

HURON UNIVERSITY COLLEGE at  
WESTERN UNIVERSITY  
LONDON CANADA  
Department of Psychology  
Winter 2020

Psychology 3696G Section 550  
Dynamics of Mentorship in Psychology Research

## 1.0 CALENDAR DESCRIPTION

This seminar considers psychological theory and research relevant to successful mentorship in the research process. Students will apply their knowledge about mentorship through engagement with first-year students in a research project.

Antirequisite(s): none

Prerequisite(s): By permission of the Department of Psychology at Huron.

Extra Information: 3 lecture hours, 0.5 course. (Huron)

Students are responsible for ensuring that they have successfully completed all course requirements. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will 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.

## 2.0 COURSE INFORMATION

Course Instructor: Dr. Christine Tsang  
Email address: [ctsang33@huron.uwo.ca](mailto:ctsang33@huron.uwo.ca)  
Office & Phone Number: HUC-V119; 519-438-7224 ext 260  
Office Hours: Wednesday 2:30-3:30; Thursday 11:30-12:20  
Course Website: Access via <https://owl.uwo.ca/portal>

Course Assistant: Leo Beletski  
Email address: [lbelets@uwo.ca](mailto:lbelets@uwo.ca)

Time & Location of Lectures: Thursday 9:30-11:20 in Room V107.

It is recommended that you check OWL and your Western email at least once a day to ensure that you do not miss any important class announcements, messages, or emails from the instructor.

### 3.0 COURSE OBJECTIVES

Upon successful completion of this course, students should be able to:

- apply psychological research skills to manage a group research project
- communicate complex research problems and solutions to different audiences
- learn to collaborate in small groups to produce concrete deliverable outcomes
- learn to reflect on the process of collaboration and project management

### 3.1 Lab Schedule and Project Deliverables

Week	Facilitator	Topics to Cover	Mentor Project Deliverables
Jan 6	Lab Instructor & Mentor	<ul style="list-style-type: none"> <li>• Discuss plans for the winter term (e.g., learn about correlational design)</li> <li>• Chapter 3 (pp. 29-31)</li> <li>• Correlational design</li> <li>• Correlations as statistics: direction &amp; strength</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Provide brief introduction</li> </ul>
Jan 13	Mentor	<ul style="list-style-type: none"> <li>• Discuss theme for main project</li> <li>• Learn how to generate research questions</li> </ul>	<ul style="list-style-type: none"> <li>• Icebreaker activity</li> <li>• Introduce theme for main project</li> <li>• Design an activity to help students brainstorm research questions</li> <li>• Discuss possible research questions</li> <li>• Narrow down the number of research questions</li> <li>• Design a short survey to collect data for correlation activity next week</li> </ul>
Jan 20	Mentor	<ul style="list-style-type: none"> <li>• Example of correlational study</li> <li>• Review correlation designs and correlations as statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Review the features of correlation designs and statistics</li> <li>• Demonstrate how to calculate correlation coefficient using an example</li> </ul>
Jan 27	Mentor	<ul style="list-style-type: none"> <li>• Discuss research questions</li> <li>• Review hypothesis testing</li> <li>• Identify and operationalize constructs</li> </ul>	<ul style="list-style-type: none"> <li>• Review research questions and discuss hypotheses</li> <li>• Select research question and identify the variables that are being tested</li> <li>• Discuss how variables can be operationalized</li> <li>• Conduct literature review for research question, gather possible research articles and ideas for operationalization of variables (mentor will review and select final article, decide on what measures to use)</li> </ul>
Feb 3	Mentor	<ul style="list-style-type: none"> <li>• Review operationalization of constructs</li> <li>• Learn about issues related to the reliability and validity of measures</li> </ul>	<ul style="list-style-type: none"> <li>• Review research question and specific variables being studied</li> <li>• Make final decisions about how to operationalize variables</li> <li>• Discuss reliability and validity of measures</li> <li>• Assign key reading</li> </ul>
Feb 10	Mentor	<ul style="list-style-type: none"> <li>• Discuss key reading and how it relates to the main project</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the key reading</li> <li>• Explain the procedure of the lab project</li> <li>• Discuss the importance of ethics (ethics will be reviewed by the lab instructor)</li> </ul>

		<ul style="list-style-type: none"> <li>Learn about the importance of ethics in the research process</li> </ul>	<ul style="list-style-type: none"> <li>Provide data for students to practice calculating correlation coefficient and create answer key</li> <li>Remind students to bring computer to class to complete survey</li> </ul>
<b>Feb 17</b>	<b>READING WEEK – NO LABS</b>		
Feb 24	Mentor	<ul style="list-style-type: none"> <li>Complete main project study</li> <li>Learn how to use psychology databases to conduct literature review and select an additional reading for the main project</li> </ul>	<ul style="list-style-type: none"> <li>Provide time for students to complete questionnaires for main study</li> <li>Show students how to find a second reading for their paper</li> <li>Discuss what kinds of articles would be appropriate</li> <li>Remind students of the practice correlation data</li> <li>Set-up data from project in excel to distribute the following week</li> </ul>
Mar 2	Mentor	<ul style="list-style-type: none"> <li>Review correlation calculations</li> <li>Discuss second article findings from literature review</li> </ul>	<ul style="list-style-type: none"> <li>Discuss second readings from literature review</li> <li>Review how to calculate correlation from practice data</li> <li>Explain how the collected data should be used for the main project (go through set up of the excel data file and refer to correlation work sheet)</li> </ul>
Mar 9	Mentor/Lab Instructor	<ul style="list-style-type: none"> <li>Review sections of an APA paper relevant to main project</li> </ul>	<ul style="list-style-type: none"> <li>Review introduction, method and results of paper</li> <li>Lab instructor will be present</li> </ul>
Mar 16	Mentor/Lab Instructor	<ul style="list-style-type: none"> <li>Review sections of an APA paper relevant to main project</li> </ul>	<ul style="list-style-type: none"> <li>Review discussion (addressing issues of reliability and validity), cover page, abstract, &amp; references</li> <li>Review referencing and plagiarism</li> <li>Review submission procedure and late penalties</li> <li>Lab instructor will be present</li> </ul>
<b>Mar 25</b>	<b>1100E Report Due at 12:00pm, noon</b>		
<b>Mar 26</b>	<b>Class Meeting in V107—wrap up and final reflection instructions</b>		

#### 4.0 DESCRIPTION OF CLASS METHODS

This course will focus on the development of communication skills and application of research skills through collaboration on a semester-long research project with a small group of first-year students. Students will be assessed in a variety of methods, including written reflection, oral presentations and class discussion participation.

#### 5.0 READINGS AND OTHER SOURCES

The reading list for the course will be posted on OWL. The readings will be posted on OWL on the Monday before each weekly Thursday class meeting.

#### 6.0 SCHEDULE OF DATES FOR COURSE WORK

More details for each method of evaluation will be provided in class.

Course Component	Value
Weekly Reflections (9 reflections)	55%
Class Facilitation	20%
Weekly Lesson Plans (pass/fail x 10 weeks)	10%
End of Project Reflection	15%

#### 6.2 METHOD OF EVALUATION

1. **Weekly Reflection Papers (55%).** Each week, you will be required to write a 1000 word critical reflection paper. This paper must address three issues: 1) reflection on successes and challenges of your weekly lab meetings from the previous week and relation to your weekly lesson planning; 2) application of the assigned weekly reading to your lesson planning and group collaboration; 3) a general reflection on your perception of whether you are meeting project goals, what is working, what needs to be improved. More details will be provided on OWL and in class.
2. **Paper Facilitation Leader (20%).** You will be required to facilitate a discussion on a topic of your choosing related to leadership, mentorship or collaboration. You will be responsible for selecting the reading which must be approved by Dr. Tsang no later than Monday at 12:00 pm before your scheduled discussion on Thursday. The facilitation will provide you with an opportunity to lead the class through a discussion of the reading, which is different than simply participating in a discussion.
3. **Weekly Lesson Plans (10%).** Each week, you will be required to submit a weekly lesson plan 48 hours before your assigned first lab of the week. Plans will be reviewed by Dr. Tsang, and should also be the focus of your discussion with your assigned lab instructor each week. Revisions to the plan may be requested or recommended before your lab. The Lesson Plan will also be shared with your assigned lab instructors and will form the basis for your post-lab meeting discussions. The Weekly Lesson Plan will be graded on a pass/fail basis and each plan is worth 1% each.

4. **End-of-Project Reflection (15%).** At the end of the term, you will be required to write a 1500-2000 word reflection paper. This reflection should encompass the experience of the entire semester, and should discuss the evolution of your learning process with reference to the course readings, your weekly lesson plans and reflections. More information will be provided in class and on OWL.

### 6.3 SUBMISSION OF WORK AND LATE PENALTIES

**Submission of work.** Please note that ALL written work must be submitted electronically through the OWL course website.

**Late penalties:** Work submitted after the due date and time will be penalized 2% per day (including weekends). After 14 days, the written work will receive a grade of zero. Late penalties will be calculated based on the date and time the work was submitted on OWL. Any extension for legitimate reasons (see Appendix) must be requested BEFORE the due date. **Please note that late reflections will NOT be accepted after the due date and receive a grade of zero.**

### 8.0 POLICY ON GRADING

Students at Huron University College should consider a grade in the range from 76-79 to be evidence of satisfactory performance in a 3000-level Psychology course. Grades in the A (80-89%) ranges will only be awarded for performance that is demonstrably superior to the third-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.



## Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

### 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.

In the 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 to be seated 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: sit in an aisle seat and 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 is 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.

### **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).

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

## **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 at: <https://owl.uwo.ca/portal>, and on the Huron website at [www.huronuc.on.ca/about/accessibility](http://www.huronuc.on.ca/about/accessibility) .

## **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. Their contact information can be found on the Huron website at: <https://huronatwestern.ca/student-life-campus/art-social-science> and at <https://huronatwestern.ca/student-life-campus/management-and-organizational-studies> .

## **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider 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.

## **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 and 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 a detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com.

### **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.

### **Policy on “Special” Accommodation**

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://www.sdc.uwo.ca/ssd/index.html> .

### **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.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. 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. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. 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;
- g. 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.
- h. 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.

**Policy on “Academic” Accommodation - Medical / Non-Medical Grounds (if absence is not self-reported)**

- (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 your Instructor directly.**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

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 at Western**

Students who are stressed, emotionally distressed or in mental health crisis, please refer to: <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for a complete list of options about how to obtain help, or email [Huronwellness@huron.uwo.ca](mailto:Huronwellness@huron.uwo.ca) to access your wellness staff directly.

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

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: [sert.uwo.ca/about-sert/about-sert/](http://sert.uwo.ca/about-sert/about-sert/).

### **Important Dates and Directory at Huron and Western**

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>
- **Western – 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>