

# COURSE SYLLABUS



COURSE TITLE:	HLSC - 264
CLASS SECTION:	BX01
TERM:	Fall 2024
COURSE CREDITS:	3
DELIVERY METHOD(S):	1.5 hrs/week Synchronous In-Person 1.5 hrs/week Asynchronous On-line

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

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## INSTRUCTOR DETAILS

NAME: Lauren Nagy

EMAIL: [NagyL@camosun.ca](mailto:NagyL@camosun.ca)

OFFICE: CHW 317

HOURS: By appointment, in-person or virtual

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

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## CALENDAR DESCRIPTION

In this applied learning, seminar course, students design their own learning experiences to develop interprofessional practice behaviours. Students participate in interdisciplinary learning and teaching events to foster partnerships using a collaborative and coordinated approach. Students apply their unique program perspectives to shared decision-making around stakeholder, patient, and/or client outcomes. Focus is on students creating interprofessional learning opportunities for themselves and others with instructor facilitation and guidance

PREREQUISITE(S):	All of: C+ in MIDS 281; C+ in MIDS 297 <b>OR</b> All of: C+ in COMP 276; COM in ICS 199 or COMP 104 <b>OR</b> All of: C+ in MRAD 254; COM in MRAD 260 <b>OR</b> All of: C+ in MLAB 147; COM in MRAD 260
CO-REQUISITE(S):	<a href="#">Click or tap here to enter text.</a>
EQUIVALENCIES:	<a href="#">Click or tap here to enter text.</a>

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## COURSE LEARNING OUTCOMES

Upon successful completion of this course a student will be able to:

a) engage in interdisciplinary learning and teaching to promote optimal stakeholder, patient, and/or client outcomes.

- b) plan and develop activities that promote interprofessional collaboration behaviours through shared decision making, problem solving, and conflict resolution.
- c) promote interprofessional collaboration in enhancing role clarity, respect, and communication with other disciplines.

## COURSE OBJECTIVES AND MAPPED PROFESSIONAL COMPETENCIES

(also known as “sub-outcomes” or “learning objectives”)

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### Canadian Society for Medical Laboratory Science Competencies

5.01 Practices effective communication with colleagues, patients/clients, and other health care professionals:

- active listening
- Verbal communication
- Non-verbal communication
- Written communication
- Conflict management
- Identifies barriers to effective communication
- Uses technology appropriately to facilitate communication.

5.02 Demonstrates effective teamwork skills.

5.03 Demonstrates interdisciplinary/interprofessional team skills:

- Communication
- Collaboration
- Role clarification
- Reflection

5.04 Demonstrates adaptive skills when interacting with patients/clients.

7.07 Recognizes the need for and participates in continuing education and training.

7.08 Promotes the image and status of the profession of medical laboratory science as members of the health care team.

7.09 Recognizes how ethical issues in the health care environment affect the medical laboratory assistant and clients.

7.10 Demonstrates knowledge of the health care system, professional laboratory organizations and their responsibilities.

7.12 Respects the diversity, dignity, values, and beliefs of patients/clients and colleagues.

8.02 Recognizes that change initiated in one area may impact other areas of health care services.

8.03 Engages in reflective practice; stops and thinks about practice, consciously analyzes decision making and draws conclusions to improve future practice (new).

8.04 Organizes work to accommodate priorities.

8.05 Maximizes efficient use of resources, e.g. time, equipment, personnel.

8.07 Contributes to implementation strategies that integrate timelines, resource management and communication related to projects or research/studies (new).

## British Columbia Society Laboratory Sciences Competencies

### Unit 1 A: Role of Medical Laboratory Assistant

CoPC3 Understand the importance of the skill of the Medical Laboratory Assistant in relation to patient care, specimen procurement and specimen integrity.

7.07 Participate in continuous learning by attending internal and external education opportunities.

### Unit 1 B: Critical Thinking

8.02 Recognizes that change initiated in one area may impact other areas of health care services.

8.03 Engages in reflective practice; stops and thinks about practice, consciously analyzes decision making and draws conclusions to improve future practice.

8.04 Organizes work to accommodate priorities.

8.05 Maximizes efficient use of resources, e.g. time, equipment, personnel.

8.07 Contributes to implementation strategies that integrate timelines, resource management and communication related to projects or research/studies.

### Unit 1 C: Professionalism

7.03 7.06 Understand and discuss the components of professionalism: accountability, responsibility, communication, motivation and attitude, safety, competence, and continuing education.

7.10 Understand relevant laboratory professional organizations and their purpose.

### Unit 1 E: Interpersonal Communication and Interaction

5.01 Write and speak clearly and concisely.

5.01 5.02 7.13

Practice effective communication and teamwork, including verbal and non-verbal communication skills, active listening, and conflict resolution.

8.04 Understand the effectiveness of time management and establishing priorities.

5.03 Practice within interprofessional teams, displaying effective skills in:

- Communication
- Collaboration
- Role clarification
- Reflection

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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Required materials and recommended preparation/information will be posted on D2L or the student will be required to research topics on their own via all available methods that they have access to.

All required material available in the course.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

There are up to 3 hours of information content (class hours) associated with this course each week, not including assignments, discussions, or projects. Asynchronous time in the schedule is sometimes “banked” for

special seminar activities. Students may also need to regularly schedule seminar time to collaborate within their assigned groups.

Week	Date	Topic	Activity	Discussion	
1	Sep 4	Introduction to Course Outline Review Interdisciplinary Education		<i>Discussion 1</i>	
2	Sep 11	Introduce the Course Projects <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Discipline Interview</li> <li>• Educational Resource</li> <li>• Virtu-WIL Simulations</li> </ul>			
3	Sep 18	Discipline Interview	INT		
4	Sep 25	Planning and Preparing <ul style="list-style-type: none"> <li>• Interview Questions due Oct 1</li> <li>• Interview synopsis due Oct 22</li> <li>• Interview Presentations in-class Nov 6</li> </ul>	INT		
5	Oct 2	Educational Resource Videos	EDU	<i>Discussion 2</i>	
6	Oct 9	Educational Resource Videos	EDU		
7	Oct 16				
8	Oct 23	Educational Resource Peer reviews	EDU	<i>Discussion 3</i>	
9	Oct 30	Discipline Interview Presentations in-class	INT		
10	Nov 6	Discipline Interview Presentations in-class	INT		
11	Nov 13	Simulation enrollment, learning modules, and pre-brief Simulation #1	SIM	Simulation #1	
12	Nov 20	Simulation #1 Debrief Simulation #2 Pre-brief	SIM	Simulation #2	
13	Nov 27	Simulation #2 Debrief Simulation #3 Pre-brief	SIM	Simulation #3	
14	Dec 4	Simulation #3 Debrief Confirm Virtu-WIL documentation submitted	SIM		
15	Dec 9	<b>NO EXAM</b>			

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

## EVALUATION OF LEARNING

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With the ascent of all students, changes to the weighting of course work can be negotiated with the instructor during the semester.

DESCRIPTION	WEIGHTING
Participation and Contributions	10%
Discussions	20%
Minor Project – Discipline Interview	20%
Major Project – Virtu-WIL Simulations	30%
Minor Project – Educational Resource	20%
	<b>TOTAL</b>
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information.  
<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### TEST AND EXAMINATION PROCEDURES

There are policies regarding [Teaching and Learning Practices for HHS Students](#), including written test and examination procedures including late arrivals and missed tests. Please see the Health and Human Services Student Handbook item 5.4 for Test and Examination Procedures.

(<https://legacy.camosun.ca/learn/school/health-human-services/student-info/index.html#teaching>)

Please, inform your instructor as soon as possible if conditions have arisen to prevent you from taking your examination (or completing an assessment or activities) during the published, available times.

*There are NO traditional examinations in this course.*

### WRITTEN ASSIGNMENTS

Assignments and Discussions are due before 2400 hours (midnight) on the assigned day unless otherwise specified. Assignments about patients, residents or clients must be completed using the individual's initials or other confidentiality-protecting pseudonyms. Unless otherwise directed or when provided with templates, all assignments must be:

- titled using the name of the student and assignment or template name;
- submitted as a Microsoft Word document (.doc) OR as a PDF;
- double spaced or using the provided template;
- using a font meeting [APA 7th edition guidelines](#); and
- include a title page and a reference list whenever appropriate.

### LATE ASSIGNMENTS & BONUS MARKS

Students should make all efforts to negotiate an extension for the due date of an assignment ideally **at least** 48 hours before the due date.

- Assignments submitted late *without* an approved extension will result in a **20% deduction** in possible marks for each day late, until the eve of the next assignment due date, or whenever the assignment has no value; whichever comes first.
- Abandoned or late assignments will NOT be accepted at the end of the semester.

When available, bonus assignment points cannot result in greater than 100% total marks in the course; students who have been identified as “at risk” for failing the course MUST complete all bonus assignments to be eligible for an alternate demonstration of total course mastery.

- A “supplemental examination” is one type of alternative demonstration of total course mastery and shall only be offered if the student is within 59.5% in total course marks following tabulation of all grades.
- Other “demonstrations of total course mastery” may also be offered, at the discretion of the course instructor so long as they verify that the student has achieved the required mapped competencies in the course.
- The nature of any supplemental examination or demonstration of total course mastery shall be at the sole discretion of the instructor.
- Supplemental examinations and/or demonstrations of total course mastery are not individually subject to the normal application of the Grade Review and Appeals policy as these assessments exist outside of regular course content and marking. Instead, if necessary, the student would appeal their final grade in the entire course.

## DISCUSSIONS

In general, once a discussion has ended, the opportunity to earn marks for the activity has finished. While you can turn in a late assignment for partial credit, a late discussion is just a conversation with yourself after the fact and it is unfair to earn marks when you haven’t participated with the whole class during the activity.

The instructor will generally mark discussions prior to class and since class time will be spent analyzing the assigned discussions it’s unfair to obtain points after the fact. Even though Discussions are a minimal part of the total course weight, students should consider carefully when deciding if they will post within the time allotted to earn marks.

Exceptions to this are made only when students have communicated with the instructor in advance to obtain an extension on the activity. Since Discussions are usually assigned over several days, a good strategy is to complete your initial post earlier in the discussion period to avoid losing all the marks in case you are unable to post your peer replies.

Be respectful of other’s opinions. Being open to new perspectives is one of the objectives of academic discussions. However, if someone writes something that you think is genuinely offensive or hateful, immediately draw it to your instructor’s attention. Don’t share personal information pertaining to others (and be prudent about the personal information you share about yourself). Before you write something, ask yourself: “Would I say this out loud in class?” If not, don’t post it.

Don’t reply to someone’s post with just “I agree.” Instead, explain why you agree, or explain why you mostly agree but have a slightly different perspective on certain aspects of the topic. Avoid using short forms such as “u” instead of “you.” Those abbreviations are fine when texting friends but not in a professional context. Likewise, avoid abbreviations such as “ROFL” and “WTF.” Be careful about responding with humorous or ironic statements: they might be misinterpreted and cause offence. If you do inadvertently offend someone, apologize immediately. (Content in the preceding two paragraphs were excerpted from the [Student Guidelines for Communicating in Online, Professional Contexts](#) resource.)

## COURSE COMMUNICATIONS & BEHAVIOURAL EXPECTATIONS

Whenever sending direct emails to your instructor ensure to include your Program & Course Code in the subject of your email or the instructor cannot guarantee that your message will be read or responded to in a timely fashion. Make your subject line specific and descriptive: "Next Wednesday's midterm" is a better subject line than "Question".

- **CMLA HLSC-264: URGENT/TOPIC/SICK DAY etc.**

The instructor will typically respond to direct emails within two business days (M-F w/in 48 hours). Students should use the "Important or High" priority tag on any email reporting a missed class or potentially missed assignment or examination.

- Mondays, Tuesdays & Wednesdays mornings are my official HHS work days.
- I tend to begin marking assignments before the assignment window closes. If you submit yours early, you may receive feedback in advance. This can be especially helpful with longer assignments, or very long assignment windows because it allows you to edit or refine your assignment before receiving a final mark if you choose. Whenever I provide feedback in advance, I consider any updated submissions on their independent merit.
- I strive to have marking completed within three total *business* days following the close of the assignment window. However, I will inform you if there will be a further delay – or set specific expectations before the due date. I usually mark Mondays and Wednesdays.
- I will withhold releasing feedback or marks if there are any outstanding assignments (negotiated late assignments, accommodated deadlines, etc.) until all assignments have been received, at the end of the late assignment acceptance period, or once any student(s) with outstanding assignments have communicated with me that they do not intend to complete their assignment(s).

Students should familiarize themselves with the Camosun College [Student Learning Success Guides](#) and pay close attention to the [Remote & Online Learning](#) guide in particular. This course will observe the [Student Guidelines for Communicating in Online, Professional Contexts](#) resource. Please watch the [Discussion Board Tips](#) video to help you make the most of our asynchronous discussion activities and assignments.

## ATTENDANCE

While there is no "role call" attendance taken for this course, students who do not attend in-person class time may lose participation marks for activities that occur *only* during class meeting times. If the instructor and students agree to an online meeting instead of a synchronous in-person class session, students will be expected to "enter class" or start the online portion of the synchronous session with video and audio on.

The meet-and-greet period of any synchronous online session will last about five minutes and students may elect to switch off their audio/video for the remainder of a synchronous class time unless they are presenting. Students should "mute" their audio whenever they are not actively in conversation or presenting during an online session. At the end of a synchronous online session, there will also be a five-minute checking-out period. If you are not present and visible for at least a portion of both these parts of the synchronous session, you may not receive participation marks for the synchronous session.

Participation marks are awarded for both synchronous and asynchronous course activities at the instructor's discretion. If you have technical limitations that may prevent you from participating in the way required, please let your instructor know.

- If you choose not to or cannot attend any synchronous (in person *or* online) session it is your responsibility to acquire all information given during a class missed, incl. notes, hand-outs, assignments, any changed assignment dates etc.
- Student attitudes and behaviours surrounding attendance contribute to the professionalism mark in the course; however, attendance itself is not recorded except to establish attendance of the first class or during required activities.
- Should you miss a session for any reason, please inform your instructor as soon as possible once you are in a safe environment. Illness (of any kind) itself shall not be penalized, however, students are independently responsible for any content missed.
- When it is technologically possible, desired, and/or convenient, synchronized online or in person sessions of this course shall only be recorded and posted in D2L content with the full and enthusiastic approval of all of that day's course attendants. Class session recording is not routine.

## SUGGESTED STUDY TIME & STUDY HABITS

- There are 1.5 hours per week of “asynchronous course activities” and 1.5 hours per week of course content/laboratory/seminar (in-person simulation activities may or may not occur during scheduled class time, reading & assignments etc. with the agreement of all parties).
- A reasonable amount of time to dedicate to studies in this course for *adequate* (65%) comprehension of the course material would be the **three listed course hours per week *plus* three additional hours** of completing assignments, participating in the discussions, studying & reading.
- Students who desire “full marks” or A+ grades, probably spend *at least* 6 hours outside of class per week studying the content and completing assignments for this course.
- Students should carefully consider if obtaining marks **above** 90% is the best use of their time. At Camosun College, 90% is an A+ and no higher GPA can be shown on your transcript.
- The most successful students map out a study schedule; including dedicated time for reading, assignments, discussions, group work, and digesting/watching online content – and spread it out during the week to give their brains time to absorb different information.
- It can be valuable to review your notes (or review a recording) within 24 hours *following* each class to help you retain the information.
- Study/social groups are a highly effective way of learning for many students.
- Even students who struggle can be successful when they communicate frequently with their instructor about their challenges in a course. Students who communicate their difficulties in advance are more likely to be given assignment extensions, additional help or resources, and are often more successful as a result of communicating their difficulties.

## SCHOOL OR DEPARTMENTAL INFORMATION

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Health & Human Services Student Handbook: <http://camosun.ca/learn/school/health-human-services/student-info/index.html>

General Practicum Information: <http://camosun.ca/learn/school/health-human-services/student-info/practicum-info.html>

Allied Health & Technologies Department Handbooks:

- Certified Medical Laboratory Assistant: <http://camosun.ca/learn/school/health-human-services/student-info/program-info/cmla.html>
- Diagnostic Medical Sonography: <http://camosun.ca/learn/school/health-human-services/student-info/program-info/sono.html>



- Medical Radiography: <http://camosun.ca/learn/school/health-human-services/student-info/program-info/mrad.html>

**Students enrolled in Allied Health & Technologies Programs must achieve a minimum of 65% or a “COM” in each of their courses in order to use their course as a pre-requisite and progress in their program.**

Students enrolled in Allied Health & Technologies Programs must participate in learning activities that include intimate and direct personal contact with their classmates during supervised practice. Students are training to perform the duties of a healthcare professional. These duties usually require constant, close physical contact with patients and clients. Students may be required to simulate and perform these activities on one another during this course. Students may also be required to use special hygiene practices and protective gear to protect themselves from the transmission of communicable diseases (like COVID-19). Risks associated with learning and performing the physical duties of a healthcare profession cannot be entirely eliminated by any amount of caution or protection. Students who refuse or are incapable of participating and performing these activities due to personal or medical limitations may only continue to participate in their course work when supported by officially registered accommodations or temporary medical advisory.

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## STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

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## SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit [camosun.ca/services](https://camosun.ca/services).

Support Service	Website
Academic Advising	<a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>
Accessible Learning	<a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>
Indigenous Student Support	<a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>
International Student Support	<a href="https://camosun.ca/international">camosun.ca/international</a>
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>

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Support Service	Website
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

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If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

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## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>  
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:  
<https://camosun.ca/services/academic-supports/accessible-learning>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <https://camosun.ca/sites/default/files/2021-07/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.