

The University of Western Ontario
School of Health Studies

Introduction to Rural Communities
HS3010F

September-December 2021

Instructor: Dr. Mantler

Email: tara.mantler@uwo.ca

Office Room Number: HSB 332

Office Hours: TBD

Date/Time: Wednesday 1230-130 and Thursday 1130-130

Location: TBD

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

Prerequisite Checking

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.

Course Information

This course offers an introduction to rural communities within the Canadian context. This course will examine how rural and urban communities differ using sociological, infrastructure, political, and health services perspectives. By the end of this course students will be able to:

- Identify and critique rural communities utilizing various definitions
- Examine factors contributing to 'rurality'
- Understand how geographic location intersects with various social determinants of health
- Identify and critically examine how geographic location intersects with health (including disease prevalence, service use/availability, and health outcomes)
- Explore contemporary issues in rural health
- Engage in critical scholarship of the impact of rurality on health

Classroom Expectations

Contemporary academic traditions are built upon the power of a select groups of people, namely privileged white folks, typically men. However, that is changing as we move towards classroom content and approaches that acknowledge the importance of inclusivity and equity. I have worked hard to ensure the course content reflects the knowledge created by authors working from diverse social locations. However, there is always room for improvement and feel free to contact me (in person or electronically) if you have any suggestions to improve the quality of course materials.

Furthermore, I would like to create a learning environment with my students that is respectful and supports inclusivity and diversity. In this class, I encourage and appreciate expressions of different ideas, opinions, and beliefs. My goal is to have meaningful conversations and interactions and create opportunities for intellectual and personal enrichment. I disavow racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others. To help accomplish these classroom goals, I invite you to partner with me in the following ways:

- I am still in the process of learning about anti-racism, decolonization and diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it (anonymous feedback is always an option).
- Please create and a name tag with your preferred name and pronouns
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me.

Lecture and Reading Schedule (subject to change)

Week	Date	Topic	Reading
1	Sept 8	Introduction to Rural Communities	None.
2	Sept 9	Defining Rurality	Podcast: Understanding Rural Canada Terms and Trends- Fare Talk
	Sept 15	Mock Critical Scholarship	Not assigned
3	Sept 16	Rural Culture and Values	Farmer, J., Bourke, L., Taylor, J., Marley, J. V., Reid, J., Bracksley, S., & Johnson, N. (2012). Culture and rural health. Australian Journal of Rural Health, 20(5), 243-247.

	Sept 22	Critical Scholarship Option 1	Not assigned
4	Sept 23	Social and Political Factors	Smith, K. B., Humphreys, J. S., & Wilson, M. G. (2008). Addressing the health disadvantage of rural populations: how does epidemiological evidence inform rural health policies and research?. <i>Australian journal of rural health</i> , 16(2), 56-66.
	Sept 29	Critical Scholarship Option 2	Not assigned
5	Sept 30	Infrastructure Factors	Reimer, B., & Bollman, R. D. (2010). Understanding rural Canada: Implications for rural development policy and rural planning policy. <i>Rural planning and development in Canada</i> , 10-52.
	Oct 6	Critical Scholarship Option 3	Not assigned
6	Oct 7	Health Services	Pong, R. W., DesMeules, M., Heng, D., Lagacé, C., Guernsey, J. R., Kazanjian, A., ... & Luo, W. (2011). Patterns of health services utilization in rural Canada. <i>Chronic diseases and injuries in Canada</i> , 31, 1-36.
	Oct 13	Critical Scholarship Option 4	Not assigned
7	Oct 14	Indigenous Rural Health	Williams, L., & Claxton, N. (2017). Recultivating Intergenerational Resilience: Possibilities for Scaling DEEP through Disruptive Pedagogies of Decolonization and Reconciliation. <i>Canadian Journal of Environmental Education (CJEE)</i> , 22, 58-79. Williams, L., Bunda, T., Claxton, N., & MacKinnon, I. (2018). A Global Decolonial Praxis of Sustainability-

			Possibilities towards Undoing Epistemic Violences between Indigenous Peoples and those no longer Indigenous to Place. <i>Australian Journal of Indigenous Education</i> , 47(1), 41-53.
	Oct 20	Critical Scholarship Option 5	Not assigned
8	Oct 21	Racism and Rural Health	Etowa, J., Wiens, J., Bernard, W. T., & Clow, B. (2007). Determinants of Black women's health in rural and remote communities. <i>Canadian Journal of Nursing Research Archive</i> , 56-77.
	Oct 27	Critical Scholarship Option 6	Not assigned
9	Oct 28	Gender Based Violence and Rural Health	Edwards, K. M. (2015). Intimate partner violence and the rural–urban–suburban divide: Myth or reality? A critical review of the literature. <i>Trauma, Violence, & Abuse</i> , 16(3), 359-373. Mantler, T., Jackson, K.T, Shillington, K., Walsh, E.J., Tobah, T., Jackson, B. and Davidson, C.A. "Factors influencing rural women's disclosure of intimate partner violence: a qualitative study." <i>SN Social Sciences</i> 1, no. 1 (2021): 1-19.
	Nov 10	Critical Scholarship Option 7	Not assigned
10	Nov 11	Mental Health and Rurality	Caxaj, C. S. (2016). A review of mental health approaches for rural communities: complexities and opportunities in the Canadian context. <i>Canadian Journal of Community</i>

			<i>Mental Health, 34, 29-45.</i>
	Nov 17	Critical Scholarship Option 8	Not assigned
11	Nov 18	E-Health and Rurality	Hage, E., Roo, J. P., van Offenbeek, M. A., & Boonstra, A. (2013). Implementation factors and their effect on e-Health service adoption in rural communities: a systematic literature review. <i>BMC health services research, 13</i> (1), 1-16.
	Nov 24 and 25 December 1 and 2	Presentation: Issue In Focus	None
12	Dec 8	Reflecting and Wrapping Up	None

*Over the course of the next 12 weeks, we will, at times, be discussing difficult issues such as suicide, violence, racism, and colonization which may be disturbing or difficult for some students. If you are aware of course content that may be difficult for you, I am happy to discuss any concerns either before class or after class. During class, if you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss, so please plan to get notes from another student.

Evaluation

	Grade Component	Evaluator	Due Date
20%	Critical Scholarship - 4 X 5% each	Professor	Friday at Noon
35%	Paper: Issue in Focus	Professor	Nov 10 at 5pm
10%	Presentation: Issue in Focus	Professor	Nov 24, 25, Dec 1 and 2. Slides must be submitted by Nov 22 by 5pm.
35%	Cumulative Assignment	Professor	Dec 8 at 5pm

Critical Scholarship

Engaging in critical scholarship of ideas presented in class demonstrates true mastery of knowledge. Students are required to participate in 4 of the 8 critical scholarships (4 X 5% each=20%). If you complete 5, your lowest score will be dropped. If you complete more than 5, only the first 5 critical scholarships will be graded. You are welcome to attend all critical scholarship sessions, whether or not you are participating- you are also welcome to not attend critical scholarships that you are not

participating in – the choice is yours. Your evaluation of your participation must be submitted by Friday at noon, you will evaluate yourself which will include a grade (out of 15) based on the follow rubric as well as short (no more than 200 word reflection based on the criteria below). Late submissions will be deducted 10% per day.

Participation

	Preparedness	Participation	Critical Thinking
0-1	I prepared by reviewing my assigned readings	I spoke once or twice during the discussion	My comments did not build on the thoughts of others but were stand alone
2-3	I prepared by reviewing assigned readings and using a search engine	I spoke two or three times during the discussion I referenced a scholarly article for one of my contributions	My comments built on the thoughts of others
4-5	I prepared by reviewing assigned readings and reading several scholarly articles and prepared ways in which articles could be integrated into the conversation	I spoke four or more during the discussion I referenced scholarly articles for all my contributions	My comments built on the thoughts of others and encouraged others to think of the topic differently

Comments: Students are to provide a short (200 word max) rationale supporting their grade. This should include the following:

- Key points the student contributed to the discussion
- Support for the grade they assigned themselves
- Areas of improvement for future discussions

Paper: Issue in Focus

Purpose: To critically examine a contemporary issue impacting the health of rural communities in Canada. This 1500 word (max- excluding references) APA position paper is due Nov 10th at 5pm via the course website.

Grading Key (Total: /81)

	Expert (10-15)	Proficient (7-10)	Apprentice (4-7)	Novice (0-4)
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
Cohesiveness	Ties together information from all sources. Paper flows from one section to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not

	obtained from all sources.	among material obtained from all sources.	from all sources.	demonstrate understanding any relationships
Critical Thinking	Identifies assumptions and biases and evaluates merits of evidence presented in context.	Identifies some assumptions and biases and evaluates the merits of some of the evidence presented.	Identifies assumptions or biases at a superficial level and superficially evaluates evidence presented.	Does not identified assumptions or biases and does not evaluate evidence presented.
	Expert (2)	Proficient (1)		Novice (0)
Spelling and grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.		Unacceptable number of spelling and/or grammar mistakes.
Sources	More than 5 current sources, of which at least 5 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 4 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.		Fewer than 5 current sources, or fewer than 4 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.		Does not cite sources

*Note that a grading rubric provides consistent categories and weighting to aid in grading and in producing more robust grades both within a set of papers and between graders. It cannot and is not meant to replace the judgment of the individual grader. This is therefore a guideline for grading and not a strict marking scheme. Graders can, and frequently do, depart from the prescribed rubric when they feel it is academically justified.

Presentation: Issue In Focus

Students will create a 5-minute presentation that summarizes their issues in focus paper. These presentations will be done in rapid succession during class- as such a strict 5-minute limit will be enforced.

What does presentation mean: The presentation itself can be anything you would like. You can do a power point, speech, comic strip, artistic piece, drama, game- the sky is truly the limit. You are expected to 'submit' your presentation by Nov 22nd if you require the classroom projector or a physical handout for the class for your presentation. If your presentation requires nothing but yourself (i.e. a speech, game) then there is no need to submit anything. If you are unsure, please speak with the teaching team. Your presentation will be graded using the following criteria (total 30 points):

Content				
Opening: Clear start to the presentation and a hook for the audience				
1 (poor)	2 (fair)	3 (good)	4 (great)	5 (excellent)
Issue Explained: Key issue related to the topic was identified				
1 (poor)	2 (fair)	3 (good)	4 (great)	5 (excellent)
Key messages provided: High level findings of the paper were presented				
1 (poor)	2 (fair)	3 (good)	4 (great)	5 (excellent)
Presentation				
Organization: Presentation flowed and was concise				
1 (poor)	2 (fair)	3 (good)	4 (great)	5 (excellent)
Creative: Presentation was creative				
1 (poor)	2 (fair)	3 (good)	4 (great)	5 (excellent)
Energy/Confidence: Natural and enthusiastic				
1 (poor)	2 (fair)	3 (good)	4 (great)	5 (excellent)

Cumulative Assignment

Purpose: Please select 1 of the following to write a 1000 word (max- excluding references) APA position paper. This cumulative assignment is due Dec 8th at 5pm submitted via the course website.

- What the most important issue impact the health of rural Canadian communities?
- What is the biggest lesson Canada should learn from rural communities when it comes to improving health for all?
- What needs to be done to address inequities in rural health?

Grading Key (Total: /81)

	Expert (10-15)	Proficient (7-10)	Apprentice (4-7)	Novice (0-4)
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
Cohesiveness	Ties together information from all sources. Paper flows from one section to the next without the need for headings. Author's writing demonstrates an understanding of the relationship	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing

	among material obtained from all sources.	the relationship among material obtained from all sources.	material obtained from all sources.	does not demonstrate understanding any relationships
Critical Thinking	Identifies assumptions and biases and evaluates merits of the evidence presented in context.	Identifies some assumptions and biases and evaluates the merits of some of the evidence presented.	Identifies assumptions or biases at a superficial level and superficially evaluates evidence presented.	Does not identified assumptions or biases and does not evaluate evidence presented.
	Expert (2)	Proficient (1)		Novice (0)
Spelling and grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.		Unacceptable number of spelling and/or grammar mistakes.
Sources	More than 5 current sources, of which at least 5 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 4 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.		Fewer than 5 current sources, or fewer than 4 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.		Does not cite sources

*Note that a grading rubric provides consistent categories and weighting to aid in grading and in producing more robust grades both within a set of papers and between graders. It cannot and is not meant to replace the judgment of the individual grader. This is therefore a guideline for grading and not

a strict marking scheme. Graders can, and frequently do, depart from the prescribed rubric when they feel it is academically justified.

Statement on Use of Electronic Devices

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

ADDITIONAL STATEMENTS

Multiple Choice 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

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow

Accommodation for Medical Illness or Non-Medical Absences

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as 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. 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 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;

- e. 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 (i.e., “bellringers”);
- f. 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

Attendance

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes.

Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Persistent absenteeism may have serious repercussions, and may result in you failing this course. In this course, the equivalent of 3 weeks of unexcused absences, per term, will be considered to be persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair, and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20

Support Services

There are various support services around campus, and these include, but are not limited to:

1. Academic Support and Engagement-- [Academic Support & Engagement - Western University \(uwo.ca\)](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20)
2. Student Health and Wellness --[Health & Wellness - Western University \(uwo.ca\)](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20)
3. Registrar’s Office -- <http://www.registrar.uwo.ca/>
4. Ombud’s Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](#) for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](#)

SHS Grading Policy

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 74 and 78. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.