CGS 3001G Collaborative and Participatory Methodologies
Centre for Global Studies
Huron University
Winter 2020
Dr. Wendy Russell
HC-V207 Thursday 2:30-5:20

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Introduction
This course explores the ethical concerns raised by the major forms of qualitative research with human subjects: interviewing, focus groups, participant observation, ethnography and oral history. Special consideration is given to the ethical concerns raised by social scientific research in the context of inequality. Each student is responsible for designing a research project, applying appropriate research tools and working out the ethical problems raised by his or her project and research method(s).

Learning Objectives
In this class you will learn to identify a research problematic and develop a course of research to address it. You will learn to work within the framework of the research proposal. You will learn to identify appropriate research methods for any research program. You will learn to identify the ethical dimensions of research with human subjects, and become adept at making your research questions, research practice, and research reporting ethically sound. You will learn to distinguish between 'instrumental' and 'emancipatory' research questions, programs and methods, in your own work and in the scholarship you study.

In generic terms, you will learn to recognize the processes of evidence gathering, synthesis, analysis, and evaluation that are used to produce knowledge. You will also learn to identify each of these in your own thinking, argumentation, and reporting of ideas.

Class Methods
We will run our course as a workshop, in which each participant both develops their own project and contributes to the development of their colleague's project. Our time together each week will be used to present and examine individual research projects, whether some 'cooked' examples the instructor presents or our own.

The workshop method is reflected in the assignment schedule for this course. Specifically, you will work on your own project in stages, advancing from 'general' to 'specific', from 'broad' to 'refined', each step advancing from the last. At each step your work will have some hearing and receive feedback, both from your colleagues in class and from me, the instructor. Each step will, thus, help you re-build the platform for your next step. This is a fun and exciting enterprise designed to help you identify, refine and communicate a perfectly refined research problem.

Our workshop format cannot function properly however unless two things happen: first, you have to complete your work on time, second, you have to attend class. These two facts are reflected in our grading schedule: late work will not be graded excepting in instances that some crisis or misfortune has befallen you, and you are graded for attendance.

That said, it is important to note that all of your assignments can be easily accomplished in the time allotted, and so if you work consistently on your core project you will easily accomplish each step. And, you will also have the opportunity to edit, revise, and refine your project.

Required Readings
Berg, Bruce L. and Howard Lune. 2012. *Qualitative Research Methods for the Social Sciences*. Eighth Edition. Boston: Pearson.

Dayle, Jutta B., Lynn McIntyre and Kim D. Raine-Travers. 2000. The Dragnet of Children's Feeding Programs in Atlantic Canada. *Social Science and Medicine* 51 (12): 1783-1793. *I'll dig this up and put it on OWL.*

Gilio-Whitiker, Dina. 2018. *Unpacking the Invisible Knapsack of Settler Privilege.* Available https://www.beaconbroadside.com/broadside/2018/11/unpacking-the-invisible-knapsack-of-settler-privilege.html

Haiven, Max and Alex Khasnabish. 2014. *The Radical Imagination: Social Movement Research in the Age of Austerity.* Halifax and Winnipeg: Fernwood Publishing. *I'll let you know if we're using a selection and how to find it.*

McIntosh, Peggy. 1988. *White Privilege: Unpacking the Invisible Knapsack.* Available https://www.racialequitytools.org/resourcefiles/mcintosh.pdf

Assignments and Evaluation
Preliminary Research
Statement and Bibliography   5%   *(due January 30)*

Literature Review   5%   *(due February 6)*

Presentation   10%   *(February 6 **OR** March 12)*

Research Problem, justification
and scholarly relevance   5%   *(due February 20)*

Revised research problem, methods
and time frame   10%   *(due March 12)*

Ethics discussion   10%   *(due March 26)*

Final Research Proposal   25%   *(due April 3)*

Proposal for Ethics Board   15%   *(due April 10 in my office before 3:00 p.m.)*

Attendance   10%

Participation   5%

Research Topic
Your research topic must meet the following **three criteria**: first, it must involve **human subjects**; second, your research must use one or more of these **qualitative methods**: interviews, ethnography, oral history, focus group interviews, action research, or a case study approach (see Berg and Lune in regards to each of these terms); third, the research project must be **applied**, meaning that its outcomes serve some purpose within the subject community. *You should note that these criteria preclude studies based solely on survey research.*

You will *not* be conducting this research, but you will have to work through the steps of formulating a plausible and justifiable research project.

Research Proposal
Your final proposal will be made up of the following eight separate components, and so I suggest you open a document in your word processor and make a template with these categories.

1. Title of your research project.
2. Discussion of the research problem.
3. Literature Review*.
4. Time frame.
5. Methodology.
6. Description of the ethical problems your research methods or project raise, and how you will ameliorate them.
7. Dissemination of findings.
8. Budget.

> *Literature review will be made up of two smaller parts, a bibliography of scholarly sources relevant to your topic, and an annotated bibliography of at least ten relevant scholarly sources. This is not a true 'literature review' though will have to serve for our short course. See description of this item below.

Presentation
You will discuss your research project in a 10-15 minute in-class presentation. The purpose of this presentation is twofold: first, to get you to make a plausible, coherent and clear case that this research is sufficiently refined, possible and that your research methods are well chosen. Second, to exercise the skill of making a concise presentation of your research (a very valuable skill to develop).

> Your presentation will follow this format:

- describe very briefly the **central research question** (*'This research examines rural women producer's responses to structural adjustment programs in rural parts of southern Oaxaca, Mexico'*)

- describe a bit of the **background** (*'Local producers combine subsistence production with cash cropping in an overall mixed economy. Structural adjustment favors investment of time and household labour in cash crops'*)

- describe a bit of the **justification** (*'Price increases on inputs motivated by SAPS will thus reduce some household cash incomes' [etc], and women have mobilized in six Campesina organizations [name the organizations].*)

- describe **how** you are doing your research (*'This research employs interviewing and participant observation', etc. and describe how each will be used*)

- open the floor to **questions**.

Preliminary Research Problem Statement and Bibliography

This is the foundation of your research proposal, and the work you put into this will be reflected in your final project. For this assignment you need to have a well-stated research problem, which should not be more than a few sentences, if that. For example: "This research will pursue the day-to-day household-level impacts of 'food deserts' in London, Ontario".

At this stage, this research statement is refined enough to start a literature review: you would conduct searches into the literature on a variety of aspects of the larger research terrain you have identified in your research statement. For example, you would research topics such as urban poverty, affordable housing, public transit and food availability, how people utilize food banks, urban food deserts, food sovereignty and so on. And, you would also look for information on how people respond: what kinds of public and private organizations are set up to address the problem, who lobbies government for further funding, impacts of government policies on affordable housing, community and grassroots responses and so on. You would want to develop both general and specific sources, for example information on food deserts, consumption habits and poverty (etc.) in cities in late capitalist nations, and specifically in Canada, Southwestern Ontario and London. Your bibliography should demonstrate that you have identified many dimensions of a the larger topic area, have selected what is most representative of the existing published research, and isolated the most specifically relevant literature.

You are making your first foray into the existing literature relevant to your topic here, and getting a good mark requires you to show that you have examined multiple dimensions of your proposed research topic. As to number of sources, this is difficult to predict. What matters most is that the sources you include are specifically helpful to advance your preliminary idea for a research project into a full-blown and credible proposal to do very specific research (read about the requirements for your research proposal below). And, this bibliography must demonstrate that you are preparing to work on a project that will include human subjects, using the research methods you will study in this course. Your bibliography must, thus, demonstrate that you are

learning about the human, community context for the research you wish to conduct. But, if I have to give you a number, this bibliography should have no fewer than 25 well-selected, relevant sources from multiple disciplines, activist voices, and/or items from public discourse.

Literature Review
Read Berg and Lune's description of a literature review. We do not really have time to conduct such a standard one in this course, though some of the same research skills will be tested with this project. All you need to produce for this assignment is an **annotated** bibliography of **10 key sources from your bibliography**. KEY sources, meaning things that are truly well focussed on the kind of issue or question you are going to write your proposal about. For example, if you were doing a project on Structural Adjustment Programs in Mexico, you would likely want to include material that details how these have come about, how they affect prices in ways that matter to Campesinas and so on. So 'background' material is useful here, and I will evaluate your project both on the clarity and precision of your brief (4-6 sentences) citations and the relevance to your project.

Research Problem, Justification and Scholarly Relevance
Now, this is the fun part, as separating these three elements of the research is tricky, and well worth learning to do. It actually is fun and easy once you get the hang of it. You can dazzle friends with your ability to do this! (Okay, maybe not.)

Your *research problem* actually has two parts: *background* and *problem.* Background information is the stuff that explains the terrain: what is happening on the ground in the social setting you want to investigate? So, as in the case of food deserts from above, the background is information that gives some sense of how 'food availability and poverty' are linked, how they are linked in policy discussions (generally as 'food security' for example), how institutions (both governmental and non-governmental) identify the problem and a variety of solutions. You would also need to look at alternatives to these status quo understandings, which in this case would mean you would learn about the 'food sovereignty' movement. You would want to learn to distinguish the dominant approaches to the same question- in this case, the difference between 'food security' and 'food sovereignty'. Your background should precisely and succinctly summarize this context. It indicates both the dominant trends in thinking and analysis about the abstract issue here (access to food for poor people) and how those ways of thinking chart different approaches to a research problem. In the case of access to food, by calling the terrain a 'food desert', you would need to identify that your project is aligned with a specific (critical) approach. The paper by Dayle et. al. that we are using has a very nice example of 'background' in the discussion of child poverty and what 'feeding programs' are. Yours will be briefer for this proposal, but it is a good model of how to be both sweeping and specific at the same time.

Second is the *problem* itself. This is a longer discussion of the question that you want your project to answer. Here you link the background to the specific problem you want to investigate. In the case of food deserts, it is important to link this larger concept to the locale of the study. And so you would identify the range of services that are relevant (food banks, community meal programs, charities, community gardens, for example), identify the strategies people use to get access to food (going to charity, going to 'corner stores', taking the bus, sharing rides to the grocery store, growing food in guerilla gardens, etc.) Your research problem discussion should

give substance and meaning to the single sentence you produce as a research statement: "This research examines X in the context of Y in Z".

Justification of your research project is a simple description of why this research question is useful or makes sense at this moment in time. For the food desert example, that justification could link key traits of the context: income inequality is increasing, food price is increasing, income subsidies for the poor have been stagnant for decades, local reductions to transit are on the horizon, retail development in suburban areas continues to be prioritized by the municipality, gentrification has changed the retail landscape in some older neighbourhoods. This part of your proposal presents 'what's happening now' that makes your research timely.

Scholarly relevance Following from above, this section identifies what makes your research project as a whole a suitable response. Why is this project useful for the broader community of researchers you are part of, including your research partners in the community? Why is this research important?

Revised research problem, methods and time frame
This assignment presents, first, an improved research problem (you still improve it again later). Second, this project presents a discussion of the methods you are using, and how you are going to use them. Give a detailed description including who your subjects are, how you are going to find these people (recruitment), where you are going to interact with them and what questions you are asking them. This is the part of the project where you have to figure out what doing research is all about logistically. Third, this project requires your preliminary research plan or time frame, which is simply a detailed schedule. (I look forward to hearing from you how many interviews you think you can do in a day.)

Ethics discussion
The assignment requires you to exercise what you have learned ethical problems are, and to consider every aspect of where these might emerge in your research. Simply, what are the ethical concerns raised by your research, and how will you address each?

This will be evaluated for your insight into two things: what risks does your research pose to your subjects? What are the power imbalances built into your research, and how are you going to reduce those? This is a less formal discussion than the one you produce for the Non-Medical Review Ethics Board, and in fact has to include issues that are simply not adequately addressed in that process.

Proposal for Ethics Board Review
Your research proposal for research with human subjects will include a discussion of the ethical concerns that pertain to your research, more like the one described above, but you will also go through the process of preparing a proposal for ethics review, though I will be your only reviewer, and not the real board. The form that you are going to fill out is on our OWL site, and you will submit a printed copy to me.

Schedule of Work
January 9 Introduction

January 16 Qualitative Research and Your Projects
Reading: Berg and Lune, Chapter 1 (1.1, 1.5, 1.6) and Chapter 2.

January 23 Project Design and Existing Social Inequality
Reading: Dayle et al, Gilio-Whitiker and Macintosh

January 30 Introduction to Research Methods
Reading: Berg and Lune, sections 4.1, 4.3, 4.4; 5.1, 5.2, 5.4; 6.1, 6.3; 7.1, 7.2, 7.3; 9.1, 9.2, 9.5.

February 6 Presentations

February 13 Interviewing and Focus Groups

February 27 Life History, Community History, Community Knowledge

March 5 Knowledge and Social Change

March 12 Presentations

March 19 Ethics, Guidelines and the Limits of the Research Paradigm
Reading: Berg and Lune Chapter 3

March 26 Final Proposal Workshop

April 2 Ethics Workshop

Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others

and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the Code of Student Conduct at:
www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: https://owl.uwo.ca/portal, and on the Huron website at www.huronuc.on.ca/about/accessibility .

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: https://huronatwestern.ca/academic-advising .

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Their contact information can be found on the Huron website at: https://huronatwestern.ca/student-life-campus/art-social-science and at https://huronatwestern.ca/student-life-campus/management-and-organizational-studies .

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, https://huronatwestern.ca/academic-advising or review the list of official Sessional Dates on the Academic Calendar, available here: http://www.westerncalendar.uwo.ca/SessionalDates.cfm.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Statement on Academic Integrity
The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).
A lack of academic integrity is indicated by such behaviours as the following:
- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

> **Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

Statement on 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, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a 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 Western University and Turnitin.com.

Computer-Marked Tests/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.

Clickers

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course 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 offence.

Policy on "Special" Accommodation

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: http://www.sdc.uwo.ca/ssd/index.html .

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf
are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

a. students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;

b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.

c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;

d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;

e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;

g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Policy on "Academic" Accommodation - Medical / Non-Medical Grounds
(if absence is not self-reported)

   (a) **Medical Grounds for assignments *worth 10% or more of final grade*: Go directly to Huron Support Services/ Academic Advising, or email <u>huronsss@uwo.ca</u>** .

University Senate policy, which can be found at,
<u>https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf</u> , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the "home faculty" is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:
<u>https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf</u> .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the

presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

 The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis, please refer to: https://huronatwestern.ca/student-life-campus/student-services/wellness-safety for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.
Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

Important Dates and Directory at Huron and Western

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** https://huronuc.ca/important-dates-and-deadlines
- **Western – Academic Calendar & Sessional Dates:** http://www.westerncalendar.uwo.ca/SessionalDates.cfm
- **Huron Directory – Faculty, Staff and Administration:** https://huronuc.ca/index.php/contact/contact-directory
- **Western Directory – Faculty, Staff and Administration:** https://www.uwo.ca/directory.html