

Calendar Course Description:

This course focuses on health and wellness with an emphasis on increasing knowledge and awareness of a wide variety of health-related topics, as well as on improving individual health.

Antirequisite: The former Health Sciences 1000.

Course Weight: 0.50

Breadth: CATEGORY A

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Statement on 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

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Course Information:

The purpose of the course is to introduce students to the constructs of health and wellness from a personal perspective. The course covers a range of health-related topics related to personal health and wellness, with a particular emphasis on increasing knowledge, awareness, and improving individual health. Students are expected to review all online lectures, and to: (a) attend and participate in weekly tutorials; (b) complete two mid-term evaluations; (c) complete 9 textbook (Connect) assignments; and (d) write a final examination.

As part of a successful undergraduate experience at Western, we encourage you to make health and wellness a priority. Self-care is a critical component of health and wellness and will be discussed in detail in this course. Western provides several on-campus and online health-related services to help you achieve optimum health and wellness while pursuing your degree. Further information regarding the services available to students may be found at <https://uwo.ca/health/>.

If you are in emotional or mental distress, please refer to Mental Health@Western ([Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](#)) for a complete list of options available at Western, or Family Service Thames Valley Family (<https://fstv.ca/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](#). Students are also encouraged to access local health and wellness resources within their home communities.

Course Schedule:

All course lectures (including information shared by guest speakers), videos, and required readings will focus on the following topics/units. This lecture timetable is subject to change, as needed, throughout the course.

- Week 1: Course Introduction
Reading: Course Outline
- Week 2: Taking Charge of Your Health
Reading: Core Concepts in Health, Chapter 1 (pp. 1-39)
Additional (Supplemental) Reading: Belluz, J. (2012). Good science vs. bad science. Macleans.ca (<https://www.macleans.ca/uncategorized/good-science-vs-bad-science/>)
***SmartBook Assignment (Ch 1): Due Sept 16, 2024**
- Week 3: Psychological Health
Reading: Core Concepts in Health, Chapter 2 (pp. 40-81)
***SmartBook Assignment (Ch 2): Due Sept 23, 2024**
- Week 4: Stress: The Constant Challenge
Reading: Core Concepts in Health, Chapter 3 (pp. 82-118)
***SmartBook Assignment (Ch 3): Due Sept 30, 2024**
- Week 5: **MID-TERM EXAM #1 – OCTOBER 8, 2024 (*No tutorials this week)**
- Week 6: **--- FALL READING WEEK ---**
- Week 7: Weight Management and Childhood Obesity
Reading: Core Concepts in Health, Chapter 4 (pp. 119-165)
***SmartBook Assignment (Ch 4): Due Oct 21, 2024**
- Week 8: Nutrition Basics
Reading: Core Concepts in Health, Chapter 5 (pp. 166-226)
Additional (Supplemental) Reading: 2017 Report on the Health of Canadians: “The Kids are Not Alright”. Heart and Stroke Foundation of Canada. 2017. (<http://www.heartandstroke.ca/-/media/pdf-files/canada/2017-heart-month/heartandstroke-reportonhealth2017.ashx>)
***SmartBook Assignment (Ch 5): Due Oct 28, 2024**
- Week 9: Health and Nutrition for Infants: The Benefits of Breastfeeding
Additional (Supplemental) Reading: Victora, C. G., Bahl, R., Barros, A. J., França, G. V., Horton, S., Krasevec, J., ... & Group, T. L. B. S. (2016). Breastfeeding in the 21st century: Epidemiology, mechanisms, and lifelong effect. *The Lancet*, 387(10017), 475-490.
- Week 10: **MID-TERM EXAM #2 – NOVEMBER 12, 2024 (*No tutorials this week)**
- Week 11: Cancer
Reading: Core Concepts in Health, Chapter 8 (pp. 316-363)
Guest Instructor: Lorna Larsen, Team Shan
***SmartBook Assignment (Ch 8): Due Nov 28, 2024**

Week 12: Drug Use and Addiction
Reading: Core Concepts in Health, Chapter 13 (pp. 531-570)
***SmartBook Assignment (Ch 14): Due Nov 25, 2024**

Week 13: The Responsible Use of Alcohol
Reading: Core Concepts in Health, Chapter 14 (pp. 571-643)
***SmartBook Assignment (Ch 15): Due Dec 2, 2024**

Tutorials:

Tutorials will begin the week of **September 23-27, 2024** and end the week of **December 2-6, 2024**. You will be assigned to one weekly 60-minute tutorial session, which will be held in-person. Tutorial topics will vary, and will relate to topics discussed during the asynchronous lectures, Connect (e.g., SmartBook) activities, and/or other learning activities that will be identified each week. Students should come prepared to tutorials each week; students will be graded based on tutorial attendance *and* participation (see the *Course Evaluation* section below).

Required Course Material:

Required Readings: Students will be assigned several readings throughout the duration of the course. These readings correspond to the lecture topics and will be identified online each week and on the course syllabus (located by logging in to OWL Brightspace). Additional readings may be posted on the course website at any time. Students are responsible for the content of **all** required readings.

Required Course Text*: Irwin, J. D., Burke, S. M., Insel, P. M., & Roth, W. T. (2023). *Core Concepts in Health, Fourth Canadian Edition*. Oshawa, ON: McGraw-Hill. [**CONNECT, an online resource which accompanies this text, is also required**].

Students can purchase the Connect [Digital only] version, OR the Print text, packaged with Connect, through the Western University Book Store website using the following

link: https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2024A&courses%5B0%5D=200_UW/HTH1001A

***Please note that this is a NEW edition of the course text; there are many important updates in this text given the consistently evolving nature of health-related information and recommendations. As such, previous versions of the text (i.e., 1st, 2nd, and 3rd editions) are not recommended. Also, as noted above, CONNECT—the online resource for this text—is required for this course. To access CONNECT, students must use their uwo.ca e-mail addresses.**

Additional Readings (Twitter/X): Additional readings related to course content, or health and wellness more generally, may be “tweeted” throughout the course (@ShaunaMBurke). Please note that these readings may or may not supplement course material and are for interest/informational purposes only; they are NOT required readings. Questions related to the course will not be answered via social media.

Course Evaluation:

Each student must attend and participate in in-person tutorials, complete two in-person mid-term examinations, 8 SmartBook (Connect-based) assignments, and one in-person final examination. The first

mid-term examination is scheduled for **Tuesday October 8, 2024** and the second mid-term examination is scheduled for **Tuesday November 12, 2024**. ****There will be NO tutorials held on the weeks of the mid-term examinations.*** Information about the mid-term exams will be posted on OWL prior to the exams.

Exams

**Please note that the mid-term assessments on October 8 and November 12 will be completed in-person and are scheduled for 2 hours. Students with approved accommodations will be granted extra time as necessary.*

The final exam in December will be scheduled by the Registrars Office at a later date and it is strongly recommended that students do not plan holidays/vacations until the Registrars Office publishes the final exam schedule.

<u>Evaluation</u>	<u>Percentage</u>	<u>Readings Included (if applicable)</u>
Mid-Term Exam #1	30.5%	All readings assigned prior to Oct 8
Mid-Term Exam #2	30.5%	All readings assigned after Oct 8 and before Nov 12
SmartBook Assignments	4%	Readings specific to 8 course topics (.5% x 8)
Tutorial Attendance & Participation	10%	Weekly readings and activities will be discussed during tutorials; students are expected to arrive prepared.
Final Exam	25%	<u>All readings*</u> assigned throughout the course

*While mid-term examinations are not cumulative, **the final exam is cumulative**. All exams will include material from the textbook and other required readings, as well as any material covered in the lectures (e.g., lecture notes, films/videos, guest presentations, etc.) and through the learning activities.

Please note that 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.

SmartBook Assignments

Smartbook assignments will account for a total of 4% of your final mark (.5% each). Smartbook assignments are organized for only the course topics/units that are linked to chapters from the textbook. This means that you will have 8 textbook chapters that will be used as the basis for Smartbook Assignments (***these units and chapters are noted in the weekly course overview above***). It is recommended that you complete each assignment prior to the weekly tutorials. You should expect to spend up to 90 minutes working on each Smartbook assignment, although the times will vary.

You are expected to read the associated textbook chapters before working on the Smartbook assignments. Reading the textbook chapters thoroughly with detailed notes can help you in completing these assignments, and will also help to prepare you for the mid-term and final exams.

Additionally, Smartbook assignments are 'smart': the system can detect your confidence level on the contents. There is a 'forced pause' function embedded. This function is only activated when you repeatedly answer questions incorrectly, prompting you to access the course material before continuing.

Additional Smartbook details:

- When you get 2 questions (or more) in a row incorrect, before you may continue to the next question, you must click the resource link button that is below the question. This will take you directly to the highlighted section of SmartBook where the question is addressed. This is meant to provide a direct association to the course material and give you the opportunity to self-correct.
- If you provide an incorrect response again (i.e., 3+ wrong in a row), the forced pause will continue.
- Once you provide a correct response, the system resets to two questions in a row before a forced pause occurs.

Tutorial Attendance and Participation

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 attending tutorials, but active engagement in them, including (for example) contributing meaningfully to group discussions, and a demonstrated effort to prepare by completing assigned readings and following the instructor and TA guidelines. Students who miss tutorials, or parts of them, are responsible for the material they have missed. Instructors and TAs are not obliged to review the contents of missed tutorials or lectures. Persistent absenteeism may have serious repercussions and may result in you failing this course. ***Please note that students are required to attend 6 out of 8 tutorials to pass the course.***

Makeup Exams

You must have a valid medical or compassionate reason for missing a scheduled examination, and documentation for your absence must be filed with the main office of the School of Health Studies (please see “Additional Statements” section below for information pertaining to academic consideration for medical illness or non-medical absences).

Following receipt of approved accommodation from the counselling office, a makeup examination will be scheduled within one week of the originally scheduled exam. ***Please note that makeup examinations will differ from the originally scheduled examinations and may include written/short answer components.***

General Course Policies and Procedures:

Course Website (OWL Brightspace)

All students in this course need to use OWL Brightspace to access resources used in this course such as PowerPoint (lecture) presentations, Connect activities, videos, additional handouts and/or readings, and this course outline. Students are responsible to check the course site regularly for updates and announcements. Additionally, grades will only be provided to you through the course website – we will not, under any circumstance, convey grades via email or over the phone.

OWL Brightspace is an electronic shared space that will be used frequently throughout the course for a variety of purposes. Please interact respectfully on this shared e-space. The privilege of contributing to the site can be revoked if deemed necessary.

Online Etiquette

Some components of this course might involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Please “arrive” to class on time
- Please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless asked otherwise
- Please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- Unless invited by your instructor, do **not** share your screen in the meeting

When participating in online meetings, please consider the following:

- If you wish to speak, use the “raise hand” function and wait for the instructor/TA to acknowledge you before beginning your comment or question
- Remember to unmute your microphone and turn on your video camera before speaking
- Please self-identify when speaking
- Remember to mute your mic and turn off your video camera after speaking (unless asked otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course
- Be courteous toward the instructor, TA, your colleagues, and authors whose work you are discussing (if applicable)
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment
- Be professional and scholarly in all online postings and discussions

Note that disruptive behaviour of any type during online meetings, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Contact/Questions

All questions regarding course content should be posted on OWL Brightspace forums. **While your assigned TA should be your ‘first line’ for asking questions related to the course**, forums (discussion boards) on OWL Brightspace will also be used by TAs to answer student questions. The forums will be set up to include a separate space for questions and discussion related to: (1) lectures/content; (2) mid-term exams; (3) SmartBook activities; and (4) the final exam. You have the ability to edit and delete your own posts. The instructors and TAs can also delete posts that are deemed inappropriate. There will also be a ‘general discussion’ forum where students can discuss any number of topics related to the course.

In all of the above communication tools and any time you are interacting with others on our shared course site or via e-mail, please be mindful of **‘online etiquette’** (discussed above). It is expected that you will use professional language and proper grammar and punctuation when posting and e-mailing. Students who do not act accordingly have the potential of losing website privileges.

E-mail

The TAs and instructors will do our best to answer all course-related questions sent via e-mail within a reasonable timeframe, but please note that due to the large number of students in this class, there may be delays (****also note that e-mails are not typically sent or replied to on weekends or outside of working hours—8am to 5pm—on weekdays***). Please limit your e-mail questions to administrative matters only. Questions on course content will not typically be answered via e-mail; rather, these questions should be: (a) asked during scheduled meetings (or office hours) with the instructor or your assigned TA; or (b) posted to an online discussion forum. **Please note that you must use your UWO email address for all correspondence regarding this course; e-mails from other addresses will not be responded to.**

Learning Environment

This course experience will function according to the assumption that successful learning happens in environments where learning is co-created by the instructor and the students. As the course instructor, I endeavour to provide students with course experiences that are optimally engaging, motivating, and interesting. In return, I expect students to contribute to the collaborative nature of the learning experience through active participation in discussions, by completing the assigned readings, and by offering constructive feedback as will be deemed useful to the overall learning experience.

Ideally, we will co-create an online learning environment that welcomes and encourages group dialogues that are dynamic, passionate, and open-minded. That is, a learning experience that is vital and engaging for all. In this regard, it is my hope that we will come together in the spirit of community and shared interest to co-create a learning environment that is supported by civility and mutual respect. In doing so, we will set the stage for a healthy and stimulating intellectual forum.

If you are having problems with any aspect of the course, please contact me, your instructor. I am genuinely committed to your learning experience, and I welcome your comments, constructive criticisms and, of course, your questions.

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 electronic devices during ANY tests, quizzes, midterms, examinations, or other evaluations.

During Class 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.** Further, using any electronic device to take pictures of the instructor, TAs, or lecture material is **strictly prohibited** in this course. When engaged in lectures/discussions, please ensure that all cellphones or other communication devices are turned off or have their ringers silenced.

Use of Recording Devices and Course Content

Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL Brightspace and Zoom. Students do not have my permission to make audio or video recordings of

lectures, take pictures of lecture material, or distribute any course content for nefarious purposes (e.g., for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used.

Additional Course/University Policies:

1. The website for Registrar Services is <http://www.registrar.uwo.ca>.

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

2. 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, in the Academic Calendar (westerncalendar.uwo.ca).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on 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.

3. Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the Western Multicultural Calendar.

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact Accessible

Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. **Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors.** Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

4. *Contingency Plan for an In-Person Class Pivoting to 100% Online Learning*

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

5. *Online Proctoring*

Tests and examinations in this course may be conducted using a remote proctoring service. By

taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

6. Grades

Where possible assignment objectives and rubrics will be posted on OWL. Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2024 (for first term half-courses)
- December 2nd, 2024 (for full-year courses)
- March 7th, 2025 (for second term half-or full year courses)

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

It is expected that the grades for this course will fall between 68% and 72%. 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.

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be

submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses)

7. **Support Services**

Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

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

Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>

Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

8. **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 Western University, 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. For more information, visit

<https://www.uwo.ca/univsec/pdf/board/code.pdf>