

DEPARTMENT OF PATHOLOGY & LABORATORY MEDICINE
One Health 3300A/B – Foundations of One Health

Course Outline for Fall 2025

This course takes place at Western University, which is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

Students who are in emotional and/or mental distress should refer to <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

1. Technical Requirements:



Stable internet connection



Laptop or computer

2. Important Dates:

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
September 4	November 3–9	December 9	December 10	December 11–22

September 30, 2025: National Day for Truth and Reconciliation; non-instructional day

September 12, 2025: Last day to add or drop a Fall 12-week course

December 1, 2025: Last day to withdraw from a Fall 12-week course without academic penalty

3. Contact Information

Course Coordinator	Contact Information
Egide Kalisa, PhD, MSc Assistant Professor	_____

Teaching Assistant(s)	Contact Information

4. Course Description and Design

Delivery Mode: [in-person Lecture]

The core concepts and foundational approaches fundamental to the multi-sectoral and collaborative discipline of One Health are presented in lectures and case studies. Topics covered include the history, evolution, and scope of the field, and the three foundational pillars of One Health (human health, animal health, and environmental health).

Anti-requisite(s): None

Pre-requisites: * Biology 1001A and 1002B; Biology 2244A/B or Statistical Sciences 2244A/B; registration in 3rd or 4th year of BMSc or BSc

Co-requisites: None

Delivery Mode: Live / In-person (Lectures)

: Live / In-person (Virtual -Guest Speaker)

: OWL Brightspace (Term Project Module)

: OWL Brightspace (Course materials)

Important note regarding pre-requisites: 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.

Timetabled Sessions

Component	Date(s)	Time
Lecture	Tuesday (Weekly)	1:30-3:30pm
Office Hours	Thursday (1 pm- 4 pm)	Virtually or in- person by appointment only. Dr. Kalisa is also available to speak with students for 30 minutes before or after weekly lectures and can also be reached by email for any questions or concerns.

Attendance at sessions is required

Neither lecture nor tutorial sessions will be recorded, nor are students permitted to make their own recordings.

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/d2l/login>. Any changes will be indicated on the OWL Brightspace site and discussed with the class.

If students need assistance, they can seek support on the [OWL Brightspace Help](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

5. Learning Outcomes

This course represents a core learning experience for students in One Health or those interested in learning more about One Health. Fundamental concepts in One Health will be emphasized, including the history, evolution, and scope of the field, and the foundational pillars of One Health, specifically human health, animal health, and environmental health. Additionally, the role of a One Health approach in informing health policy and integrating One Health into governance systems will be introduced. Students will synthesize and integrate these fundamental concepts during critical evaluations of contemporary One Health case studies.

Upon successful completion of this course, students will be able to:

- Explain the core principles, scope and evolution of One Health
- Describe the interconnected role of three of one Health (Human, Animal and Environment)
- Identify and evaluate the real-world health issue and formulate possible solutions to these issues using One health approach
- For a given health problem, identify, discuss, and evaluate non-health consequences, such as cultural, socioeconomic, and economic consequences, and the role of key stakeholders using the One Health approach;
- Analyze complex health challenges such as wildfires, antimicrobial resistance, urban environmental risks, and health systems gaps through a One Health Lens.
- Use the One Health scientific literature and apply the broader scientific literature to a One Health problem.

6. Course Content and Schedule

DATE	TIME	TOPIC	LECTURER	
Tuesday, September 09, 2025	1:30-3:30 pm	One Health History & Evolution: Meet the Pillars of One Health: Human Health, Animal Health & Environmental Health	Human health (Dr. Paula Fujiwara), animal health (Dr. Francisco), and environmental health (Dr. Egide)	In-Person Live discussion
Tuesday, September 16, 2025	1:30-3:30 pm	Climate Change & One Health: Translating Policy into Practice-Lessons from the Frontlines	Dr Richard, UNEP (Guest Speaker)	In-Person
Tuesday, September 23, 2025	1:30-3:30 pm	One Health Careers & Stakeholder Collaboration	Dr EK	3-Minute One Health Talk
Tuesday, September 30, 2025		No Class - National Day of Truth & Reconciliation		
Tuesday, October 07, 2025	1:30-3:30 pm	A One Health Perspective on Wildfires and Smoke	Dr EK	3-Minute One Health Talk
Tuesday, October 14, 2025	1:30-3:30 pm	Invisible Microbial World and Antibiotic Resistance (AMR) and Surveillance.	Dr Pervez (Guest Speaker, Ottawa)	3-Minute One Health Talk
Tuesday, October 21, 2025	1:30-3:30 pm	A One Health Approach to Indigenous Knowledge, Environmental Injustice and Global Health	Dr EK	3-Minute One Health Talk
Tuesday, October 28, 2025	1:30-3:30 pm	A One Health Approach to Children's Health: Extreme Heat, Eco-Distress, and Nature-Based Solutions.	Dr Gunz	3-Minute One Health Talk
November 3-9, 2025		READING WEEK		
Tuesday, November 11, 2025	1:30-3:30 pm	3MT Presentations	Dr EK	3-Minute One Health Talk

Tuesday, November 18, 2025	1:30-3:30 pm	NO CLASS; Students should work on their slides and draft written report		Reflection Due date
Tuesday, November 25, 2025	Animal Health: Zoonotic Diseases.	Animal Health: Zoonotic Diseases.	Dr FjoP	
Tuesday, December 02, 2025	1:30-3:30 pm	Term Project Presentations	Dr EK	Term Project: Oral Presentation due date
Tuesday, December 09, 2025	1:30-3:30 pm	Term Project Presentations & Submission of final written Term Report	Dr EK	Term Project: Written Report due date
DECEMBER 11-22, 2025	n/a	FINAL EXAM PERIOD		

7. Participation and Engagement

- Students are expected to participate and engage with content as much as possible
- Students can participate during Lecture, class discussion, reflections, asking questions
- Students are expected to participate by interacting in the forums with their peers and instructors
- Active participation in all aspects of the course is critical. You will be expected to be fully engaged during lectures. You will be expected to ask relevant questions during lectures/presentations, and actively engage in activities. Bringing unique insights to group presentations, discussion and class interaction will be considered valuable participation. You are expected to attend all lectures. You should strive to show a high level of maturity and respect during class discussions, lectures, and presentations.

8. Assessment and Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Course Evaluation	% OF FINAL GRADE	Deadline
Participation and attendance	20%	N/A
3MT One Health Talk (Pair)	10%	Sept 23 -NOV 18
Reflection (Individual)	10%	Nov 18
Term Project: Written Report (Group)	30%	Dec 9
Term Project: Oral Presentation (Group)	30%	Nov 25- Dec 9
TOTAL	100% (Total)	

Class Participation (20%)

In each class, participation will be evaluated by the instructor or TA.

- **Instructor Evaluation (10%):** The class attendance will help to inform the instructor graded portion of “Participation”. Instructor will evaluate participation by overall participation, active listening, engaging during lecture and group discussion as well as the respectful engagement with peers.
- **Self-Evaluation (10%):** Students will evaluate their own participation and write a half-page written reflection, describing how they were engaged and participated during lecture. Assign a grade out of 10, with a rationale or explanation for the grade. The self-reflection is worth 10%.

If you have a reason to miss class, you must email the instructor at least 48 hours in advance) to inform him about any deviation or special request regarding deadlines for course commitment.

3-Minute One Health Talk (10%):

In pairs, students will deliver a 3-minute oral presentation on a current global health issue using a One Health lens. Each pair will research and prepare **one static slide** to support their talk and clearly demonstrate the connection between human, animal, and environmental health. Topics should be drawn from current news, science media, or international/global health reports. Each student should speak for approximately **1.5 minutes**. Presentations can be either **live during lecture** or **submitted as a pre-recorded video** (e.g., via Zoom, PowerPoint recording, or phone).

Participation in a recorded video is **voluntary and limited to the instructor/TA for grading purposes only**. Students uncomfortable with recording may request a **live presentation option** or alternate arrangements. Clear communication, One Health integration, slide design, and collaboration will be assessed using a standard rubric.

Criteria	Points	Description
Clarity & Structure	2	Logical flow, clear language, 3-minute limit respected
One Health Integration	2	Demonstrates links between human, animal, and/or environmental health
Engagement & Communication	2	Captivating delivery, audience-appropriate, avoids jargon
Slide Design & Visual Impact	2	Original, creative, relevant, and visually clear (no overcrowded slides)
Overall Impression	2	Well-structured, logically organized, and easy to follow. No evidence of plagiarism.

Instructions:

1. Work in pairs (2 students only)
2. Create one PowerPoint slide (static – no animation)
3. Live Oral Presentation during lecture (~1.5 min each) Or record a 3-minute video, with both partners speaking (~1.5 min each)
4. Start with your names and the title of your topic

Submit:

- One video (MP4 or unlisted YouTube/Google Drive link): If you choose video record (each student). Your video is **only viewed by the instructor/TA for grading**. It will not be shared publicly. If you are uncomfortable being recorded, please choose a **live presentation** during lecture.
- One slide (.pptx or PDF): if you choose live presentation during lecture (each student)
- **Please choose your preferred topic (e. g COVID-19 origins and the wildlife trade, Wildfire smoke and its impact on human and animal respiratory health, Heatwaves and biodiversity loss: Who is most at risk? Air pollution and asthma in urban children, Environmental injustice in Indigenous communities, Access to green space and mental health.**

Your presentation should highlight:

- a) What the issue is and why it is of international/global concern
- b) Who is most affected (human, animal, or environmental populations)?
- c) What makes the issue complex and urgent?
- d) And most importantly: Use a One Health lens to suggest at least one integrated solution or strategy that addresses the problem across sectors
- e) You will also create one static slide (PowerPoint or PDF) to visually support your message. Each student should speak for ~1.5 minutes.

Reflection (10%)

This personal reflection invites you to critically examine your motivation for pursuing One Health and how you see yourself contributing to the field. In **500 -1000 words**, describe your professional goals and the roles you hope to assume in One Health, highlighting key skills you plan to develop during this program. Through this assignment, you will explore:

- Why One Health matter to you?
- Where do you see yourself contributing in the One Health future?
- Which One Health issue (e.g., antimicrobial resistance, zoonotic diseases, climate change, food safety, biodiversity loss, pollution, or global pandemics) do you feel most connected to, and why?

This is not just about summarizing course content — it’s about exploring how One Health *connects to who you are*, what you care about, and how you hope to make a difference.

Reflection Rubric

Criterion	Expectations	ALL MET	MOST MET	SOME MET	FEW MET	VERY FEW MET	NOT MET
Connection to One Health	Reflection helps to develop meaningful connections between experiences and program theory. The student recognizes connections and explicitly supports them with evidence.	2	1.75	1.5	1.25	1	0

	Strong, clear integration of all 3 pillars (human, animal, environment)						
Critical Thinking & Insight	Deep personal or analytical insight; shows originality and thoughtful reflection.	2	1.75	1.5	1.25	1	0
Contextualized	Reflections are relevant and meaningful to the student's experience(s), expanding into real world applications.	2	1.75	1.5	1.25	1	0
Depth of Reflection	The student provided an in-depth reflection. Viewpoints and interpretations are original and insightful and well supported by clear, detailed examples.	2	1.75	1.5	1.25	1	0
Overall Impression	Reflection is written clearly (style, grammar, and spelling) and concisely with a logical order. Well-structured, logically organized, and easy to follow. strong academic writing style No evidence of plagiarism.	2	1.75	1.5	1.25	1	0

Term Project: Written Report (30%)

The Term Project (Written Report) will be completed in a group (group membership will be assigned and posted in OWL). The Term Project is designed to allow students to investigate a health problem of interest in-depth, to reinforce course material and learning objectives, and to provide students with the opportunity to evaluate health challenges and the responses and solutions implemented to address these problems using a One Health approach. Detailed information and instructions on the Term Project are provided in the OWL Brightspace course site ("Term Project Information"). Submission of the final, written Term Project is mandatory. **It is due on December 09, 2025 (11:59pm) via OWL Brightspace with a 72-hour no late penalty.**

It is expected that the work be equitably shared between group members, and it is the intention that all students in the group receive the same grade. The instructor reserves the right to adjust the assigned grade for specific group members if it is determined that the contributions and work were not equitable. Any component submitted on a non-approved topic will be assigned a grade of zero ("0"). All parts of the written component of the Term Project will be submitted through OWL Brightspace and evaluated by Turnitin. More details will be provided during the lecture and posted via **OWL Brightspace**.

Written Report Rubric

Criterion	Expectations	ALL MET	MOST MET	SOME MET	FEW MET	Very FEW MET	NOT MET
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One Health Integration	The paper clearly applies One Health concepts, showing connections among human, animal, and environmental health with relevant and thoughtful discussion.	5	4	3	2	1	0
Research and Evidence	Strong use of peer-reviewed literature and evidence. Sources are current, relevant, and well-integrated to support arguments.	5	4	3	2	1	0
Structure & Organization	Clear introduction, body, and conclusion. Logical flow of ideas and strong paragraph structure.	5	4	3	2	1	0
Critical thinking & Analysis	The paper demonstrates depth of thought, original interpretation, and meaningful analysis of the issue and proposed solutions.	5	4	3	2	1	0
Writing Quality	Well-written with proper grammar, spelling, and sentence structure. Professional tone and clarity throughout.	5	4	3	2	1	0
Formatting & Referencing	Follows required length, formatting (APA or Vancouver), and includes complete and accurate citations and references.	5	4	3	2	1	0

Term Project: Oral Presentation (30%)

The goal of the oral component of the Term Project is to provide student with an opportunity to develop group-based oral presentation skills and the ability respond to questions. The Term Project (Oral Presentation) will be completed in the same groups as the Written Report, and on the same topic. Presentations will be **10-15 minutes** in length, followed by a 5-minute question period. Detailed information and instructions on the Term Project are provided in the OWL Brightspace course site (“Term Project Information”).

You should clearly describe the problem/knowledge gap, the project main goal, the methodology you will use, and your preliminary and expected results. You should clearly describe how the use of a one health approach is relevant (useful/beneficial) to the specific health topic (research question) under investigation.

It is expected that both the presentation and response to questions be equitably shared between group members and it is the intention that all students in the group receive the same grade. The instructor reserves the right to adjust the assigned grade for specific group member(s) if it is determined that the contributions and work were not equitable. Presentations on a non-approved topic will be assigned a grade of zero (“0”). More details will be provided during the lecture and posted via **OWL Brightspace**

Oral Presentation Rubric

Criterion	Expectations	ALL MET	MOST MET	SOME MET	FEW MET	Very FEW MET	NOT MET
Content & Knowledge	The group demonstrates strong understanding of the topic and clearly integrates One Health pillars (human, animal, environment). Evidence is used effectively.	5	4	3	2	1	0
Organization	The presentation is logically structured with a clear introduction, body, and conclusion. Transitions between speakers and ideas are smooth.	5	4	3	2	1	0
Visual Aids	Presenters speak clearly and confidently, engage the audience, and use appropriate pace and tone. Group members share presentation responsibilities.	5	4	3	2	1	0
Delivery & Engagement	Speakers are confident, clear, and engaging. Good pacing, voice projection, and body language. All group members participate actively.	5	4	3	2	1	0
Q&A Response	The group provides thoughtful, accurate, and well-articulated responses to audience questions, showing depth of knowledge.	5	4	3	2	1	0
Overall Impression	All members contribute equally and meaningfully; transitions between speakers are coordinated and smooth and use allocated time.	5	4	3	2	1	0

Additional

Term Project (both the Written Report and Oral Presentation):

- Both Evaluations are group projects (completed in the same group and on the same topic) and it is expected that the work be equitably shared between group members. As indicated in above and elsewhere in course materials, there are multiple components to these Evaluations.
- The Term Project (Written Report) consists of the topic selection, writing outline, and the final report. The Term Project (Oral Presentation) consists of the “slides” and the final presentation.
- While it is the intention that all group members receive the same grade for the different components of these Evaluations, the Instructor reserves the right to adjust the assigned grade for specific group member(s) if it is determined that the contributions and work were not equitable.
- Late submissions for any of these components will only be accepted if all members of the group submit the required documentation for academic consideration. In such a situation, that component

must be submitted within 72 hours of the end of the academic consideration period or a grade of zero (“0”) will be assigned to all group members for that component.

- Regarding the Final Presentation: Presentation time slots will be randomly assigned during the group’s regularly scheduled session (See the Weekly Schedule) Once assigned, a group’s presentation timeslot will not be re-scheduled unless all group members submit the required documentation for academic consideration. If a group member misses their scheduled presentation timeslot, the group presentation will proceed as scheduled. The absent group member will be offered the opportunity to complete a make-up assessment at the discretion of the instructor, if and only if the required documentation for academic consideration is submitted, otherwise the group member(s) that are absent from the presentation will be given a grade of zero (“0”).

Information about flexibility in assessment

This course employs flexible deadlines for assignments. The assignment deadlines can be found above in the course outline. For each assignment, students are expected to submit the assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the deadline without a late penalty. Should students submit their assessment beyond 72 hours past the deadline, justification with a proof is required or a grade of zero will be provided.

Requests for academic consideration supported by documentation must be submitted within 48 hours of the original deadline. The instructor reserves the right to deny such academic considerations, given the deadline flexibility provided. If you have a long- term academic consideration or an accommodation for disability that allows greater flexibility than provided here, please reach out to your instructor at least one week prior to the posted deadline.

General information about assessments

- All assignments are due at [11:59 pm due date] EST unless otherwise specified
- Students are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0
- Written assignments will be submitted to Turnitin through Brightspace
- Rubrics will be used to evaluate assessments and will be posted with the instructions
- A student might not receive the same grade as their group members if it is determined that the distribution of work was not equal
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days
- Assessment re-grading could result in the mark, increasing, decreasing, or remaining the same
- Prior to the filing of a written request for relief, students must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If the student is dissatisfied with the decision of the instructor or does not receive a decision from the instructor, a written request for relief must be submitted to the Department Chair within three (3) weeks from the date that the mark was issued.
- Moving forward, the word appeal will be reserved for Senate Review Board Academic (SRBA) review and ‘request for relief’ will be used for lower-level decision reviews (e.g., Deans, Chairs, etc.). https://uwo.ca/univsec/academic_policies/rights_responsibilities.html

The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which 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

Information about late or missed assessments:

- Students should review the on flexibility in assessment3M One Health Talk, Reflection, written and oral term project must be completed OR passed to pass the course. if these elements are missed e.g., INC and student completes it the next time course is offered.

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned, which could impact program progression. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup for the final exam or the student misses the makeup for the final exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered, which could impact program progression. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Definitions of Types of Examinations](#) policy.

9. Communication

- Students should check the OWL Brightspace site every 24–48 hours
- Students should email their instructor(s) and teaching assistant(s) using [email, MS Teams, etc.]
- Emails will be monitored [daily]; students will receive a response in 24–48 hours
- This course will use [e.g., discussions on Brightspace, MS Teams, etc.]
- Students should post all course-related queries on the discussion forum so that everyone can access the questions and responses

10. Office Hours

- Office hours will be held [in-person or remotely using Teams
- Office hours will be held every Thursday (1pm-4pm). However, student can email Dr Kalisa anytime for any questions or concerns.
- Office hours will be by appointment Only
- Office hours will be individual or group

11. Course Materials

- All resources will be posted on OWL Brightspace

12. Professionalism & Privacy

Western students are expected to follow the [Student Code of Conduct](#). Additionally, the following expectations and professional conduct apply to this course:

- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared/upload (e.g., Must Knows Facebook group, Course Hero, Chegg, ChatGPT, etc.)

- ☑ Recordings are not permitted (audio or video) without explicit permission
- ☑ Permitted recordings are not to be distributed
- ☑ Students will be expected to take an academic integrity pledge before some assessments

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All **students**, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's Non-Discrimination/Harassment Policy (M.A.P.P. 1.35) and Non-Discrimination/Harassment Policy – Administrative Procedures (M.A.P.P. 1.35). Any **student**, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's Human Rights Office. Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

13. How to Be Successful in this Class

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.

1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule your time throughout the course.
2. Make it a daily habit to log onto OWL Brightspace to ensure you have seen everything posted to help you succeed in this class.
3. Follow checklists created on OWL Brightspace or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

14. Western Academic Policies/Procedures and Statements

A. Absence from Course Commitments

Medical, Compassionate, or Extenuating Circumstances

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the [central academic consideration portal](#). Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes) or there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate or, where that is not possible, equivalent documentation by a health care practitioner.

Policy: [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Procedures: [Student Medical Certificate](#)

Religious Holidays

Students should review the policy for Accommodation for Religious Holidays (Appendix 1). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Policy: [Accommodation for Religious Holidays](#)

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates.

Policy: [Definitions of Types of Examinations](#)

B. Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Requests for relief generally fall into three categories, which are also listed in the policy. All requests for relief must be supported by evidence. A request for relief from academic decisions process was formally referred to as an appeal. Refer to the policy and procedures about further details and timelines. https://uwo.ca/univsec/academic_policies/rights_responsibilities.html

Policy: [Requests for Relief from Academic Decisions](#)

Procedures: [Undergraduate Student Academic Requests for Relief](#)

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a scholastic offence.

Policy: [Scholastic Offences](#)

Procedures: [Undergraduate Scholastic Offences](#)

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA).

Policy: [Senate Review Board Academic Appeals](#)

Procedures: [Senate Review Board Academic Appeals](#)

C. Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation.

Policy: [Academic Accommodation for Students with Disabilities](#)

D. Correspondence Statement

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.

E. Discovery Credit Statement

Students are permitted to designate up to 1.0 Discovery Credit course (or equivalent) for pass/fail grading that can be counted toward the overall course credits required for their degree program.

Policy: [Undergraduate Course Credit](#)

Procedures: [Discovery Credits](#)

F. Statement on the Use of Electronic Devices

Electronic devices will not be allowed during tests and examinations.

Within this course, laptops, tablets, and other electronic devices may be used for learning purposes only - such as taking notes and accessing course materials. Please use your devices responsibly and in ways that support your learning and that of others. Using devices to record lectures or any other course sessions is prohibited. Non-academic use (e.g., messaging, social media, or unrelated browsing) during class will also not be allowed

G. Statement on the Use of Generative Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

H. Turnitin and other similarity review software

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 Western University and [Turnitin.com](https://www.turnitin.com).

15. BMSUE Academic Policies and Statements

A. Cell Phone and Electronic Device Policy (for in-person tests and exams)

The Schulich School of Medicine & Dentistry is committed to ensuring that testing and evaluation are undertaken fairly across all our departments and programs. For all tests and exams, it is the policy of the School that any electronic devices, e.g., cell phones, tablets, cameras, smart glasses, smart watch or iPod are strictly prohibited. These devices **MUST** be left either at home or with the student's bag/jacket at the front of the room and **MUST NOT** be at the test/exam desk or in the individual's pocket. Any student found with one of these prohibited devices will receive a grade of zero on the test or exam and this will be documented as a Scholastic Offence. Non-programmable calculators are only allowed when indicated by the instructor. The program is not responsible for stolen/lost or broken devices.

B. Copyright and Audio/Video Recording Statement

Course materials produced by faculty are copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

C. Rounding of Marks Statement

Across the Basic Medical Sciences Undergraduate Education programs, we strive to maintain high standards that reflect the effort that both students and faculty put into the teaching and learning experience during this course. All students will be treated equally and evaluated based only on their actual achievement. **Final grades** in this course are rounded to the nearest whole number based on the first decimal place. For example, a grade of 74.49 or lower will be rounded to 74, whereas 74.50 or higher will be rounded to 75.

Marks WILL NOT be arbitrarily increased to the next grade or GPA, e.g., a 79 will NOT be increased to an 80, and 84 WILL NOT be increased to an 85, etc. The mark attained is the mark you achieved, and the mark assigned; requests for arbitrary mark increasing will be denied. Marks will be assigned based on assessments in the syllabus and no extra work or tasks will be assigned to increase a mark.

Course grade rounding provisions, as described above, differ from cumulative and term averages. Cumulative and term averages will be calculated to two decimal places and rounded to the nearest whole number with .45 rounded up, for the purposes of admission to and progression in modules, scholarship retention, and Dean's Honour List.

Policy: [Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students](#)

16. Support Services

Students who are in emotional/mental distress should refer to Mental Health @Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Other important links:

- [Academic Advising \(Science and Basic Medical Sciences\)](#)
- [Learning Development and Success](#)
- [Office of the Registrar](#)
- [Wellness & Wellbeing](#)
- [Western USC Services](#)

Appendix 1: Western University Academic Policies and Procedures

The policies and procedures listed in this syllabus are outlined in the table below. In some cases, a policy does not include an accompanied procedures document.

Academic Policy	Name of Policy/Procedure	Links
General Policy	Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students	Policy
General Policy	Structure of the Academic Year	Policy
Registration, Progression, Graduation	Course Numbering Policy, Essay Courses, and Hours of Instruction	Policy
Registration, Progression, Graduation	Undergraduate Course Credit	Policy • Procedures
Examinations	Definitions of Types of Examinations	Policy

Examinations	Evaluation of Academic Performance	Policy
Examinations	Examination Conflicts	Policy
Rights and Responsibilities	Academic Accommodation for Students with Disabilities	Policy
Rights and Responsibilities	Accommodation for Religious Holidays	Policy
Rights and Responsibilities	Policy on Academic Consideration – Undergraduate Students in First Entry Programs	Policy • Procedures
Rights and Responsibilities	Requests for Relief from Academic Decisions (Undergraduate)	Policy • Procedures
Rights and Responsibilities	Requests for Relief from Academic Decisions (Graduate)	Policy • Procedures
Rights and Responsibilities	Scholastic Offences (Undergraduate)	Policy • Procedures
Rights and Responsibilities	Senate Review Board Academic Appeals	Policy • Procedures