

Western University  
School of Health Studies  
Health Sciences HS3704A  
Population Aging and Health

Instructor: Dr. M. Y. Savundranayagam

Fall 2024

Email: [msavund@uwo.ca](mailto:msavund@uwo.ca)

Office Room Number:

Office Hours: By appointment via Zoom

Course Meeting Time:

Location:

**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.

Prerequisite: Health Sciences 2711

---

**Course Information**

Responding to the health needs of an aging population, this blended course will examine global aging and investigate issues unique to aging populations. Topics include demographic and population trends, global burden of disease, evolving models of care, contextual factors such as the environment, health system design and capacity, age-friendly cities and health policy considerations driven by an aging population.

**Learning Outcomes:** Participation in this course will enable students to:

1. Demonstrate a critical understanding of the causes of population health within global and national contexts.
2. Understand the consequence of population health on health policy and health care delivery.
3. Assess the extent to which the Canadian health care system is prepared for the unique needs of a growing older adult population.
4. Critically analyze the reciprocal impact of existing social and health policies and programs on older adults and their families.
5. Understand the intergenerational implications of social policies and programs.
6. Critically evaluate the impact of social care programs and proposals from the perspectives of practitioners, consumers, general public, and policy makers.
7. Demonstrate the ability to advocate for the needs of old adults.

## CLASSROOM PROCEDURES

This course will be taught using interactive lectures, online discussions, and videos. Each week starting on Sept. 10, 2024, the first session **of each week** will be in class and include an overview of the scheduled topics. The second session will include online discussions. Students will receive a question at the beginning on each week. Responses must be made by 4:30 p.m. on Thursdays. Please refer to Appendix A for information on how discussions are graded. Note: This is a blended course, and a strong internet connection is required for the online components.

## Course Materials

**Required Readings (on Brightspace) are listed within the table of readings and assignments. Texts are listed below. All other readings will be available on Brightspace. Please note that the timetable is subject to change, as needed, throughout the course.**

### **Required texts.**

**The following link brings you direct access to the two books listed below:**

[https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2022A&courses%5B0%5D=001\\_UW/HTH3704A](https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2022A&courses%5B0%5D=001_UW/HTH3704A)

Marier, P. (2021). *The Four Lenses of Population Aging: Planning for the Future in Canada's Provinces*. University of Toronto Press. <https://doi.org/10.3138/9781442699816>

Picard, A. (2021). *Neglected No More: The Urgent Need to Improve the Lives of Canada's Elders in the Wake of a Pandemic*. Toronto: Random House Canada.

Date	Readings/Assignments
Sept. 10	<b>Session 1: Population Aging</b> <ul style="list-style-type: none"><li>• United Nations, Department of Economic and Social Affairs, Population Division (2019). <i>World Population Ageing 2019</i>.</li><li>• Chapter 2, Population Aging. Chappell, N., McDonald, L. &amp; Stones, M. (2008). <i>Aging in Contemporary Canada, 2nd ed.</i> Toronto: Pearson/Prentice-Hall.</li></ul>
	Independently research topics for policy/issue brief. Bring questions and share challenges during the library training session on Oct. 24, 2024.
Sept. 17	<b>Session 2: Determinants of Health and Longevity</b> <ul style="list-style-type: none"><li>• Chapter 9, Health and the determinants of health. Chappell, N., McDonald, L. &amp; Stones, M. (2008). <i>Aging in Contemporary Canada, 2nd ed.</i> Toronto: Pearson/Prentice-Hall.</li><li>• Herd, P. (2009). Social Class, Health and Longevity. In P. Uhlenberg (Ed.), <i>International Handbook of Population Aging</i> (Vol. 1, pp. 583-604): Springer Netherlands.</li><li>• Quesnel-Vallee, A. Wilson, A., &amp; Reiter-Campeau, S. (2015). Health inequalities among older adults in developed countries: Reconciling</li></ul>

	theories and policy approaches. In George, L., & Ferraro, K. (Eds.) <i>Handbook of Aging and the Social Sciences</i> . Elsevier Science & Technology.
Sept. 19	<p><b>Online Discussion 1: Addressing Health Disparities</b></p> <p>You are a health policy advisor to the premier of Ontario. You brief the premier on the relationship between inequalities in SES and health. The premier asks for advice on approaches to address the health disparities. What would you target?</p>
Sept. 24	<p><b>Session 3: Prevalence of Chronic Illness</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 3 only;</b> Public Health Agency of Canada. <i>Aging and Chronic Diseases: A Profile of Canadian Seniors</i>. (2020). Ottawa, ON: Public Health Agency of Canada.</li> </ul> <p><b>Special Case of Dementia</b></p> <ul style="list-style-type: none"> <li>• Cantarero-Prieto, D., Leon (2020). The economic cost of dementia: A systematic review. <i>Dementia: The International Journal of Social Research and Practice.</i>, 19(8), 2637–2657. <a href="https://doi.org/10.1177/1471301219837776">https://doi.org/10.1177/1471301219837776</a></li> <li>• Persson, S, Saha, S., Gerdtham, U.-G., Toresson, H. , Trépel, D. &amp; Jarl, J. (2022). Healthcare costs of dementia diseases before, during and after diagnosis: Longitudinal analysis of 17 years of Swedish register data. <i>Alzheimer's &amp; Dementia: The Journal of the Alzheimer's Association</i>. <a href="https://doi.org/10.1002/alz.12619">https://doi.org/10.1002/alz.12619</a></li> <li>• Alzheimer Society of Canada (2022). Report 1: Navigating the path forward for dementia in Canada, The Landmark Study.</li> <li>• Picard (2021). Ch. 5, Forgotten: Caring for Elders with Dementia, p. 76-91</li> </ul>
Sept. 26	<p><b>Online Discussion 2: Tight Budgets</b></p> <p>You are in charge of addressing the results regarding economic costs of dementia care. If you have to choose ONE strategy, what would you choose and why? Create your own strategy if none of the options discussed in the readings appeal to you. Be sure to provide evidence for the (potential) outcomes of your strategy.</p>
Oct. 1	<p><b>Session 4: Impact of Population Aging on Health Policy</b></p> <ul style="list-style-type: none"> <li>• Torjman, S. (2021). Policy and program innovations for an aging society. In Rootman, I., Edwards, P., Levasseur, M., &amp; Grunberg, F. (Eds.). <i>Promoting the Health of Older Adults: The Canadian Experience</i>. Canadian Scholars.</li> </ul>
Oct. 3	<p><b>Online Discussion 3: Health Policy</b></p> <p>Respond to the policy priorities set forth by Torjman. Which of the topics do you endorse as the most pressing and why?</p>
Oct. 8	<p><b>Session 5: Impact of Population Aging on Health Care Expenditures</b></p> <ul style="list-style-type: none"> <li>• Rosella, L. C., Kornas, K., Bornbaum, C., Huang, A., Watson, T., Shuldiner, J., &amp; Wodchis, W. P. (2020). Population-based estimates of</li> </ul>

	<p>health care utilization and expenditures by adults during the last 2 years of life in Canada’s single-payer health system. <i>JAMA network open</i>, 3(4), e201917-e201917.</p> <ul style="list-style-type: none"> <li>• Marier (2021). Ch. 5 – Health Care Expenditures, p. 120-131</li> <li>• Picard (2021). Ch. 8, This is the End, p. 144-157</li> </ul>
Oct. 10	<p><b>Online Discussion 4: Managing Health Care Costs</b>  You are in charge of creating policy recommendations to manage current and future health care costs. Make one recommendation and explain your rationale.  <b>***Submit Policy/Issue Brief Topics***</b></p>
Oct. 15	Reading Week
Oct. 17	Reading Week
Oct. 22	<b>Session 6: Midterm Exam</b>
Oct. 24	Work on issue brief
Oct. 29	<p><b>Library: Policy/Issue Brief (online)</b>  Activity: Assess whether there is sufficient evidence to support your policy/issue brief based on the lessons learned in the library instruction.</p>
Oct. 31	<p><b>Online Discussion 5:</b>  Lessons learned from Library Session  Describe what you found useful about the library session. Be sure to connect the information from the library session to the material we have covered thus far in our class.</p>
Nov. 5	<p><b>Session 7: Impact of Population Aging on <u>Health Care Delivery</u></b>  <b><i>Organization of care delivery systems for older adults, Long term home care, Informal Care:</i></b></p> <ul style="list-style-type: none"> <li>• Hollander, M. J., Chappell, N. L., Prince, M. J., &amp; Shapiro, E. (2007). Providing care and support for an aging population: Briefing notes on key policy issues. <i>Healthcare Quarterly</i>, 10(3), 34-45.</li> </ul> <p><b><i>Integrated Care</i></b>  Horgan, S., Kay, K., &amp; Morrison, A. (2020). Designing integrated care for older adults living with complex and chronic health needs: A scoping review. <i>Provincial Geriatrics Leadership Office</i>.</p>
Nov. 7	<p><b>Online Discussion 6:</b> Read the article “It shouldn’t be this hard to navigate health and social care systems” on Brightspace. Use the experience shared in the article along with your knowledge of integrated care to develop 2-3 policy recommendations for integrated care for older adults in Canada.</p>
Nov. 12	<p><b>Session 8: Impact of Population Aging on Family <u>Caregiving</u> (online)</b>  <b><i>Overview</i></b></p> <ul style="list-style-type: none"> <li>• Montgomery, R. J. V., Rowe, J. M., &amp; Kosloski, K. (2007). Family Caregiving. In J. A. Blackburn &amp; C. N. Dulmus (Eds.), <i>Handbook of Gerontology: Evidence-Based Approaches to Theory, Practice, and Policy</i> (pp. 426-454). Indianapolis: John Wiley &amp; Sons.</li> </ul>

	<ul style="list-style-type: none"> <li>Stanfors, M., Jacobs, J. C., &amp; Neilson, J. (2019). Caregiving time costs and trade-offs: Gender differences in Sweden, the UK, and Canada. <i>SSM - Population Health</i>, 9, 100501.</li> </ul> <p><b>Caregiving as a Public Health Issue</b></p> <ul style="list-style-type: none"> <li>Gaugler, J. E., (2022). Unpaid dementia caregiving: A policy and public health imperative, <i>Public Policy &amp; Aging Report</i>, 32(2), 51–57. <a href="https://doi.org/10.1093/ppar/prac002">https://doi.org/10.1093/ppar/prac002</a></li> </ul> <p><b>Assessing Burden:</b></p> <ul style="list-style-type: none"> <li>Savundranayagam, M. Y., Montgomery, R. J. V., &amp; Kosloski, K. (2011). A dimensional analysis of caregiver burden among spouses and adult-children. <i>The Gerontologist</i>, 51(3), 321-331.</li> <li>Marier (2021). Ch. 6, Caregiving, pages 182-187</li> <li>Picard (2021) Ch. 7, Conscripted by Love, pages. 127-143</li> </ul>
Nov. 14	<p><b>Online Discussion 7:</b> Is the Employment Insurance Compassionate Care Benefit sufficient? Why or why not? Would you change it? If yes, explain.</p>
Nov. 19	<p><b>Session 9: Impact of Population Aging on Home Care</b></p> <ul style="list-style-type: none"> <li>Johnson, S., Bacsu, J., Abeykoon, H., McIntosh, T., Jeffery, B., &amp; Novik, N. (2018). No place like home: A systematic review of home care for older adults in Canada. <i>Canadian Journal on Aging / La Revue Canadienne Du Vieillissement</i>, 37(4), 400-419. doi:10.1017/S0714980818000375</li> <li>Breen, R., Savundranayagam, M. Y., Orange, J. B., &amp; Kothari, A. (2022). Quality home care for persons living with dementia: Personal support workers' perspectives in Ontario, Canada. <i>Health &amp; Social Care in the Community</i>, 30(5), e2497-e2506.</li> <li>Palmer, K. S., Stalteri, R., Zogo, C. I., Stall, N. M., Juni, P., &amp; Law, S. (2022). Home care for older adults during the COVID-19 pandemic: Lessons from the Netherlands, Denmark, and Germany to strengthen and expand home care in Canada.</li> <li>Marier (2021). Ch. 6, Home care, pages 163-182 and Home Care as a Universal Solution for Population Aging? pages 187-196.</li> <li>Picard (2021) Ch. 4, Home Sweet Home, pages 75-93</li> </ul>
Nov. 21	<p><b>Online Discussion 8:</b> The readings discussed unmet challenges for home care. Given the unmet challenges, what are your recommendations to enhance home care in Canada? Please give 2-3 recommendations and provide support from the readings and your experiences.</p>
Nov. 26	<p><b>Session 10: Impact of Population Aging on Residential Long-term Care</b></p> <ul style="list-style-type: none"> <li>Armstrong, P., &amp; Armstrong, H. (2022, January). Is there a future for nursing homes in Canada?. In <i>Healthcare Management Forum</i> (Vol. 35, No. 1, pp. 17-20). Sage CA: Los Angeles, CA: SAGE Publications.</li> <li>Savundranayagam, M. Y., Docherty-Skippen, S. M., &amp; Basque, S. (2021). Qualitative insights into the working conditions of personal support workers in long-term care in the context of a person-</li> </ul>

	<p>centered communication training intervention. <i>Research in Gerontological Nursing</i>, 14(5):245-253. Doi:10.3928/19404921-20210708-01</p> <ul style="list-style-type: none"> <li>• Marier (2021). Ch. 5, Long-Term Care: Residential Care, pages 143-162</li> <li>• Picard (2021) Ch. 3, Long-Term carelessness, pages 44-59</li> <li>• Picard (2021) Ch. 6, Healing Hands, pages 112-126</li> <li>• <b>Enhancing quality of care via innovations in training – Virtual Reality Simulation Demonstration</b></li> </ul>
Nov. 28	<p><b>Online Discussion 9:</b> How would you reform the current long-term care system? What would be your goal or priority? What problem would you tackle? Explain your rationale.</p>
Dec. 3	<p><b>Session 11: Population Aging, Climate Change and <u>Age-Friendly Cities</u></b></p> <ul style="list-style-type: none"> <li>• Krawchenko, T., Keefe, J., Manuel, P., &amp; Rapaport, E. (2016). Coastal climate change, vulnerability and age friendly communities: Linking planning for climate change to the age friendly communities agenda. <i>Journal of Rural Studies</i>, 44, 55-62.</li> <li>• Frederick, R. (2022). Build to last: Creating age-friendly, eco-Friendly, and climate resilient housing and communities. <i>Generations Journal</i>, 46(2) (Summer 2022). <a href="https://generations.asaging.org/age-eco-friendly-climate-resilient-housing">https://generations.asaging.org/age-eco-friendly-climate-resilient-housing</a></li> <li>• Turner, M. S. (2022). Climate change hazards + social vulnerability = a recipe for disaster. <i>Generations Journal</i>, 46(2) (Summer 2022). <a href="https://generations.asaging.org/climate-change-social-vulnerability-disaster">https://generations.asaging.org/climate-change-social-vulnerability-disaster</a></li> <li>• Picard (2021) Ch. 9, Aging in Place, pages 159-170</li> </ul>
Dec. 5	<p><b>Online Discussion 10:</b> “No Regrets” policies “make good sense to implement whether or not the consequences of climate change turn out to be as projected ... by supporting adaptation and mitigation strategies along with hazard-specific response capacity to building” (Prasad et al., 2009). What would climate justice solutions look like for communities with aging populations? <b>**Policy/Issue Briefs Due on Brightspace**</b></p>

**Evaluation**

Class attendance is mandatory. There will be one midterm examination and one final examination. These exams will be comprised of multiple choice, short answer, and true/false questions. The content of examinations will be facilitated through lecture material and assigned readings. Additionally, evaluations will include participation in online discussions throughout the course and a policy/issue brief.

**Midterm examination** = 30% (Oct. 15, 2024)

**Participation in Online Discussions** (see Appendix A) = 10% (students must participate in all 10 online discussions to be evaluated)

**Policy/Issue Brief** (see Appendix B) = 20% (Topics are due on Oct. 10, 2024 at 2:30 p.m.; Final Brief is due on Dec. 5, 2024 at 2:30 p.m.)

**Final Examination** = 40% (to be scheduled between Dec. 9-22, 2024). Content from sessions 7-11 will be on the final examination. The final exam is not cumulative.

Note: Examinations must be taken on the day and time they are scheduled unless other arrangements are made due to health reasons that can be fully documented according to the requirement of the School of Health Sciences program and the University of Western Ontario. If an examination is missed without appropriate documentation as required, no make-up examination will be offered and the student will forfeit that portion of the exam weighting. All approvals for make-up exams must be processed through the School of Health Studies; once approved, they will notify the instructor as to whether a make-up exam is to be scheduled.

**Student Inquiries:** Students may contact the instructor after class or via email **using your UWO email address**. Emails can be sent to our Teaching Assistant (TBA) or myself at [msavund@uwo.ca](mailto:msavund@uwo.ca). **Please include "HS 3704A" in the email subject line.** It is expected that email communication will be used respectfully and judiciously.

### **Statement on 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 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.***

**Statement on Generative Artificial Intelligence:** This course aims to enhance a) your critical thinking skills, b) ability to make evidence-based decisions, and c) writing skills. Accordingly, the use of **Generative Artificial Intelligence systems is not acceptable** in the course. Violations of this policy are covered under Western's academic integrity and scholastic offence policies. This course is an opportunity for you to engage with evidence on health and aging in scholarly and ethical manner. As such, I trust you will maintain academic integrity in your written submissions.

## 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](http://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. 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 in-class evaluations.

**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.**

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the 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 offense

#### 4. **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.

## 5. **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

Note that disruptive behaviour of any type during online classes, 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.

## 6. **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>.

## 7. **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 13th, 2023 (for first term half-courses)**

A+	90-100	<i>One could scarcely expect better from a student at this</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>

**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 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses)

## **8. 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/>

## 9. 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>