

HLTH 5201A
Fundamentals of Policy I: Policy Analysis

Instructor: Louise A. Edmonds (she/her/hers)
Office Hrs. Thursday 3-4 pm (Zoom). Widely available for student consultation before & after class and other meeting times by mutual appointment (Zoom)

Official Course Description:

Policy analysis and policy processes with an emphasis on the stages of the policy process, as well as the influences of institutions, ideas and interests.

Course Overview:

An average of 15 people die per day from opioid-related toxicity in Canada, based on recent federal data. In a repudiation of long-established Harm Reduction principles, Ontario Premier Ford announced the closure of more than half of Ontario's Supervised Consumption Sites (SCS) -- with those located near schools or day cares being the first to close. These sites cannot relocate and new sites cannot be opened. The Premier characterized these sites as the "worst things" to happen to communities" (*Globe & Mail*, August 24, 2024). By March 31, 2025, nine approved drug injection sites were forced to transition to abstinence only "HART Hubs" (Homelessness and Addiction Recovery Treatment (HART) Hub). These hubs, the public is told, will be eligible to receive up to four times more funding to support treatment and recovery than under the consumption site model. Substance abuse/addictions experts however have protested this change of policy. So what are we to make of this policy change in the midst of an opioid overdose epidemic in Canada? Studying policy processes can help students develop better analytical tools to understand these and other health policy decisions.

The goal of this course is to introduce students to the field of health policy through an examination of the policy making process, the policy cycle and analysis of factors shaping the policy agenda. We will be analyzing policy through the 3-i framework of 'Interests' (stakeholders, pressure groups), 'Ideas' (values, research evidence), and 'Institutions'. Students will visit a House of Commons Standing Committee on Health policy hearing on Parliament Hill. Finally, students will attend and report on a public policy meeting of their choosing based on their own policy field interests.

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Format:

A lively and engaging academic life depends on the abilities to grapple with subject matter through listening, reading, discussion, communicating and researching. This course will help students hone these skills. Participation is crucial to success in the course. During this course you are likely to experience: seminar discussions, guest speakers, current documentary films, and group discussions. Each student is expected to come to all classes and must be prepared to actively participate. All required readings must be completed prior to each class. An informal course review with students will occur by Week #4 to allow time for any modifications in curriculum delivery.

I am committed to fostering an environment for learning that is inclusive for everyone regardless of gender identity, gender expression, sex, sexual orientation, race, ethnicity, ability, age, or class. Respectful conduct is expected of all students. Please contact me if there are any issues in this regard.

By the end of the course, students will be able to:

- Demonstrate an understanding of the role of policy and policy analysis in health care in Canada;
- Describe the stages and nature of the policy development process;
- Understand the significant political & other factors which impact policy development and outcomes;
- Identify key interests, institutions and ideas that affect health policy development;
- Understand how issues make it on to the policy agenda
- Explain why some policy solutions succeed while others fail; and
- Value the approach of bringing multiple disciplines to bear on a given health policy question

Course Materials:

This course has no textbook. All required material is either available electronically (e-journals in the library), on Reserve (MacOdrum Library) or will otherwise be posted on Blackboard. Readings are designed to be a mix of academic journals, policy reports and public media analysis of policy.

Required readings for the weeks with student presentations will be posted one week in advance. In addition, the professor will post further policy materials on BS for those wishing a more robust background in policy and policy development.

Laptops & electronic devices Laptops are permitted for note taking only. No audio or video recordings permitted.

Extensions, Late penalties & Deferrals:

Late penalties for assignments is 10% per day including weekends. In order to be considered official, all extensions must be obtained in writing from the instructor. After 5 days past the due date or extension-granted date, an assignment can no longer be submitted for grading. If you are struggling, please reach out. I am happy to work with and support you.

Illustration: Edward Gorey



“Short-term incapacitation” is illness, injury, or other extenuating circumstances beyond your control that can disrupt your ability to meet your academic obligations for five or fewer days. Depending on the circumstances, you may need to temporarily step away from studies to take proper care of yourself.

Deferred/missed term work for short-term accommodation (5 days or less): for short term incapacitation students must inform the professor immediately by email and request academic consideration. Instructors have the right to determine appropriate consideration at their discretion. You are not required to submit a medical note if your absence lasts five or fewer days. However, you must provide supporting documentation. Students must also complete the self-declaration form ASAP. The rationale for incapacitation may require further justification by the student as identified by the professor. Failure to follow these processes may result in a grade of zero or other penalties. The professor will then provide written accommodation to the student for justified incapacitation. Only one self-declaration form per term is allowed.

Deferred/missed term work for longer term incapacitation (5 days or longer): The student must contact the professor via email for guidance in a timely manner. The student will need to go to the Registrar’s Office for support, but it is important that the instructor is apprised of the long-term accommodation needs. If you require accommodations for this course that are longer than the 5-day period, please email me to discuss how/whether accommodation needs could be met for this course.

Absences:

Attendance will be taken for 10 weeks. All students are expected to be in seminar for the entire class duration and sign the Attendance form. This is to ensure the smooth organization of the two group projects. One excused/missed class is allowed. Thereafter each missed class results in a loss of 2% of the 10% Attendance grade and 2% penalty of the Participation grade. Three or more missed classes means **the student loses the entire 10% Attendance grade**. Students with a legitimate medical or a serious life situation can discuss their situation with the professor. Accommodation is not guaranteed.

Important Dates

Class Policy Presentation	25%	Begin: November 2 to 23
Participation & Attendance	20%	Full term
Policy Meeting & Report	20%	Due November 9
Stakeholder Policy Forum & Report	35%	Report due December 15

****Students must complete all course requirements to obtain a final grade**

Students are encouraged to retain a copy of all materials submitted for the course and to keep any hard copies of marked assignments until after the final grade is received in the course.

ARTIFICIAL INTELLIGENCE: Statement on Chat GPT and Generative AI usage

You may not use generative AI tools to develop, draft, revise, analyze, or generate any part of your course components and submissions. Your submission should represent your own work and thinking. Furthermore, Plagiarism screening tools will be in effect for written work. Further explanation in class.

Online Community Expectations for Social Platforms

With the growing use of social platforms (e.g., Discord) on campuses, it is important to keep in mind that university codes of conduct still apply to the behaviours of students online. Please be considerate and respectful while engaging with peers and remember that we are all humans, and that your words matter. If any student witnesses or experiences harassment, I encourage you to reach out to me. Alternatively, you can contact [Ombuds Services](#) or [Carleton Equity and Inclusive Communities](#). Online communities can be highly beneficial to students and can help to facilitate learning within the course. I encourage people to ask questions, learn from one another, and have open discussions about class material. That said, any acts of academic misconduct (i.e., cheating) will not be tolerated and will result in serious consequences ranging from a grade reduction to expulsion (see [academic integrity violations](#)).

Intellectual Property

Please note: classroom teaching and learning activities, including lectures, discussions, presentations, etc., by instructors, guests and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, exams and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. **Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).**

Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Land Acknowledgement

Here at Carleton University, it is important that we acknowledge that the land on which we gather is the traditional and unceded territory of the Algonquin nation.

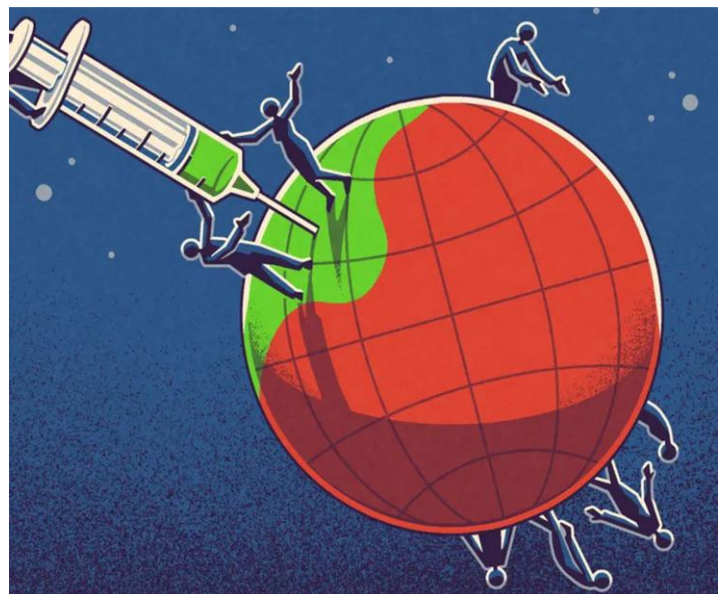


Illustration by Matt Kenyon, *The Guardian*, April 12, 2021

Course Requirements and Evaluation:**Class Policy Presentation (begin November 2 to 23)****25%**

Each student (in groups of 4) will conduct a 45-minute presentation on a recent health policy in terms of course concepts followed by a 15-minute Q &A discussion directed by the group. The specific individual topic will be decided by the students with prof approval. It may not be the same subject as that of any other assignment or professor's lecture. Previous presentations have highlighted Dental Health policy in Canada, Sexual Health and Sex Ed curriculum reform, Medical Assistance in Dying (MAiD) legislation, the need for Pharmacare, and policy responses to addressing the Doctor Shortage in Canada. Students are encouraged to distribute supporting documentation and use visual aids. A marking rubric will be provided and expectations will be discussed in detail in class. Class time is dedicated to presentation organization and planning.

5% of this grade will be based on an Annotated Bibliography produced and posted as required reading one week in advance of the presentation date. Instructions to be posted.

Seminar Attendance and Participation (September 14 to end of term)**20%**

Attendance is an integral component of this graduate seminar course. Full attendance provides an opportunity for students to engage in discussion and analysis of the assigned readings and to grapple with significant information related to topics under examination. The grade will be determined based on active, academically informed class participation in full class discussions and small group discussions throughout the term. Cameras must be on for the duration of any online class. Thoughtful participation (questions, discussion) is also expected when there are class presentations by your colleagues. One excused/missed class is allowed (see Absences above).

The mark is composed of the following:

Engaged, critical, thoughtful participation reflecting course content and readings (10%)

Attendance for the full 3 hr. weekly seminar, cameras on for any online classes (10%)

Visit to Parliament Hill: one full 3-hour class is dedicated to this visit. Attendance is required.

Absences for medical reasons require medical documentation. A 10 page paper may be substituted for this event. See prof for approval and details.

Policy Meeting Report (due Mon. Nov. 9, hard copy & electronic drop box)**20%**

Having attended a public policy hearing at the House of Commons Standing Committee on Health, students will now choose their own policy meeting to attend. This will involve experiential learning. A five-page critical review is to be submitted electronically by November 9, with hard copy. Further details and a suggested list of policy meetings will be provided.

Stakeholder Policy Consultation & and Report (report due Dec. 15)**35%**

Interests (stakeholders) play a significant role in informing and shaping the policy process. In large groups, students will organize and present a mock stakeholder consultation for their colleagues. This stakeholder event will take place as an end of term group project. Class time will be allocated to assist completion. Groups will submit a summary report. Further details to be provided.

5% of this grade will be based on intra-group peer evaluations; a rubric and instructions to be provided

Websites for further consultation:

Health Canada

<https://www.canada.ca/en/health-canada.html>

Canadian Institute for Health Information (CIHI)

<https://www.cihi.ca/en>

Public Health Agency of Canada (PHAC)

<https://www.canada.ca/en/public-health.html>

Canadian Public Health Association

<https://www.cpha.ca/>

Johns Hopkins Coronavirus Resource Centre

<https://coronavirus.jhu.edu/map.html>

Canadian Food Inspection Agency

<https://www.canada.ca/en/food-inspection-agency.html>

The National Collaborating Centre for Indigenous Health

(NCCIH) <https://www.nccih.ca/en/>

Canadian Association for Health Services & Policy Research (CAHSPR)

<https://www.cahspr.ca/>

Canadian Health Services Research Foundation (chsr.ca)

Canadian Institutes of Health Research (CIHR) Institute of Gender and Health

<http://www.cihr-irsc.gc.ca/e/8673.html>

Rainbow Health Ontario [LGBTQ+] <https://www.rainbowhealthontario.ca/>

Canadian Medical Association (https://www.cma.ca/en/Pages/cma_default.aspx)

Canadian Nurses Association (<https://www.cna-aiic.ca/>)

College of Midwives of Ontario <http://www.cmo.on.ca/>

Registered Nurses Association of Ontario (RNAO) <https://rnao.ca/>



Health Council of Canada (healthcouncilcanada.ca)

Harvard School of Public Health <http://www.hsph.harvard.edu/women-gender-and-health/>

Centre for Health Services and Policy Research, University of British Columbia.

Centre for Intersectional Justice

The Commonwealth Fund

The Evidence Network

Institute for Healthcare Improvement

The McMaster Health Forum

Canadian Foundation for Healthcare Improvement (CFHI)

The Centre for Health Economics and Policy Analysis



Self taught Indigenous artist Daphne Odjig Photo: Herizons.ca
<http://www.herizons.ca/node/481>

Center for Disease Control (CDC), Global Health <http://www.cdc.gov/GlobalHealth/>

Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/index.shtml>

International Center for Research on Women <http://www.icrw.org/?gclid=CN6Pzb-v-LECFldTAodEnoAqw>

World Health Organization (WHO) <http://www.who>

Center for Health and Gender Equity (CHANGE) <http://www.genderhealth.org/>

UN: Millennium Development Goals <http://www.un.org/millenniumgoals/>

Better World Campaign <http://www.betterworldcampaign.org/issues/millennium-development-goals/>

Gender Inequality Index <http://hdr.undp.org/en/statistics/gii/>

McGill Office for Science & Society

The Guardian: Global Development <http://www.guardian.co.uk/world/interactive/2011/jun/15/gender-afghanistan>

Native Women's Association of Canada (NWAC)

<http://www.nwac.ca/>

Amnesty International for Women's Rights

<http://www.amnesty.org.uk/content.asp?CategoryID=10220>

One World: Gender and Development

<http://www.amnesty.org.uk/content.asp?CategoryID=10220>

Trillium Gift of Life Network

<https://www.giftoflife.on.ca/en/>

Women's College Research Institute

<http://www.womensresearch.ca/>

Centre of Excellence for Women's Health

<http://bccewh.bc.ca/>

Women's Health Research Institute

<http://whri.org/>



The Ins and Outs of Organ Donation. *Penn Medicine News*

Canadian Foundation for Women's Health <http://cfwh.org/>

Action Canada for Sexual Health & Rights

<https://www.ippfwhr.org/en/country/canada>

Planned Parenthood Ottawa

<http://www.ppottawa.ca/>

Dying With Dignity Canada

<https://www.dyingwithdignity.ca/>

Catholic Health Alliance of Canada

<https://www.chac.ca/en/>

Euthanasia Prevention Coalition <https://epcc.ca/>

Children's Health Defense (CHD)

Class Schedule

September 14: General Introduction and Overview

Introduction and overview of the course; rationale, structure, context, expectations.

Social Planning Toronto. (February 25, 2025). Election Backgrounder: Provincial Government's Deadly Decision to Shut Down Safe Consumption Sites and Rejection of Evidence-Based and Cost-Effective Health Services [take note of arguments, the format, the stakeholders]

https://www.socialplanningtoronto.org/supervised_consumption_sites#:~:text=In%20December%202024%2C%20the%20Ontario,province%20by%20March%2031%2C%202025.

Recommended: McGill Office for Science & Society. (2021, April 16). The anti-vaccine propaganda of Robert F. Kennedy, Jr. Or how an environmental lawyer led a crusade against vaccines and spread lies to marginalized communities. <https://www.mcgill.ca/oss/article/covid-19-health-pseudoscience/anti-vaccine-propaganda-robert-f-kennedy-jr> [take note of the organization & their communication tools]

September 21: Policy as problem solving; 'Wicked' Policy Problems *Sign-up for presentation groups**

**Explanation of Class presentations; Review of marking rubric; Group sign-up

Group discussion: Thinking about policy as problem solving:

Shaer, M. (2024, August 27). Why is the loneliness epidemic so hard to cure? *New York Times* (posted)

Institute for Research on Public Policy. (2021, May 13). *A roadmap to long-term care reform in Canada*. <https://irpp.org/irpp-event/webinar-a-roadmap-to-long-term-care-reform-in-canada/> [webinar – 60 mins.]

September 28: Introduction to Health Policy Analysis and Methods: the 3i Framework

Gauvin, F-P. & National Collaborating Centre for Health Public Policy. (2012). *Understanding policy developments and choices through the "3-i" framework: Interests, ideas and institutions*.

http://www.ncchpp.ca/docs/2014_ProcPP_3iFramework_EN.pdf

Harm Reduction & Supervised Consumption Sites

Kermana, N., Manoni-Millara, S., Cormierb, L., Cahillb, T. & Sylvestrec, J. (2020). "It's not just injecting drugs": Supervised consumption sites and the social determinants of health. *Drug and Alcohol Dependence*, 213 (2020) 108078.

<https://sites.brown.edu/recoveryharmrxdx/files/2021/05/Kerman2020DrugAlcoholDependence.pdf>

Greene, C., Maier, K., Urbanik, M. (2023, January 16). Supervised consumption sites reduce drug overdoses and disease transmission — and deserve government support. *The Conversation*.

<https://theconversation.com/supervised-consumption-sites-reduce-drug-overdoses-and-disease-transmission-and-deserve-government-support-197593>

Gray, J. & Stone, L. (2024, August 21). Doug Ford calls supervised consumption sites 'worst things' to happen to communities. *Globe and Mail*. <https://www.theglobeandmail.com/canada/article-doug-ford-supervised-consumption-sites-ontario/>

October 5: The 3-I Framework: INTERESTS & Stakeholders [Informal Course Review – Stop Go Continue]

Political and Policy Context of Interests: Concussion; Medical Assistance in Dying (MAID)
Group discussion: Concussion in sport: Who wins? Who loses?

PBS Frontline. (2016). *League of denial: The NFL's concussion crisis*. [Video – required viewing].
<https://www.pbs.org/wgbh/frontline/film/league-of-denial/>

Health Canada. (2025). *Sixth annual report on Medical Assistance in Dying in Canada 2025*.
<https://www.canada.ca/en/health-canada/services/publications/health-system-services/annual-report-medical-assistance-dying-2024.html>

Provincial-Territorial Expert Advisory Group on Physician-Assisted Dying (2015, November 30). Final Report [policy report]
<https://novascotia.ca/dhw/publications/Provincial-Territorial-Expert-Advisory-Group-on-Physician-Assisted-Dying.pdf>

October 12 THANKSGIVING -- NO CLASS

October 19: *Visit to Parliament Hill [note: date may change due to Committee scheduling]**

The 3i's Framework: INSTITUTIONS

Government of Nova Scotia Department of Health and Wellness. (2020). *Human Organ and Tissue Donation Act: Overview*. <https://beta.novascotia.ca/documents/human-organ-and-tissue-donation-act-overview>

Mitchell, I., Guichon, J.R. & Wong, S. (2015). Caring for children, focusing on children. *Pediatric Child Health*. Aug-Sep; 20(6): 293–295. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4578466/> [courts & health policy for Indigenous children]

Prime Minister of Canada Justin Trudeau. (2022, March 22). *Delivering for Canadians now, A supply and confidence agreement*. <https://www.pm.gc.ca/en/news/news-releases/2022/03/22/delivering-canadians-now>

House of Commons, Standing Committee on Health (mandatory)* Policy Formulation/Decision-Making and Policy Change
<https://www.ourcommons.ca/Committees/en/HESA/About>

<https://www.ourcommons.ca/Committees/en/HESA/Meetings>

<https://www.ourcommons.ca/Committees/en/HESA/Members>

October 26: Reading Week – No Class

November 2: The 3i's Framework: IDEAS Focus on Ideas, Values and Evidence

*** Presentations begin #1



Report of the Truth and Reconciliation Commission. (2015). Focus on Introduction plus pages 103- 126
<https://nctr.ca/records/reports/>

New Democratic Party of Canada. (2021). *Policy of the New Democratic Party of Canada*. [Party Platforms]
<https://xfer.ndp.ca/2022/Documents/2021-POLICY.pdf> (review)

Students in a classroom at the Cross Lake Indian Residential School in 1940. Library & Archives Canada.

CBC. (2025, August 8). What to know about the dark side of skin-lightening?
<https://www.cbc.ca/listen/live-radio/1-63-the-current/clip/16162484-what-dark-side-skin-lightening>

National Collaborating Centre for Indigenous Health (NCCIH). (2013) *Understanding racism*.
https://www.nccih.ca/495/Understanding_racism.nccih?id=103

For an overview of colonialism, Residential Schools & Indigenous health:
https://www.ece.gov.nt.ca/sites/ece/files/resources/northern_studies_10_teaching_guide.pdf

Canadian Institutes of Health Research (CIHR). (2023). *A new era of sex and gender science*.
https://cihr-irsc.gc.ca/e/documents/igh_report_new_era_sgc-en.pdf

Recommended:

Dr. Paula Johnson (2013). Leaving women's health to chance/TED TALK
https://www.ted.com/talks/paula_johnson_his_and_hers_healthcare#t-127105

National Institutes of Health. (2023). What health issues affect women differently than men?
<https://www.nichd.nih.gov/health/topics/womenshealth#:~:text=Women's%20health%20is%20a%20broad,as%20heart%20disease%20and%20diabetes.>

What is sex? What is gender? CIHR: <http://www.cihr-irsc.gc.ca/e/48642.html>

Johnson, J.L., Greaves, L. & Repta, R. (2007). *Better Science with Sex and Gender*. Vancouver: Women's Health Research Network.
http://bccewh.bc.ca/wp-content/uploads/2012/05/2007_BetterScienceWithSexandGenderPrimerforHealthResearch.pdf

November 9: 3i's IDEAS II - Intersectionality Analysis**Presentation #2******Policy Meeting Report due**

Shannon, G. et al., (2022). Intersectional insights into racism and health: Not just a question of identity. *The Lancet*, 400, 2125–36. <https://www.thelancet.com/action/showPdf?pii=S0140-6736%2822%2902304-2>

Hankivsky, O. (2014) *Intersectionality 101*. The Institute for Intersectionality Research & Policy, SFU. <chrome-extension://efaidnbmnnnibpcajpcqlclefindmkaj/https://bccampus.ca/wp-content/uploads/2020/07/Hankivsky-Intersectionality101-2014.pdf>

Grady, D. (2016, December 23). In cancer trials, minorities face extra hurdles. *New York Times*. <https://www.nytimes.com/2016/12/23/health/cancer-trials-immunotherapy.html> (posted)

November 16: Influencing Policy: Developing Effective Engagement & Policy Dialogues**Presentation #3******POLICY FORUMS explained & groups chosen**

Stakeholder Forums group work

Optional:

Optional: Canadian Health Coalition. (2022, October 8). Written Submission for the Pre-Budget Consultations in Advance of the Upcoming Federal Budget 2023. <https://www.healthcoalition.ca/wp-content/uploads/2022/11/Bilingual-CHC-Pre-Budget-2023-Submission.docx.pdf>

Overview of Stakeholder Engagement in Development of National Mental Health Policy Framework (Optional) Mulvale, G., Chodos, H., Bartram, M., MacKinnon, M-P. Abud, M. (2014). Engaging civil society through deliberative dialogue to create the first Mental Health Strategy for Canada: Changing Directions, Changing Lives. *Social Science and Medicine*, 123, 262-268.



ImageZoo/Corbis

November 23: Stakeholder Forums group work**Presentation #4**

Zika affected babies

November 30: Policy Evidence

Institute for Research on Public Policy, Guest Lecture
Timothy Caulfield, *How to Escape the Fake: Making Good Policy in the Age of Misinformation*

Finding Truth Amid the Information Chaos. (2025, January 9). The Current [24 mins.]

<https://www.cbc.ca/listen/live-radio/1-63-the-current/clip/16119837-tim-caulfield-finding-truth-amid-information-chaos>

Larson, H.J. et al. (2025). A crisis of credibility: The global cost of US vaccine misinformation. *The Lancet*, 406(10504), 668 – 670.

[https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(25\)01495-3/abstract](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(25)01495-3/abstract)

December 7: Stakeholder Forums Presentations and Course Conclusion**December 11: Thanksgiving Make-up Class. Forum project report writing**

*Note: class schedule may change due to availability of guest speaker, House of Commons' hearings schedule, class size

DEPARTMENTAL OFFICE – Located 2305 Health Sciences Building, 1125 Colonel By Drive

Students are responsible for keeping a copy of each assignment until the graded assignment is received. Please do not slip assignments under any office door but hand them in during class or electronically as indicated. Assignments submitted to my mailbox should be delivered to the Department Office to Claire MacArthur, Graduate Administrator. Please ensure to include your name, student #, course code and instructor's name. Questions to Departmental Office: 613-520-2600 x7099

The letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
			F = Below 50

Academic Integrity

Academic Integrity is upholding the values of honesty, trust, respect, fairness, responsibility, and courage that are fundamental to the educational experience. Carleton University provides supports such as academic integrity workshops to ensure, as far as possible, that all students understand the norms and standards of academic integrity that we expect you to uphold. Your teaching team has a responsibility to ensure that their application of the Academic Integrity Policy upholds the university's collective commitments to fairness, equity, and integrity.

(Adapted from Carleton University's Academic Integrity Policy, 2021).

Examples of actions that do not adhere to Carleton's Academic Integrity Policy include:

- Plagiarism
- Accessing unauthorized sites for assignments or tests
- Unauthorized collaboration on assignment and exams
- Using artificial intelligence tools such as ChatGPT when your assessment instructions say that it is not permitted

Please review the checklist [linked here](#) to ensure you understand your responsibilities as a student with respect to academic integrity and this course.

Sanctions for Not Abiding by Carleton's Academic Integrity Policy

A student who has not upheld their responsibilities under Carleton's Academic Integrity Policy may be subject to one of several sanctions. A list of standard sanctions in science can be found [here](#).

Additional details about this process can be found on [the Faculty of Science Academic Integrity website](#). Students are expected to familiarize themselves with and follow the [Carleton University Student Academic Integrity Policy](#). The Policy is strictly enforced and is binding on all students.

Plagiarism: Students should be familiar with Carleton's Statement on Academic Integrity

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.” This can include:

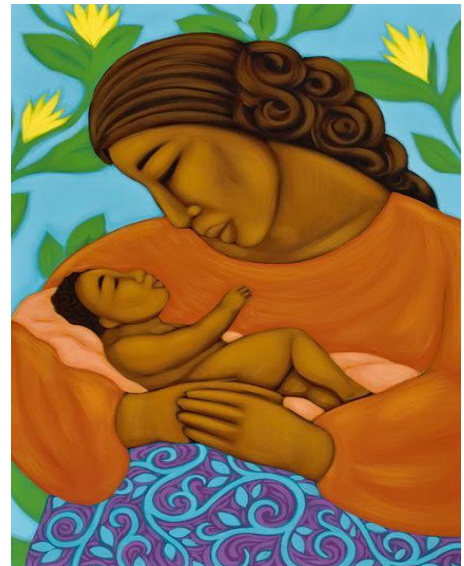
- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.



Artist: Tamara Adams

It is in students' best interests to keep all of their research notes intact after handing in papers. Prior

approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in this or any other course. Please note that it is not permitted to submit identical (or near identical) assignments for two or more courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS:

Please consult the Carleton Accommodations page here: <https://students.carleton.ca/course-outline/>

For students with Disabilities:

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the Paul Menton Centre website.

For Religious Observance:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the Student Guide to Academic Accommodation (PDF, 2.1 MB)

For Pregnancy: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)

STUDENT RIGHTS & RESPONSIBILITIES

Students are expected to act responsibly and engage respectfully with other students and members of the Carleton and the broader community. See the [7 Rights and Responsibilities Policy](#) for details regarding the expectations of non-academic behaviour of students. Those who participate with another student in the commission of an infraction of this Policy will also be held liable for their actions.

Student Concerns

If a concern arises regarding this course, your first point of contact is me: Email or drop in during student hours and I will do my best to address your concern. If I am unable to address your concern, the next points of contact are (in this order): (1) Your professor; (2) Graduate Chair of our Department; (3) Department Chair; (4) Office of the Dean of Science.

Note: You can also bring your concerns to [Ombuds services](#).

Assistance for Students

Career Services: <https://carleton.ca/career/>

Writing Services: <https://carleton.ca/csas/support/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Math Tutorial Centre: <https://carleton.ca/math/math-tutorial-centre/>

Science Student Success Centre: <https://sssc.carleton.ca/>