

Huron University College
Department of Psychology

**Psychology 2750E – Theories and Methods of Sensation and Perception
Fall/Winter 2022-2023**

1.0 Basic Course Information

- 1.1 Course Number:** Psychology 2750E
1.2 Course Name: Theories and Methods of Sensation and Perception
1.3 Class Times and Location: M/W 9:30am – 11:30am - Classroom W6
1.4 Prerequisite(s): At least 60% in Psychology 1100E. Other introductory courses may be substituted with the permission of the Department
1.5 Antirequisite(s): Psychology 2115A/B

1.6 Instructor Information:

Instructor: Dr. Stephen Van Hedger
Office: V118
Office hours: Thursdays 9:30am – 11:30am
Email: svanhedg@uwo.ca

2.0 Calendar Description

This course introduces the major research domains within sensation and perception. Perception is our only means of extracting information from the environment, allowing us to experience the discrete objects and events “out in the real world” that drive our behaviour. Throughout the course, we will explore how sensation differs from perception; investigate different theoretical traditions that have attempted to account for perceptual phenomena; survey the methods that are used to study sensation and perception; and trace the functional and anatomical organization of the different sensory modalities, from sensory transduction, through stages of information processing, to perception and action.

This course introduces the major research domains within sensation and perception (e.g., vision, audition, touch, olfaction, gustation) in the form of lectures. Additionally, you will gain hands-on experience conducting original research in the domain of sensation and perception in the form of lab exercises and a group research project.

2 lecture hours, 2 laboratory hours

3.0 Course Objectives

By the end of the course students should:

- Be able to describe the structure and function of our sensory systems
- Understand the research methodologies and paradigms used to study sensation and perception
- Demonstrate proficiency in computer programming tasks relevant to experimental psychology
- Refine critical thinking and science communication skills

4.0 Course Methods

This course has two components:

1. *Lectures*, which are designed to help students understand the core theories, topics, and methods used in sensation and perception. Lecture style is interactive (containing breakout discussion groups and demonstrations of perceptual phenomena), so please come prepared to participate! *Lectures will take place on Mondays.*

2. *Labs*, which are designed to give students hands-on experience as experimental psychologists working in the domain of sensation and perception. The exact format of labs varies from week to week, but some general activities include (1) critical discussions of assigned papers, (2) interactive tutorials related to programming experiments, analyzing data, and visualizing results, and (3) structured group work to develop an original research project. *Labs will take place on Wednesdays.*

5.0 Time and Technology Expectations

You should plan on spending between 8-10 hours per week on this course (~4 hours inside the classroom, ~4-6 hours outside of the classroom). The general breakdown of time expectations is printed below.

Content	Expected Time Commitment
Readings	2-3 hours/week
Lectures	2 hours/week
Lab	2 hours/week
Research Project	1-2 hours/week
Creative Application Assignments	1 hour/week

Throughout the course, you will also be learning basic programming skills. Term 1 focuses on learning the basics of JavaScript and jsPsych, which will enable you to program a classic psychophysics paradigm. Term 2 focuses on learning the basics of R, a statistical program for simulating, processing, analyzing, and visualizing data. As such, you will need to download some programs to successfully complete the lab tutorials and research project. *All software is free and open source.* Please let me know if you have any trouble downloading the software as soon as possible.

Term 1:

- **jsPsych** (<https://www.jspsych.org/>) – jsPsych is a JavaScript library for running behavioral experiments in a web browser. The library provides a flexible framework for building a wide range of laboratory-like experiments that can be run online. *We will be using the latest version of jsPsych (v. 7.3), which does not require you to download anything!* However, the website provides an invaluable guide for how to use the program, which will supplement our lab tutorials.
- **Microsoft Visual Studio Code** (<https://code.visualstudio.com/>) – Microsoft Visual Studio Code is a cross-platform, customizable text editor that will allow you to complete the lab tutorials / program your experiment with ease. It can be downloaded from the provided URL.

Term 2

- **R** (<https://www.r-project.org/>) – R is R is a free software environment for statistical computing and graphics. It needs to be downloaded before RStudio. You can download it here (<https://cran.r-project.org/mirrors.html>) – simply choose a location that is closest to you.
- **RStudio** (<https://www.rstudio.com/>) – RStudio is an excellent integrated development environment (IDE) for writing, running, and visualizing code run in R. Simply put, it makes the process of conducting statistical analyses in R much more user-friendly.

6.0 Required Textbook

Wolfe, JM et al. 2020. Sensation & Perception, 6th Edition. Sinauer Associates. (Required)

Note: Physical copies of the textbook can be purchased from the Western Book Store. If you prefer an e-book version of the textbook, you can purchase an e-book version [here](#).

There will be additional required readings (e.g., journal articles) assigned throughout the course. These will be posted on OWL

7.0 Evaluation

Assessment	Date	Weight
Participation Reflections	Throughout Course	(6% each term) 12%
Exams	December and April Exam Periods	(17% each x 2) 34%
Research Project	December 7 th : Group Presentation	7%
	April 7 th : Final APA Report	17%
	December 7 th and April 7 th : Peer/Self-Evaluation	(3% each x 2) 6%
Creative Application Assignments	November 27 th and March 26 th	(12% each x 2) 24%

Participation Reflections (12%): Participation reflections are very short exercises that are administered at the end of each class. The specific nature of these reflections may vary, but they will generally consist of (1) simple comprehension questions, (2) reflections of what you learned, and (3) topics that are still unclear to you. They are meant to be completed in about 5 minutes, and they serve two purposes. First, they serve as a means of tracking attendance and basic comprehension of material. Second, they allow me to calibrate the exam material (e.g., by making sure it is not too difficult) and allow me to spend extra time on topics flagged as difficult or unclear. These are graded in a simple binary fashion (“complete/did not complete”). You are allowed to miss two reflections per term without it counting as a “did not complete”.

Exams (34%): There are 2 exams. Each exam will be worth 17%, for a total of 34% of the final grade for the course. Exams may cover any material (lectures, readings, videos, activities, and

discussion) covered during the term. They are *not* cumulative – i.e., the Winter Term Exam does not contain material from Fall Term. Exams will consist of multiple-choice, fill-in-the-blank, short-answer, and essay-style questions. Exams will be held in person at the date and time set by the Registrar. More details will be provided on OWL in advance of each exam.

Research Project (30%): Students will work in groups (4-5 students/group) to design and execute a research project that is informed by theories and methods of sensation and perception. Each group has some flexibility in designing the research project; however, the general approach of every project will be to select at least one “divergent perception” phenomena (e.g., “the dress”) and then create a study that seeks to explain individual differences in this phenomenon. Each project must include one psychophysics-inspired task (which will be the programming focus of Term 1) and one survey measure. More details about the project will be provided throughout the year on OWL.

There are three components of the research project that factor into your course grade. The first component is a *group presentation*, which will occur on the final day of class in Term 1. In this presentation, you will work with your group members to explain your project to the rest of the class (~15 minutes). After each presentation, there will be an opportunity for your classmates / the instructor to ask questions (~5 minutes). This presentation will be a great opportunity for you to show off the task you programmed throughout Term 1, so feel free to get creative! Interactive presentations are encouraged. The group presentation is worth 7% of your final course grade. The second component is an *APA Report* of the project, which is due on April 7th. This APA Report is an individual effort and is a comprehensive write-up of the research project. A template will be provided on OWL closer to the due date. The APA Report is worth 17% of your final grade in the course. The third component is a peer/self-evaluation, which occurs once per term and is due on the same day as the Group Presentation (Term 1) and the Final APA Report (Term 2). This worksheet allows you to reflect on the contributions you and your group members made to the research project. Each evaluation is worth 3% of your final course grade, meaning the peer/self-evaluations will be worth 6% of your final course grade in total.

Creative Application Assignments (24%): The creative application assignments are designed to allow you to apply course concepts in a novel way. There are two creative application assignments (one per term), with each contributing 12% to your final course grade (thus, the creative application assignments are worth 24% of your final course grade). Each creative application assignment consists of two products: (1) a “creative” product (e.g., a painting, photograph, pamphlet, video tutorial) and (2) a “reflective” product (e.g., an essay in which you discuss how the creative product was shaped by course concepts). More details about these assignments will be provided each term on OWL.

8.0 Statement Regarding Academic Accommodation in Psychology at Huron University College

In the Department of Psychology at Huron, courses are structured to allow students as much flexibility as possible. In the event of an acute medical illness or other personal emergency, students must request academic consideration as per Western Academic Senate Policy.

Student requests for academic consideration/accommodation for missed work must be submitted in a timely manner, typically no more than 48 hours after the missed evaluation. Requests

submitted more than 48 hours after the missed evaluation will normally require a formal recommendation from an Academic Advisor.

For missed coursework worth less than 10% of the overall grade in a course, students should contact the instructor in writing as soon as possible to arrange for accommodation. In cases where accommodation is granted, the instructor will inform the student in writing what accommodation will be granted (e.g., makeup test, reweighting missed evaluation, accept late assignment).

For missed coursework worth 10% or more of the overall grade in a course, students must contact their home faculty Academic Advising office with appropriate documentation (at Huron, this is Huron's Academic Advising Office; if you are a student at a different campus, contact your academic advisor at your home campus).

In the Department of Psychology, if accommodation is granted, students will typically be granted an extension of 48 hours for written essays and reports from the time when accommodation is granted in writing, unless otherwise discussed with the course instructor. The typical accommodation for missed tests will be reweighting of the course grade, unless otherwise discussed with the course instructor. Instructors may request further documentation to approve accommodations.

Students should refer to the following for more information regarding academic consideration and accommodation:

Western Senate Policy regarding Accommodation for Medical Illness

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Huron Academic Advising

<https://huronatwestern.ca/student-life/student-services/academic-advising/faq/>

8.1 Course-Specific Late Penalties, Extensions, and Make-up Tests

Given the nature of the Participation Reflections, there will be no extensions or make-ups. However, as noted earlier, each student will be able to miss two Participation Reflections per term without affecting their course grade.

Students who require accommodation for a missed Exam should follow the Senate guidelines:

[https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic Consideration for absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf)

If accommodation is recommended, the accommodation will be in the form of a make-up test or alternative assignment at the discretion of the instructor.

Students who require extensions of the deadline dates for Creative Application Assignments or the APA Report associated with the Research Project should contact their home faculty Academic Advising office with appropriate documentation, as these assignments are worth more than 10% of the final course grade.

9.0 Huron Psychology Department Grading Policy

Students at Huron University College should consider a grade in the range from 70-74 to be evidence of satisfactory performance in a 2100-level Psychology course. Grades in the B+ (75-79) or A (80-89%) ranges will only be awarded for performance that is demonstrably superior to the second-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.

The Psychology Department follows Western's grading guidelines, which are as follows (see: http://www.uwo.ca/univsec/pdf/academic_policies/general/grades_undergrad.pdf)

Grade	Description
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 all requirements
D (50-59)	Fair work, minimally acceptable
F (below 50)	Fail

10.0 Tentative Schedule

Note: This schedule is tentative and subject to change based on progress

Term 1

Date	Lecture Topic	Readings	Lab Topic
Week 1 (Sept. 12/14)	Introduction	SP: Chapter 1 Burnett (2011) Carbon (2014)	<i>Introduce Research Project</i>
Week 2 (Sept. 19/21)	Psychophysics and Measurement	SP: Chapter 1 Nagel (1974) Bhalla (2013)	<i>Psychophysics Demos</i>
Week 3 (Sept. 26/28)	Introduction to Vision	SP: Chapter 2 Hadhazy (2015) Crump (2009) Ch.1	<i>Why Learn to Code?</i>
Week 4 (Oct. 3/5)	Vision and the Eye	SP: Chapter 2 Palanker & Goetz (2017) Woodyatt (2021)	<i>Coding Basics – I</i>
Week 5 (Oct. 10/12)	Vision and the Brain	SP: Chapter 3 Heinrich et al. (2010) Barthelme (2009)	<i>Coding Basics - II</i>
Week 6 (Oct. 17/19)	Visual Object Recognition	SP: Chapter 4 Dunning & Balctetis (2013) Taylor (2020)	<i>Build a mock experiment in jsPsych – I</i>
Week 7 (Oct. 25/27)	Space/Depth Perception	SP: Chapter 6 Nityananda & Read (2017) Markman (2011)	<i>Build a mock experiment in jsPsych - II</i>

Week 8 (Oct. 31/ Nov. 2)	FALL READING WEEK (no new material)		
Week 9 (Nov. 7/9)	Introduction to Colour Perception	SP: Chapter 5 Gerl & Morris (2008) Baraniuk (2017)	<i>Introduce Creative Application Assignment</i>
Week 10 (Nov. 14/16)	Colour, Culture, and Language	SP: Chapter 5 Winawer et al. (2007) Cherodath (2021)	<i>Group programming – I</i>
Week 11 (Nov. 21/23)	Visual Motion Perception	SP: Chapter 8 Anstis et al. (1998) Winawer et al. (2008)	<i>Group programming – II</i>
Week 12 (Nov. 28/30)	Visual Attention	SP: Chapter 7 Lavie (2005) Green & Bavelier (2003)	<i>Group programming – III</i>
Week 13 (Dec. 5/7)	Attending to Scenes	SP: Chapter 7 Chun & Marois (2002) Hyman (2010)	<i>Group project presentations</i>
Exam Period	Term 1 Exam Date/Time TBD		

Term 2

Date	Topic	Readings	Tentative Lab Schedule
Week 1 (Jan. 9/11)	Introduction to Hearing	SP: Chapter 9 Schmuziger (2006) Jarry (2021)	<i>Introduction to R</i>
Week 2 (Jan. 16/18)	Hearing in the Environment	SP: Chapter 10 Akpan (2015) Crump (2014) Ch.2	<i>Basics of R Programming – I</i>
Week 3 (Jan. 23/25)	Music Perception	SP: Chapter 11 Lynch & Eilers (1992) Trafton (2019)	<i>Basics of R Programming – II</i>
Week 4 (Jan. 30/Feb. 1)	Speech Perception	SP: Chapter 11 Dils & Boroditsky (2010) Imai & Kita (2014)	<i>In-Class Experiment Demo</i>
Week 5 (Feb. 6/8)	Time Perception (Guest Lecture)	TBD	<i>Data analysis in R – I</i>
Week 6 (Feb. 13/15)	Sleep and Perception	Oudiette & Paller (2013) Wamsley (2014) Deoras (2018)	<i>Data analysis in R - II</i>
Week 7 (Feb. 20/22)	WINTER READING WEEK (no new material)		
Week 8 (Feb. 27/Mar. 1)	Introduction to Touch	SP: Chapter 13 Faure et al. (2019) Lush (2020)	<i>Introduce Creative Application Assignment</i>
Week 9 (Mar. 6/8)	Haptic Perception	SP: Chapter 13 Flesher et al. (2021) Siuda-Krzywicka et al. (2016)	<i>Data visualization in R – I</i>
Week 10 (Mar. 13/15)	Introduction to Olfaction	SP: Chapter 14 Hare et al. (2017) Barrett (2022)	<i>Data visualization in R - II</i>

Week 11 (Mar. 20/22)	Olfaction, Pleasure, and Memory	SP: Chapter 14 Mouly & Sullivan (2010) Arshamian et al. (2021)	<i>Group data analysis</i>
Week 12 (Mar. 27/29)	Taste	SP: Chapter 15 Sekuler (2004) Kanwal (2016)	<i>Group data visualization</i>
Week 13 (Apr. 3/5)	Future of the Field	VanRullen (2017) Livni (2018)	<i>Exam Review</i>
Exam Period	Term 2 Exam Date/Time TBD		

SP: Sensation & Perception 6th Ed. (Wolfe et al.)

Readings in purple will be discussed in lab and thus should be completed prior to Wednesday of each week. Generally speaking, there are two readings per lab section: one academic article, and one short “pop-sci” article.



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

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 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.

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.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

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, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

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 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>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

Statement on Use of Personal Response Systems (“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.

Academic Consideration for Missed Work

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. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

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.

c) Consideration on Non-Medical Grounds: Consult Huron Support

Services/Academic Advising, or email hurousss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at hurousss@uwo.ca for any further questions or information.

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

hurousss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/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.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

huronwellness@huron.uwo.ca Community

Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)