

HURON UNIVERSITY COLLEGE at  
WESTERN UNIVERSITY  
LONDON, CANADA  
Department of Psychology  
Fall/Winter 2020-2021

**Psychology 1100E – Section 550/551  
Method in General Psychology**

**1.0 BASIC COURSE INFORMATION**

**Course number:** Psychology 1100E

**Course name:** Method in General Psychology

**Instructor Information:**

| <u>Name</u>      | <u>Email</u>   | <u>Office Hours (via Zoom)</u> |
|------------------|--|--------------------------------|
| I. Cheung        | <a href="mailto:icheung5@uwo.ca">icheung5@uwo.ca</a>           | Wednesday 3:30-4:30pm EST      |
| M. Cole          | <a href="mailto:mcole@uwo.ca">mcole@uwo.ca</a>                 | Tuesday 12:30-1:30pm EST       |
| T. Dumas*        | <a href="mailto:tdumas2@uwo.ca">tdumas2@uwo.ca</a>             | Thursday 1:00-2:00pm EST       |
| M. Maxwell-Smith | <a href="mailto:mmaxwel3@uwo.ca">mmaxwel3@uwo.ca</a>           | Friday 9:00am-10:00am EST      |
| D. Quinlan       | <a href="mailto:derek.quinlan@uwo.ca">derek.quinlan@uwo.ca</a> | Wednesday 1:30-2:30pm EST      |
| S. Van Hedger    | <a href="mailto:svanhedg@uwo.ca">svanhedg@uwo.ca</a>           | Wednesday 1:30-4:30pm EST      |

\* *Course Coordinator*

**Course Website:** <http://owl.uwo.ca> {login & password = UWO login ID and password}

Questions related to your individual needs (e.g., unexpected absence, specific technological issues, etc.) in this course should be directed initially to your assigned lab instructor. Questions regarding specific lecture content in each module should be directed to the specific module instructor. Students with questions about the course in general (e.g., program admission, prerequisites, larger issues regarding academic accommodation for multiple missed assessments) or the Psychology program broadly should direct their questions to the Course Coordinator.

## **2.0 CALENDAR DESCRIPTION**

An introduction to method and content in psychology. The content areas covered include physiological psychology, perception, learning and motivation, memory and cognition, developmental psychology, individual differences, personality, social psychology, and applied psychology. Method is studied through direct experience with research design and the collection, statistical treatment, and reporting of data.

Antirequisite(s): Psychology 1000, Psychology 1200 and the former Psychology 100.

Extra Information: 2 lecture hours, 1 laboratory hour, 1.0 course.

*Note 1:* A grade of at least 60% in this course is a prerequisite for most senior psychology courses taught at Huron University College and for all senior psychology courses required for all psychology modules. Moreover, it is a prerequisite for admission to all psychology modules at Huron University College.

*Note 2:* Psychology 1000 is not a substitute for Psychology 1100E course and without supplementation will not provide entry to most of our senior courses. For details of the necessary supplementation, students should consult the FASS Course Outline Appendix posted on OWL.

## **3.0 COURSE OBJECTIVES**

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

- identify and describe theories and concepts from the most important content areas in psychology.
- think critically about empirical research in Psychology.
- analyze data and report the results of simple empirical research.

## **4.0 DESCRIPTION OF CLASS METHODS**

This course is a team-taught introductory survey course to Psychology and is structured as a series of 2-week Learning Modules. There are 6 course instructors who teach this course collaboratively and jointly.

This course will be offered as both SYNCHRONOUS and ASYNCHRONOUS delivery style. This means that some components of the course will be delivered in real time (e.g., lab tutorial meetings with your assigned lab instructor), and other components of the course will be posted

on OWL and you will be expected to work on the material on your own in order to meet the posted timelines and due dates for assignments.

The course is broken up into 11 2-week Learning Modules that are themed by content and roughly correspond to the assigned textbook readings. Within each Learning Module, there will be assigned textbook readings, supporting videos and other multimedia content to illustrate concepts, lecture videos from the course instructors highlighting important themes and issues. In each 2-week period, you will be expected to meet once with your assigned lab group during your assigned lab time. During these lab meetings, you will discuss and reflect on the learning of the assigned lab activity for that Learning Module, as well as receive guidance and instruction on the Research Projects that will be completed in this course. At the end of each Learning Module, you will complete a short quiz (see Section 6.0 and OWL for more information on the assessments in this course) on the material covered in the module before you progress to the next Learning Module.

Each academic term ends with a **cumulative midterm test** worth 20% of the final grade. The midterm test will be in the form of a “take home” exam, and will be posted on the course OWL site. Once the midterm test is posted, students will have 48 hours to complete and submit the completed test. This test will be comprised of 2 short essay/constructed answer questions per Learning Module over the term. Each question will be worth 10 marks (total 10 questions for each Midterm Test). More information will be provided on OWL closer to the Exam Periods in each term.

In the second term (January to April), senior students in the Huron Psychology program will serve as Academic Peer Mentors during the lab meetings and will facilitate first year students' learning by assisting and guiding students in developing and executing a group research project unique to that lab group. Your assigned lab instructor will oversee the overall project and will be responsible for the final assessment of each student's work on the project. More details will be provided in January.

Up to 4% bonus on top of your final grade may be earned by participating in the online OWL Discussion Forum. Over the year, short articles related to Psychology will be posted on OWL and students will be invited to post comments related to the articles and respond to one another. To earn a bonus 1%, students must post an original comment on an article AND a response to another student's comment. More details will be posted on OWL.

## **STUDENT TIME AND TECHNOLOGY EXPECTATIONS**

You should plan on spending between 8 and 10 hours per week on this course. The bulk of your weekly workload will consist of reading the textbook, reviewing the posted lecture materials in the module, and participating in a biweekly lab meeting with your lab group. However, you should also be devoting time each week to working on lab activities and preparing for your biweekly lab meeting with your lab instructor, in addition to completing the quiz assessments.

| Content                     | Approximate Time Commitment |
|-----------------------------|-----------------------------|
| Lecture Videos              | 2.0 hours/week              |
| Assigned Textbook Readings  | 3.0 hours/week              |
| Lab Activities and Meetings | 2.0 hours/week              |
| Research Project            | 1.0 hours/week              |

This course will require the following technological capabilities:

- Stable high-speed internet connection
- Microphone
- A quiet space to take part in synchronous learning (i.e., lab meetings)
- Webcam is optional but recommended

**\*\*NOTE:** All of the remote learning synchronous sessions for this course may be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings.

## 5.0 REQUIRED TEXTS

Passer, M. W., Smith, R. E., Atkinson, M. L., & Mitchell, J. B. (2020). Psychology: Frontiers and Applications. (Seventh Canadian Edition). McGraw-Hill.

*Note: Physical and electronic copies of the textbook can be ordered from the Western Book Store website. Hard copies of the textbook will ship within 7 days of the order confirmation. To order a copy of the textbook visit the Western Bookstore website [here](#).*

## 6.0 EVALUATION

### Summary of Dates and Weights of Course Components:

| Assessment                             | Date   | Course Weighting   |
|--|--|--|
| Learning Module Quizzes                | Throughout the course                          | 15%<br>(top 8 out of 11 quizzes will be used in final evaluation*) |
| Midterm Tests x 2                      | December and April Exam Periods<br>(take home) | 40%<br>(20% each x 2)  |
| APA Term 1 Experiment Research Report  | Monday December 5                              | 15%  |
| APA Term 2 Correlation Research Report | Thursday, April 5                              | 25%  |
| Lab Attendance                         | Throughout the course                          | 5%<br>(0.5% x 10)  |
| OWL Discussion Post and Response       | Throughout the course                          | Bonus up to 4%   |

*NOTE:* There are a total of 11 Learning Modules in this course with an associated Module Quiz. For the purposes of the final evaluation, the 8 quizzes with the highest marks will be used to calculate the final grade. Students are required to complete **at LEAST 8 quizzes over the course**. A student who completes fewer than 8 quizzes over the year will require academic accommodation.

## 7.0 TENTATIVE COURSE SCHEDULE

Please refer to the OWL course site for a full outline of the course schedule that includes a workflow graphic and breakout of the specific components of each Learning Module. Note that the Task List for each specific module should be completed before the start of the next Learning Module in that term. All assigned assessment evaluations (Quizzes, Lab Report, Bonus Discussion Posts) for the term must be completed BEFORE the end of that term (i.e., Dec 7 for Term 1, April 5 for Term 2).

| Date          | Learning Module                | Textbook Readings                       | Module Task List<br>(see OWL for detailed workflow)  |
|---------------|--------------------------------|---|--|
| Sept 8-18     | 1: Introduction & Neuroscience | Ch1: p. 1-9<br>Ch2: p.37-44<br>Ch3: all | Review lectures<br>Complete textbook readings<br>Lab Group meeting (assigned time)<br>Complete Module Quiz   |
| Sept 21-Oct 2 | 2: Sensation and Perception    | Ch5: all<br>Lab Manual Ch 1             | Review lectures<br>Complete textbook readings<br>Lab Group meeting (assigned time)<br>Complete Module Quiz   |
| Oct 5-16      | 3: Principles of Learning      | Ch7: all                                | Review lectures<br>Complete textbook readings<br>Complete Lab Activity before Lab Group Meeting<br>Lab Group meeting (assigned time)<br>Complete Module Quiz |
| Oct 19-30     | 4: Memory                      | Ch8: all                                | Review lectures<br>Complete textbook readings<br>Complete Lab Activity before Lab Group Meeting<br>Lab Group meeting (assigned time)                         |

|                              |                                     |  |  |
|------------------------------|-------------------------------------|--|--|
|                              |                                     |  | Complete Module Quiz   |
| <b>November 2-6</b>          |                                     |  |  |
| <b>FALL BREAK WEEK</b>       |                                     |  |  |
| Nov 9-20                     | 5: The t-test                       | Lab Manual Ch 2                                  | Review lectures<br>Complete textbook readings<br>Complete Lab Activity before Lab Group Meeting<br>Lab Group meeting (assigned time)<br>Complete Module Quiz |
| Nov 22-Dec 4                 | 6: Thought & Language/ Intelligence | Ch 9: all<br>Ch 10: all, except p. 363-367       | Review lectures<br>Complete textbook readings<br>Complete Lab Activity before Lab Group Meeting<br>Lab Group meeting (assigned time)<br>Complete Module Quiz |
| <b>Dec 7</b>                 |                                     |  | <b>Lab Report 1 Due</b>  |
| <b>Dec 11-22</b>             | <b>EXAM PERIOD</b>                  |  | <b>Take Home</b><br><b>Midterm 1 Exam</b>  |
| <b>December 23-January 3</b> |                                     |  |  |
| <b>Winter Break</b>          |                                     |  |  |
| Jan 4-15                     | 7: Motivation and Emotion           | Ch11: p.386-390, 409-431                         | Review lectures<br>Complete textbook readings<br>Lab Group meeting (assigned time)<br>Complete Module Quiz   |
| Jan 18-29                    | 8: Development                      | Ch12: p.433-434, 437-476 (not Adult Development) | Review lectures<br>Complete textbook readings<br>Complete Lab Activity before Lab Group Meeting  |

|  |                                 |  |  |
|--|---------------------------------|--|--|
|  |                                 |  | Lab Group meeting<br>(assigned time)<br><br>Complete Module Quiz   |
| Feb 1-12   | 9: Social Psychology            | Ch 13: all   | Review lectures<br><br>Complete textbook readings<br><br>Complete Lab Activity<br>before Lab Group Meeting<br><br>Lab Group meeting<br>(assigned time)<br><br>Complete Module Quiz |
| <b>February 15-19</b><br><b>READING WEEK BREAK</b> |                                 |  |  |
| Feb 22-Mar 5                                       | 10: Stress and Health           | Ch 15: all   | Review lectures<br><br>Complete textbook readings<br><br>Complete Lab Activity<br>before Lab Group Meeting<br><br>Lab Group meeting<br>(assigned time)<br><br>Complete Module Quiz |
| Mar 8-19   | 11: Disorders and Treatment     | Ch16 (pp 609-635; 640-654)<br><br>Ch17 (pp 659-680; 691-696) | Review lectures<br><br>Complete textbook readings<br><br>Complete Lab Activity<br>before Lab Group Meeting<br><br>Lab Group meeting<br>(assigned time)<br><br>Complete Module Quiz |
| Mar 22- Apr 2                                      | Catch Up and APA Report Wrap Up |  | Complete any outstanding<br>quizzes<br><br>Work on Lab Report 2<br><br>Lab Group meeting<br>(assigned time)  |
| <b>April 5</b>                                     |                                 |  | <b>Lab Report 2 Due</b>  |



|            |                   |  |                             |
|------------|-------------------|--|-----------------------------|
| April 5 -7 | Study Days        |  |                             |
| April 8-30 | Final Exam Period |  | Take Home<br>Midterm 2 Exam |

## 8.0 POLICY ON GRADING STANDARDS

Students at Huron University College should consider a C grade (60%-69%) to be evidence of satisfactory performance in Introductory Psychology. Grades in the B (70-79%) range will only be awarded for performance that is demonstrably superior to this standard. Grades in the A (80%-90%) or A+ (90-100%) range will be rare and reserved for academic performance that is truly exceptional. Students should anticipate that the level of performance that resulted in A or A+ grades in high school will not achieve similar grades at the university level.

## 9.0 OTHER INFORMATION

**9.1 Module Quizzes and Bonus Discussion Posts.** Quizzes and discussion posts related to Term 1 content may only be completed up until the last day of classes in Term 1 (December 9) and quizzes and discussion posts related to Term 2 content may only be completed up until the last day of classes in Term 2 (April 5). Students who miss more than two quizzes over the year will have the remaining quizzes reweighted only with recommendations for accommodation.

**9.2 Make Up Tests.** Students who require accommodation for a missed Midterm Test should follow the Senate guidelines for accommodation for a missed test [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic Consideration for absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf). If accommodation is recommended, the accommodation will be at the discretion of the course coordinator in consultation with the other course instructors.

**9.3 Report Deadline Extensions.** Students requiring due date extensions for written work (e.g., Research Report) should follow the guidelines for accommodation for absences [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic Consideration for absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf). If accommodation is recommended, the accommodation will be in the form of a revised due date for the assignment.

**9.4 Grade appeals.** Refer to the course website on OWL for appeals of grades on laboratory reports and tests.

**9.5 Requirements to pass the course.** Both laboratory reports must be submitted to attain a passing grade in the course even if the maximum possible grade on one or both reports is zero due to lateness.

**9.6 University Policies.** The Senate policies in force for this course (i.e., academic accommodation, accessibility, academic misconduct, course drop dates, and other related university policies) may be found posted on the 1100E OWL course site.



## **Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave quietly. Please see the Code of Student Conduct at:

[www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf](http://www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf).

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the

instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) 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. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here: [https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Academic Student Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising> .

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory> .

### **Copyright Regarding Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the

community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading\\_189](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189) .

### **Turnitin.com**

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

### **Computer-Marked Tests/exams**

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.

### **Clickers**

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Accommodation for Students With Disabilities**

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf) are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

### **Requests for Academic Consideration Using the Self-Reported Absence Form**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) .

### **Policy on “Academic” Accommodation - Medical / Non-Medical Grounds**

- (a) Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf) , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth *less than 10%* of final grade:  
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.



### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwoom/mentalhealth/](http://www.uwo.ca/uwoom/mentalhealth/).

### **Important Dates & Directory**

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:**  
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**  
<https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>