

# HS 4210F - Creative Healing: Art, Health, and Transformative Human Experiences

**Instructor:** Dr. Treena Orchard

Class:

Office Hours:

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Teaching Assistant: TBA



## Course Description

This is an advanced undergraduate course in health sciences that explores how art, health, and the politics of daily life intersect in qualitative research and other therapeutic contexts to produce transformative human experiences. It provides an in-depth overview of key *theoretical* and *methodological* approaches employed in arts-based health research and allied fields, including medical humanities, (dis)ability studies, cultural studies, and Indigenous ways of knowing. The course also examines how arts-based projects are *applied* in different research and artistic settings, including creative writing, dance, theatre, and film. Attentive to the intersecting issues of race, gender, age, space, and the production of artistic and health knowledge by various practitioners, it offers an engaging pedagogical experience with many ‘real-world’ outcomes. Students are encouraged to exercise their creativity, self-reflexivity, and scholarly desires in this rigorous, rewarding course.

## Prerequisites

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

## Class Schedule and Format

The basic format for each class will be as follows: an overview of class objectives, interactive lecture by myself, a break, group work, and class discussion. Although I am going to lecture and lead the discussions of the assigned readings and some additional contextual information, students are *strongly* encouraged to share their perspectives on the respective themes as much as possible.

## Equity Statement

Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Chonnonton (Chun-ongk-ton) Nations. Acknowledging this is part of reconciliation, along with including Indigenous experiences

and knowledge into the curriculum. Understanding the challenges and complex resilience among other racialized groups and communities is essential in all of my classes, which examine equity, diversity, including, decolonization, and accessibility in meaningful ways.

### **Evaluation**

Attendance	3%
Therapeutic Playlist- Due Oct. 8	27%
Photo Series- Due Nov. 12	30%
Final Project- Due Dec. 3	40%

**ALL ASSIGNMENTS MUST BE SUBMITTED IN WORD FORMAT.**

### *Details*

#### **Class Attendance (3%)**

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/attendance grades in their evaluation schemes. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

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

#### **Therapeutic Playlist (27%)**

Students will compile a playlist of 15 songs that generate a therapeutic outcome, whether it be feelings of happiness, energy, or contemplation. Your list can focus on one or several outcomes. Each song must be fully referenced (title, artist(s), release date, album if applicable, recording label) and described in one paragraph that consists of 6-7 double-spaced sentences. Each paragraph must answer these questions:

- (1) Is this a new song or an old favourite?
- (2) How did you locate or learn about the song?
- (3) When do you listen to the song?
- (4) Where do you listen to the song?
- (5) How did you decide where to put this song in the playlist? and
- (6) What therapeutic effects does this song generate for you?

*Estimated duration of assignment- 8 hours.*

*Rubric- Reference (1 point); Questions 1-5 (1 point each); Question 6 (2 points). Each song paragraph is marked out of 8 points.*

### **Photo Series (30%)**

Students will create a photo-driven assignment about the overlap of art and health, defined broadly, in their everyday lives. The images of art and health can be combined or they can be grouped into discrete themes under the headings of ‘art’ and ‘health.’ The organization is entirely up to you, but there must be twenty images in total. The options are endless, including self-portrait, animals, fashion, domestic spaces, music, wellness, social supports, emotional struggles, resilience, art galleries, nature, food, and so forth. It’s okay to take pictures of other people if you ask their permission beforehand. The purpose of this assignment is to encourage critical reflect on everyday experiences and environments as rich spaces of both art and health. This re-envisioning exercise will also afford students the opportunity to apply some of the theories, approaches and arts-based genres discussed in class. No additional research or references are required and each photo will be discussed one paragraph of 7-8 double-spaced sentences. When describing the photos answer the following questions:

- (1) Where and when was the photo taken?
- (2) Why did you take this image?
- (3) How does this picture evoke or represent health and/or art?
- (4) If you had to give a title to this image, what would it be?

The assignment will be organized in the following sections and headings:

Introduction – To the assignment and the themes to be featured (1 page)

The Photos- Organize them in a way that corresponds with the themes/content and describe each in 1 paragraph (15-20 double-spaced pages)

Conclusion- Re-introduce the themes and discuss how the assignment has shaped how you think about health and art(s) in your everyday lives (1 page).

*Estimated duration of assignment- 30 hours or 3-4 full working days*

*Rubric- Introduction (2 points); Twenty photos (1 point per paragraph= 20 total points); Conclusion (2 points). The assignment is marked out of 24 points.*

### **Final Project (40%)**

Students will each design a project that includes a written research and artistic component about a health-related topic of their choosing. The research portion discusses the guiding theory, methodological approach, and relevant literature that informs the topic/issue/genre at hand (20%). This part of the assignment will be 8-9 double-spaced pages. The artistic component will compliment and overlap with the ideas featured in the written portion and is worth the same as the written portion (20%). This part of the assignment may be more or fewer pages than the written part, depending on the artistry/approach/issue selected (i.e., songs, video clip with description, drawings, poetry, concept maps). A central principle of this course is the validation of arts-based knowledge alongside more traditional, namely textual, ways of recognizing ‘data’ or experiences that are worth counting. I encourage students to include qualitative,

ethnographic research as well as more creative sources of information to enrich their projects. Although the organization of this project is fluid, please use these basic headings for consistency:

Introduction -1.5 pages: Set up the topic, why it inspired you, and how it relates to the course aims.

#### RESEARCH HEADINGS/CONTENT

Theory- 1 page: Theoretical frameworks employed in the research studies explored, which are typically featured in the Intro or methods section of research papers, sometimes the literature review too.

Methods- 1 page: The Methods employed in the research studies explored- photos, interviews, poetry, and so forth.

Literature- 3 pages: An overview of the key issues and populations featured in the research studies you have sourced. You can do it thematically or you can summarize a few of the studies themselves.

#### ARTISIC HEADINGS/CONTENT

Images, songs, photos, etc.- 7-10 pages: Please describe each artistic item featured in a paragraph or two.

Conclusion-1.5 pages : reiterate focus of the assignment, your experience doing it, what you learned about art, health, and transformative human experiences, and how it ties into the course objectives.

References- 10-15: mainly academic, but popular culture references (blogs, YouTube, online magazines) can be used sparingly.

The assignment will be between 15-20 double-spaced pages in length and students should meet with me well in advance of the due date to ensure they are on the right track with their project. **The Introduction and Conclusion must include a discussion of how this topic fits within the course objectives and foci, and how it has shaped students' understandings of art, health, and different approaches to therapeutic/transformative human experiences.**

*Estimated duration of assignment- 40 hours or 5 full working days*

*Rubric- Introduction (2 points), Written (10 points), Artistic (10 points); Conclusion (2 points). The assignment is marked out of 22 points.*

#### **Grading scheme:**

I use the format provided below for grading, which is the university-wide scale that has been approved by the Western University Senate. It should also be noted that **I DO NOT ROUND UP MARKS.**

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

It is expected that the grades for this course will fall between a B to A- average. If the 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. Although course averages in years 1 through 4 grades vary, this is the normative breakdown of average grades/year:

Year 1: 68-72

Year 2: 70-74 (core) and 72-76 (elective)

Year 3: 72-76 (core) and 74-78 (elective)

Year 4: 74-80

### **Communicating with me**

I work hard and protect my 'me' time and would like our communications to occur from Monday- Friday (i.e., 8 am- 5pm). This is not to restrict your access to me; I'm just letting you know what my preferred boundaries are. These timings also extend to our TA.

### **NAVIGATING OUR SITE ON BRIGHTSPACE**

RESOURCES- ALL ARTICLES AND SOME SUPPLEMENTARY FILES OF INTEREST

LECTURE SLIDES- ALL SLIDES POSTED IN WORD

ANNOUNCEMENTS- I MAKE THEM OFTEN, SO PLEASE CHECK REGULARLY

### **REQUIRED Materials:**

Orchard, T. (2017). *Remembering the Body: Ethical Issues in Body Mapping Research*, New York City: Springer Press. PDF On OWL **AND** readings posted on OWL.

### **Some Suggested Journals for Class Assignments:**

*Arts & Health*

*Arts Medica*

*Medical Humanities*

*The International Journal of the Creative Arts in Interdisciplinary Practice*

*Visual Anthropology*

*The Journal of Alternative and Complimentary Medicine*

## **COURSE ORGANIZATION AND READINGS**

**September 10, 2024- INTRODUCTION**

*Viewing of a film (TBA)*

## **I- GUIDING IDEAS: ARTS-BASED RESEARCH & THEORY**

**September 17, 2024- Arts-Based Approaches to Research**

(1) Boydell, K. Gladstone, M., Volpe, T., Allemang, B., & Stasiulis, E. (2012). The Production and Dissemination of Knowledge: A Scoping Review of Arts-Based Health Research, *FORUM: QUALITATIVE SOCIAL RESEARCH*,13(1), Art. 32.

(2) Orchard, T. (2017). *Remembering the Body: Ethical Issues in Body Mapping Research*, New York City: Springer Press. Read Chapter 1: pp.1-22.

### **September 24, 2024- Theoretical Approaches**

(1) hooks, bell (1995). *Art on my Mind: Visual Politics*, New York: The New Press, pp. xi-21.

(2) Lengelle, R., Jardine, C., & Bonnar, C. (2018). Writing the Self for Reconciliation and Global Citizenship: The Inner Dialogue and Creative Voices for Cultural Healing, In *The Dialogical Self Theory in Education*, F. Meijers & H. Hermans, Eds. New York: Springer Press: pp. 81 - 96

## **II- DOING THE WORK: METHODS**

### **October 1, 2024- Body Mapping**

(1) Orchard, T. (2017). *Remembering the Body: Ethical Issues in Body Mapping Research*, New York City: Springer Press. Read Chapters 3 & 4.

Creating mini body-maps in class.

## **THERAPEUTIC PLAYLISTS DUE OCTOBER 2<sup>ND</sup>**

### **October 8, 2024- Indigenous Knowledge**

(1) Bartlett, C., Marshall, M. & Marshall, A. (2012). Two-Eyed Seeing and Other Lessons Learned Within a Co-Learning Journey of Bringing Together Indigenous and Mainstream Knowledges and Ways of Knowing, *Journal of Environmental Sciences & Studies*, 2(4): 331-340.

(2) Hovey, R., Delormier, T., McComber, A., Levesque, L. & Martin, D. (2017). Enhancing Indigenous Health Promotion Research Through Two-Eyed Seeing: A Hermeneutic Relational Process, *Qualitative Health Research*, 27(9): 1278-1287.

(3) *WRFN Mental Health and Wellness Program Application*, 14-page document on OWL.

## **NO CLASS OCT. 15 DUE TO READING WEEK**

### **October 22, 2024- Children**

(1) Stewart-Tufescu, A., Huynh, E., Chase, R., & Mignone, J. (2018). The Life Story Board: A Task-Oriented Research Tool to Explore Children's Perspectives of Well-Being, *Child Indicators Research*, DOI: <https://doi.org/10.1007/s12187-018-9533-8>.

(2) Hamama, L. & Alshech, M. (2018): Children with epilepsy: assessing state anxiety through drawings and a self-report questionnaire, *Arts & Health*, DOI:10.1080/17533015.2018.1534250

Viewing the film *Monsieur Lazhar* (2011).

### III- MAKING IT REAL: APPLICATION

#### **October 29, 2024- Writing: Letters, Poetry, and Other Words of Survival**

(1) Penny, E. & Malpass, A. (2024): Dear Breath: using story structure to understand the value of letter writing for those living with breathlessness – a qualitative study, *Arts & Health*, DOI: 10.1080/17533015.2018.1555178.

(2) Dawn, A. (2013). *How Poetry Saved My Life: A Hustler's Memoir*, Vancouver: Arsenal Pulp Press. Read and make notes on 6 poems from the Selections Posted on OWL.

In-class writing of a letter about art, health, and healing to yourselves.

#### **November 5, 2024- Dance: (Dis)ability and Social Justice**

(1) DiPasquale, S. & Kelberman, C. (2018): An integrative dance class to improve physical function of people with developmental and intellectual disabilities: a feasibility study, *Arts & Health*, DOI: 10.1080/17533015.2018.1537295.

(2) Visit the FREE BODY PROJECT website and Read and make notes on 3 blogs from the ‘Stories from the Field’ section- <http://freebodyproject.org/stories>.

### **PHOTO SERIES DUE NOVEMBER 4th**

#### **November 12, 2024- GUEST LECTURE WITH ALICIA REITZ**

#### **November 19, 2024- When the Stars Align: Tracing Chiron's Journey in the film *Moonlight***

(1) Kannan, M., Hall, R., & Hughey, M. (2017). Watching *Moonlight* in the Twilight of Obama, *Humanity & Society*, 41(3): 287-298.

(2) Randolph, R., Jr. (2016). Film Review- *Moonlight*, Barry Jenkins, *Queer Studies in Media & Popular Culture*, 2(3): 383-387.

(3) Noonan, L. (2017), *Moonlight*, *Journal of Pastoral Care & Counseling*, 71(2): 136–137.

(4) Hamid, R. (2017). *Moonlight*, *Cinéaste*, 42, (2): 44-45

(5) Nunn, J. (2016). Jenkins, McCraney on their powerful film, 'Moonlight', *Windy City Times*, Chicago, IL: 02 Nov: 28.

Viewing the film *Moonlight*.

### **November 26, 2024- Personal Geographies: Emotions, Identities, and the Intimate Contours of Life**

(1) Kearney, A. (2009). Homeland Emotion: An Emotional Geography of Heritage and Homeland, *International Journal of Heritage Studies*, 15(2-3): 209-222.

(2) Johnston, L. (2018). Intersectional feminist and queer geographies: a view from 'down-under', *Gender, Place & Culture*, 25(4): 554-564.

Viewing film clips from *On Body and Soul* (2017) and in-class documentation of personal geographies.

### **DECEMBER 3, 2024- FINAL CLASS - Viewing of film (TBA)**

### **FINAL PROJECTS DUE DECEMBER 5**

#### **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 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</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>