

Western University  
School of Health Studies

**Health Sciences 3910G (Winter 2025)  
Fundamentals of Academic Communication in  
the Health Sciences  
(“Academic Health Communication”)**

Course Outline

**SUBJECT TO CHANGE**

January 2025

*\*Please note: All listed times are EST*

**Course Format:**

Asynchronous Lecture Posted Online (on OWL) Each Week

Synchronous Tutorials (In Person and Online)

*\*You will be assigned to one of the above locations for in-person tutorials. Some tutorial times, durations, and formats (online vs. in-person) will vary; please see tentative schedule below*

**Course Instructor:**

Dr. Shauna Burke

Office:

E-mail: [sburke9@uwo.ca](mailto:sburke9@uwo.ca)

Phone:

Online Office Hour: Thursdays 11am – 12pm (January 9 – April 3, 2025)

**Teaching Assistants (TAs):**

Name	E-mail	Online Office Hours	Assigned Tutorial Location
		Example: Wed 11am-1pm	Example: UCC 67 (Wed 8:30am)

**Calendar Course Description:**

Students will be introduced to a variety of practices in communicating health information in academic and applied settings. Topics include critical appraisal in evidence-based practice, effective proposal preparation, poster presentations, and the practice of preparing brief but informative speeches.

**Prerequisite(s):** [Health Sciences 2800](#) or [Health Sciences 2801A/B](#); Registration in the third or fourth year of the School of Health Studies or the Honours Specialization or Specialization in Global Health Studies at Huron University College.

**Extra Information:** This course is strongly recommended for students considering practica or independent study courses in the future.

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 objective of this course is to have students gain an understanding of, and practical experience related to, the skills and knowledge required to effectively communicate health-related research to various audiences. In order to accomplish this, students will be introduced to a variety of practices in health communication in both academic and applied settings. Topics include (but are not limited to): an introduction to knowledge translation and exchange; the nature of research and the generation of evidence-based research questions; the art of scientific writing; the publication process; effective presenting skills; posters and infographics; scholarship, graduate school, and professional applications (including CVs); and the practice of preparing brief but informative “lightning talk” presentations. As noted above, this course is strongly recommended for students taking practica and/or independent study courses in the future, and is geared toward students who are considering graduate school. **The course is an essay course.**

***Given this course is offered in a blended format, a strong internet connection is a requirement for the course.***

### **Course Objectives:**

1. To develop and enhance students’ understanding of and skills related to effective academic communication in the health sciences.
2. To foster an understanding of the role of research evidence and the importance of knowledge translation and exchange in health sciences via the development of scientific writing and presentation skills.
3. To provide students with opportunities to learn about and practice the fundamentals of academic communication in the health sciences via readings, scientific writing, presentations, and practical knowledge translation and communication activities.

An additional goal of HS 3910G is to provide students with an opportunity to practice and enhance personal and professional development skills. More specifically, students will learn and/or develop:

- ✓ Tools and strategies for effective and professional communication
- ✓ Knowledge and experience related to creating and maintaining an academic CV
- ✓ Insights and strategies related to the development of successful scholarship, graduate school, and professional/job applications

**Mental Health and Wellness Support:** *The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it’s important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <https://uwo.ca/health/>. You can also check out the Campus Recreation Centre, McIntosh Gallery ( <http://www.mcintoshgallery.ca/>), or the Wampum Learning Lodge*

<https://wampumlearninglodge.uwo.ca/index.html>) for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

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:

*\*subject to change prior to and throughout the course, as needed*

Week	Topic(s)
<b>Week 1</b> (Jan 7)	WELCOME <ul style="list-style-type: none"> <li>• Course overview and expectations</li> <li>• Introduction to the fundamentals and importance of academic communication in the health sciences</li> <li>• Introduction to knowledge translation and exchange</li> </ul>
<b>Week 2</b> (Jan 14)	FOUNDATIONS IN SCHOLARLY WRITING AND RESEARCH PART I <ul style="list-style-type: none"> <li>• The nature of research</li> <li>• Generation of an evidence-based research question</li> <li>• Ethical guidelines and American Psychological Association (APA) formatting</li> <li>• <b>Synchronous Tutorials Begin on Wednesday January 15 (8:30am – 9:30am)</b></li> </ul>
<b>Week 3</b> (Jan 21)	FOUNDATIONS IN SCHOLARLY WRITING AND RESEARCH PART II <ul style="list-style-type: none"> <li>• The art of scientific writing</li> <li>• The publication process</li> <li>• Learning activity overview – Outline of final paper Introduction (<b>due Feb 7, 2025</b>)</li> </ul>
<b>Week 4</b> (Jan 28)	KNOWLEDGE DISSEMINATION: COCHRANE GUIDES FOR DISSEMINATION PRODUCTS <ul style="list-style-type: none"> <li>• Academic conference presentations (i.e., verbal and poster presentations)</li> <li>• Other scholarly dissemination activities (e.g., infographics, virtual presentations, etc.)</li> <li>• Guidelines for preparing a dissemination product</li> <li>• Choosing appropriate images for dissemination products</li> <li>• Overview of Dissemination Plan Report (<b>due Feb 14, 2025</b>)</li> </ul>
<b>Week 5</b> (Feb 4)	KNOWLEDGE CREATION AND SYNTHESIS: LIBRARY INFORMATION SESSION <ul style="list-style-type: none"> <li>• Database searching</li> <li>• Introduction to systematic/scoping reviews and meta-analyses (*Zoom session)</li> <li>• Overview of Dissemination Product (<b>due Feb 28, 2025</b>)</li> </ul>

<b>Week 6</b> (Feb 11)	<p>KNOWLEDGE SYNTHESIS, BRIEF KNOWLEDGE TRANSFER, &amp; SCIENTIFIC MANUSCRIPTS</p> <ul style="list-style-type: none"> <li>• Review of systematic reviews, scoping reviews, and meta-analyses</li> <li>• Introduction to brief reports and presentations</li> <li>• Overview of the scientific manuscript</li> <li>• Review of lightning talk (<b>March 11 – April 1, 2025</b>) and final paper (<b>due April 4, 2025</b>) expectations and guidelines</li> </ul>
<b>READING WEEK (February 15 – 23, 2025)</b>	
<b>Week 7</b> (Feb 25)	<p>ACADEMIC COMMUNICATION IN THE HEALTH SCIENCES: PRESENTATION SKILLS &amp; THE USE OF SOCIAL MEDIA</p> <ul style="list-style-type: none"> <li>• Presentation skills training, Western University Centre for Teaching and Learning (<b>*Synchronous presentation</b>)</li> <li>• Media and social media to enhance research exchange and dissemination (<b>*Asynchronous materials</b>)</li> </ul>
<b>Week 8</b> (March 4)	<p>PROFESSIONAL DEVELOPMENT: COMMUNICATING “YOU”</p> <ul style="list-style-type: none"> <li>• Scholarship, graduate school, and professional applications</li> <li>• Resumes and CVs</li> <li>• Learning Activity (CV) – submission and feedback optional</li> </ul>
<b>Week 9</b> (March 11)	<p>KNOWLEDGE DISSEMINATION &amp; EXCHANGE: RESEARCH INTO PRACTICE</p> <ul style="list-style-type: none"> <li>• Knowledge dissemination and exchange in practice</li> <li>• Identifying the audience</li> <li>• Knowledge exchange and Equity, Diversity, and Inclusion (EDI)</li> <li>• <b>Lightning Talks (3-Minute Presentations; Individual) *Peer evaluations</b></li> </ul>
<b>Week 10</b> (March 18)	<p>COMMUNICATION WITH RESEARCH TEAMS, PARTNERS, &amp; COMMUNITY STAKEHOLDERS</p> <ul style="list-style-type: none"> <li>• Professionalism and etiquette</li> <li>• Tools/strategies for effective communication and the creation/maintenance of research and community partnerships</li> <li>• <b>Lightning Talks (3-Minute Presentations; Individual) *Peer evaluations</b></li> </ul>
<b>Week 11</b> (March 25)	<p>FINAL PAPER PREPARATION</p> <ul style="list-style-type: none"> <li>• Individual work on final paper</li> <li>• <b>Lightning Talks (3-Minute Presentations; Individual) *Peer evaluations</b></li> </ul>
<b>Week 12</b> (April 1)	<p>FINAL PAPER/LIGHTNING TALK PRESENTATIONS</p> <ul style="list-style-type: none"> <li>• <u>Final Papers Due:</u> <b>April 4, 2025</b></li> <li>• <b>Lightning Talks (3-Minute Presentations; Individual) *Peer evaluations</b></li> </ul>

### **Tutorials:**

**Tutorial Attendance and Participation:** Tutorials will begin on **Wednesday January 15, 2025** and end on **Wednesday April 2, 2025**. 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 the 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's/TA's guidelines.

Students who miss tutorials, or parts of them, are responsible for the material they have missed. Instructors/TAs are not obliged to review the contents of missed tutorials. 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 an online meeting. Continued absence after this point will be reported to the Undergraduate Chair and may result in debarment from submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

**Online Tutorials and Use of Recordings:** When tutorials are held online, they will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will not be posted on the course OWL Brightspace site, but may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

### **Required Course Material:**

**Required Text:** *Publication Manual of the American Psychological Association* (2019, Seventh Edition). American Psychological Association.

Students will be assigned several readings throughout the duration of the course. These readings correspond to the lecture topics and will be identified prior to each lecture. All readings will be posted on OWL Brightspace. Additional readings may be assigned and/or posted on the course website at any time. Students are responsible for the content of **all** required readings.

### **Course Evaluation:**

*\*Detailed evaluation information including marking schemes to be provided*

- |  |   |
|--|---|
| • Tutorial Attendance and Participation <b>(10%)</b>   | <b>Ongoing</b>                                  |
| • Learning Activity – Final Paper Introduction Outline <b>(5%)</b>   | <b>Due Date:</b> Feb 7, 2025 (Individual)       |
| • Dissemination Plan Report <b>(15%)</b>   | <b>Due Date:</b> Feb 14, 2025 (Group)           |
| • Dissemination Product (e.g., Evidence-Based Poster, Brief Report, Video Animation, Infographic, etc.) <b>(15%)</b> | <b>Due Date:</b> Feb 28, 2025 (Group)           |
| • “Lightning Talk” Presentation <b>(20%)</b>   | <b>Due Date:</b> Mar 11-Apr 1 2025 (Individual) |
| • Final Paper – Scoping or Systematic Review <b>(35%)</b>  | <b>Due Date:</b> April 4, 2025 (Individual)     |

**Lateness:** *All late assignments/papers/presentations will receive an automatic 5% deduction if not submitted by or presented on the assigned due date and a subsequent 5% deducted for every 24-hour period after the due date (including weekends).*

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

### **General Course Policies and Procedures:**

#### **Course Website (OWL Brightspace)**

All students in this course need to use the course site on OWL Brightspace to access resources such as lecture materials and videos, learning activities, readings, and the course outline. Students are responsible to check the OWL Brightspace site regularly for this course for updates and announcements. Additionally, grades will only be

provided to you through the course website – I 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 directed 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
- Self-identify when speaking
- Remember to mute your mic 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.

### E-mail

The course TAs and myself will do our best to answer all course-related questions sent via e-mail within a reasonable timeframe, but please keep in mind that e-mails are not typically sent or replied to on weekends or outside of working hours (working hours = weekdays 8am to 5pm). Please limit your e-mail questions to administrative matters only. Questions on course content will not typically be answered, as they should be: (a) raised during class tutorials, or (b) asked during online office hours or scheduled online meetings with myself or the TAs. **Please note that you must use your UWO email address for all correspondence regarding this course.**

### 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, TAs, and the students. As the course instructor, I will

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 tutorial discussions, by completing the assigned readings, and by offering constructive feedback as will be deemed useful to the overall learning experience.

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

### **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 their 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 them. 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.

### **3. Use of Electronic Devices**

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

**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.**

**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 or tutorials, take pictures of lecture or tutorial material, or distribute any course content for nefarious purposes (e.g., for sale or to cheat on exams).

**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.

#### 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

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 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.

**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)

## 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>