved one as center of focus.
 3. Answer these questions:
 - a. Describe the legacy project that you chose;
 - a. Use the 9 questions that Chochinov et al. (2005) present.
 - b. Create a small poster presentation, artwork, song, or other creative venture.
 4. Be ready to describe your Legacy project to your classmates on the last day of class (~10 minutes followed by 2 – 5 minutes of discussion).
- Legacy projects will be evaluated for quality, depth, creativity, and presentation.

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
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 here [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 formal 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 cellphone, 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.