

FOODS & NUTRITION 3344 A
DIETARY AND NUTRITIONAL ASSESSMENT

COURSE OUTLINE

COURSE DIRECTORS:

Dr. Janet Madill, PhD R.D. Section 530 Room 135

Office hours: TBA

St James Building, room 181

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Mary Donnelly-VanderLoo, MSc, R.D. Section 531 Room 136

Office hours: TBA

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Dr. Brenda Hartman PhD R.D. Section 532 Room 303

Office hours: TBA

Portable room 4

Tel: 432 8500 Ext: 28256 Email: bhartma5@uwo.ca

COURSE DESCRIPTION :

A critical survey of the methods used in the assessment of food and nutrients intakes and nutritional status of communities, groups and individuals, in both health and disease.

CLASS SCHEDULE: Friday 8:30 to 11:20 am (Section 530 and 531) and 11:30-2:20
(Section 532)

Prerequisite(s): [Foods and Nutrition 1030E](#) or [Foods and Nutrition 1021](#) or [Foods and Nutrition 2121](#). Registration in the Foods and Nutrition or Nutrition and Families modules (Honors Specialization, Specialization, Major, Minor in Foods and Nutrition).

Pre-or Corequisite(s): [Foods and Nutrition 2241A/B](#).

OBJECTIVES: Upon successful completion of this course, students will be able to demonstrate the Brescia Competencies as outlined below.

1. To understand the principles and practicalities of the variety of methods used in assessing food/nutrient intake and nutritional status. (Problem Solving; Interpersonal Communication, Level 3)

2. To evaluate these methods in terms of strengths, limitations and appropriateness for particular populations, individuals, clinical situations and study designs. (Critical Thinking, Problem Solving, level 4).
3. To complete exercises to practice doing nutritional screening, dietary and nutritional assessment of individuals in different situations. (Critical Thinking; Inquiry & Analysis, Communication, level 4)
4. To demonstrate leadership skills through effective and efficient group work (Communication, Problem Solving, Self-Awareness and Development, level 3)
5. To practice patient-centered care (Self-Awareness and Development, Level 3)
6. To act as the patient's/client's nutritional ombudsman. (Social Awareness & Engagement; Valuing, Level 3)

FORMAT:

- Three hours of lecture per week, plus supplementary readings and exercises assigned.
- Students will be graded on written assignments, in-class assignments, two exams, and class participation.
- An interactive approach to learning will include individual and group work, involving patient case studies, hands on exercises, class discussions, and role-playing.
- Emphasis will be placed on the mechanics involved and skills required to put theory into practice. Please bring a calculator to every lecture.

REQUIRED TEXTS:

- Gibson, R.S. 2005. Principles of Nutritional Assessment. 2nd edition. Oxford University Press, Toronto, Ontario.
- Special Lee Course Pack, 5th Edition, available at UWO bookstore
- **Nutrition Focused Physical Assessment Manual [\$20.00, will be available in the Hive, we will post when you can pick up].**

EVALUATION:

<u>Component</u>	<u>Percent of Final Grade</u>	<u>Dates</u>
In Class Case Studies: Group work (<i>Critical Thinking, Inquiry & Analysis, Problem Solving</i>)	20% (Each case study is worth 5%)	Case Study 1: Sept 29 (Week 4) Case Study 2: Nov 10 (Week 10) Case Study 3: Nov 17 (Week 11) Case Study 4: Nov 24 (Week 12)
Mid-term exam Includes: class material, assigned readings, exercises for lectures 1-6 (<i>Critical Thinking, Inquiry & Analysis, Problem Solving</i>)	40%	October 27 Length: 3 hours Auditorium (all Sections)
Final Exam Includes: class material, assigned readings, post-midterm exercises (<i>Critical Thinking, Inquiry & Analysis, Problem Solving</i>)	40%	Based on final exam schedule (December 2017)

SPECIFIC COURSE POLICES:

Participation/Attendance: Everyone enrolled in the course is expected to participate in class discussions. Attendance at class is mandatory. Students who have not attended at least 75% of the lectures will not be able to write the final exam.

Penalty for late assignments: Assignments are due at the beginning of class time on the date specified. There will be a deduction of 20% of the value of the assignment for late submission. NO assignment will be accepted one (1) week after due date, except in cases with proper documentation to show a confirmed personal illness or a death in the student's immediate family.

Special examination: NO special examination will be given for a student who has missed a scheduled examination except in cases with proper documentation to show a confirmed personal illness or a death in the student's immediate family.

Note: Participation and attendance in this course are evaluated through in-class assignments. For this reason, missed in-class assignments will not be re-scheduled. However, a student with proper documentation of a confirmed personal illness or a death in the student's immediate family will be excused.

Up to 10% of marks on each assignment and examination can be deducted for lack of proper English communication skills, including errors in spelling or grammar.

For mark components of 9% or less: The student has to request accommodation from the academic counselors for both medical & non-medical reasons with proper documentation.

SCHEDULE OF LECTURES AND TOPICS:

Week Date	Topic	Readings
Week 1 September 8	<ul style="list-style-type: none">➤ Course outline and living learning Contract➤ Malnutrition➤ Nutrition assessment: definition, purpose, types, components➤ ABCD findings➤ Medical History	Gibson Text: Chapter 1 p 1-7 Reading # 8
Week 2 September 15	<ul style="list-style-type: none">➤ Anthropometry and body composition- background information	Gibson Text: Chapter 10-11 p 245-294 Course pack: Chapter 6 p 2-56 Readings: #2-3
Week 3 September 22	<ul style="list-style-type: none">➤ Characteristics of the ideal nutrition assessment method➤ Nutrition screening and risk assessment	Gibson Text: Chapter 1 p 7-23 Readings: #1

	➤ Scored PG-SGA	
Week 4 September 29	➤ Lab: Anthropometry & Body Composition (please wear comfortable clothing for hands-on anthropometric assessment) Auditorium Assignment 1 due at end of lab	Nutrition-Focused Assessment Manual (1 manual/group to be handed in)
Week 5 October 6	➤ Nutrition Interview ➤ Introduction to Problem/Need Plan and Charting ➤ Clinical/physical examination with a nutrition focus	Gibson Text: Chapter 26 p 797-806 Course pack: Appendix S p 205-207
Week 6 October 13	Fall Reading Week No class	
Week 7 October 20	➤ Dietary Assessment ➤ DRI Assessment	Gibson Text: Chapter 3 p 41-60 & Chapter 5 p 105-123 Course pack: Appendix D-H p 121-145 Readings: # 4-5
Week 8 October 27	Midterm Covering lectures from weeks 1-7 and assigned readings	
Week 9 November 3	➤ Laboratory Assessment	Gibson Text: Chapters 15-23 (topics covered in class)
Week 10 November 10	➤ Anemias: Iron, B ₁₂ and Folate ➤ Case Study 2 due	Gibson Text: Chapter 17 p 446-458, 466-469 & Chapter 22
Week 11 November 17	➤ Nutritional assessment across the lifecycle: pregnancy, lactation ➤ Case Study 3 due ➤	Readings: # 6
Week 12 November 24	➤ Nutritional assessment across the lifecycle: infants, children, adolescents ➤ Case Study 4 due	Gibson Text: Chapter 10 p 253-257 & 264-267 Readings: #7
Week 13 December 1	➤ Nutritional assessment across the lifecycle: adults, elderly	Readings: will be posted in powerpoint lecture
December	Final Exam	

READINGS:

1. ADA. 2000. *Patient-Generated Subjective Global Assessment Video Booklet and Form*. (distributed in class)

2. McCargar, L. 2007. "New Insights into Body Composition and Health Through Imaging Analysis" *Canadian Journal of Dietetic Practice and Research* Vol 68, No. 3, pp. 160-165.
3. Lau, D.C.W. *et al.* 2007. "2006 Canadian clinical practice guidelines on the management and prevention of obesity in adults and children [summary]." *Can. Med. Assoc. J.* 176 (8 Suppl.) S1-S13. Available online at <http://www.cmaj.ca/cgi/content/full/176/8/S1/DC1>
4. Institute of Medicine of the National Academies. 2000b. Dietary Reference Intakes: Applications in Dietary Assessment. The National Academies Press, Washington, D.C.
5. Barr, A.I., S.P. Murphy and M.I. Poos. 2002. "Interpreting and using the Dietary Reference Intakes in dietary assessment of individuals and groups." *Can. J. Diet. Prac. Res.* 102 (6) 780-788.
6. O'Connor *et al.* Canadian Consensus on Female Nutrition: Adolescence, Reproduction, Menopause and Beyond. *J Obstet Gynaecol Can.* 2016;38(6):508-554. (section on pregnancy only) Recommendations (only) can also be found at [http://www.jogc.com/article/S1701-2163\(16\)00042-6/abstract](http://www.jogc.com/article/S1701-2163(16)00042-6/abstract)
7. Dietitians of Canada. WHO Growth Charts. Resources for Health Professionals. <http://www.dietitians.ca/Dietitians-Views/Prenatal-and-Infant/WHO-Growth-Charts/WHO-Growth-Charts---Resources-for-Health-Professio.aspx>
8. Dahl *et al.* BMI, change in BMI, and survival in old persons. *J. Am. Ger. Society* 2013;61 (4): 512

Please note: these readings may change based on new research findings and will be available with the appropriate power point lecture.

OTHER RECOMMENDED REFERENCES:

- American Dietetic Association and Dietitians of Canada. 2000. Manual of Clinical Dietetics. 6th edition, American Dietetic Association, Chicago, Illinois.
- American Dietetic Association. 2010. International Dietetics & Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process. 3rd edition, American Dietetic Association, Chicago, Illinois.
- American Dietetic Association. 2003. Pediatric Manual of Clinical Dietetics. 2nd edition, American Dietetic Association, Chicago, Illinois.
- American Dietetic Association. ADA Nutrition Care Manual. Online resource (<http://www.eatright.org>).
- Bauer, K. and C. Sokolik. 2002. Basic Nutrition Skill Development. Wadsworth / Thomson Learning, Belmont, CA.

- Brown, J.E. 2008. Nutrition Through the Life Cycle. 3rd edition. Wadsworth / Nelson Thomson Learning, Toronto, Ontario.
- Brown, J.E. 2005. Nutrition Now. 4th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
- Canadian Pharmacists Association. 2007. Compendium of Pharmaceuticals and Specialties. The Canadian Drug Reference for Health Professionals. 42nd edition. Canadian Pharmacists Association, Ottawa, Ontario.
- Cataldo, C.B., L.K. DeBruyne, and E.N. Whitney. 2003. Nutrition and Diet Therapy: Principles and Practice. 6th edition. Thomson Brooks/Cole, Thomson/Nelson, Belmont, CA.
- Charney, P. and A. Malone. 2009. ADA Pocket Guide to Nutrition Assessment. 2nd edition. American Dietetic Association, Chicago, Illinois.
- Coulston, A.M., C.L. Rock, and E.R. Monsen. 2001. Nutrition in the Prevention and Treatment of Disease. Academic Press, Elsevier, San Diego, CA.
- DeBruyne, L.K., E.N. Whitney and K. Pinna. 2008. Nutrition and Diet Therapy. 7th edition. Wadsworth/Thomson Learning Publishing Company, Toronto, Ontario.
- Dietitians of Canada. PEN: Practice-based Evidence in Nutrition. Online resource. (<http://www.dietitians.ca>).
- Stedman, T.L. 2008. Stedman's Concise Medical Dictionary for the Health Professions and Nursing. Illustrated 6th edition, Lippincott, Williams and Wilkins, New York, New York.
- Dunford, M., Editor. Sports, Cardiovascular and Wellness Nutritionists Dietetic Practice Group. 2006. Sports Nutrition. A Practice Manual for Professionals. 4th edition. American Dietetic Association, Chicago, Illinois.
- Escott-Stump, S. 2008. Nutrition and Diagnosis-Related Care. 6th edition. Lippincott, Williams and Wilkins, Baltimore, Maryland.
- Grodner, M., S. Long, and S. DeYoung. 2004. Foundations and Clinical Applications of Nutrition: A Nursing Approach, 3rd edition. Mosby, Elsevier, St. Louis, Missouri.
- Hands, E.S. 2000. Nutrients in Food. 1st edition. Lippincott, Williams and Wilkins, New York, New York.
- Health Canada. 2008. Nutrient Value of Some Common Foods. Minister of Health Canada, Ottawa, Ontario. (This document is available for consultation online at <http://www.healthcanada.gc.ca/cnf>)

- Health Canada. 2007. Eating Well with Canada's Food Guide. A Resource for Educators and Communicators. Health Canada, Ottawa, Ontario.
- Hogan, M.A. and D. Wane. 2003. Nutrition & Diet Therapy Reviews & Rationales. Prentice Hall, Pearson Education, Upper Saddle River, N.J.
- Holli, B.B., J. Beto, R. Calabrese and J.O. Maillet. 2008. Communication and Education Skills for Dietetic Professionals. 5th edition, Lippincott, Williams and Wilkins, New York, New York.
- Institute of Medicine of the National Academies. 1997. Dietary Reference Intakes for Calcium, Phosphorus, Magnesium, Vitamin D, and Fluoride. The National Academies Press, Washington, D.C. (and other DRI publications available for consultation at <http://www.nap.edu>)
- Institute of Medicine of the National Academies. 1998. Dietary Reference Intakes: Proposed Definition and Plan for Review of Dietary Antioxidants and Related Compounds. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2000a. Dietary Reference Intakes for Thiamin, Riboflavin, Niacin, Vitamin B6, Folate, Vitamin B12, Pantothenic Acid, Biotin, and Choline. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2000b. Dietary Reference Intakes: Applications in Dietary Assessment. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2000c. Dietary Reference Intakes for Vitamin C, Vitamin E, Selenium, and Carotenoids. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2001a. Dietary Reference Intakes: Proposed Definition of Dietary Fiber. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2001b. Dietary Reference Intakes for Vitamin A, Vitamin K, Arsenic, Boron, Chromium, Copper, Iodine, Iron, Manganese, Molybdenum, Nickel, Silicon, Vanadium, and Zinc. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2003a. Dietary Reference Intakes: Applications in Dietary Planning. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2003b. Dietary Reference Intakes: Guiding Principles for Nutrition Labeling and Fortification. The National Academies Press, Washington, D.C.

- Institute of Medicine of the National Academies. 2004. Dietary Reference Intakes: Water, Potassium, Sodium, Chloride, and Sulfate. Prepublication copy, The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2005. Dietary Reference Intakes: Energy, Carbohydrate, Fiber, Fat, Fatty Acids, Cholesterol, Protein, and Amino Acids (Macronutrients). The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies Committee on the Scientific Evaluation of Dietary Reference Intakes. 2006. Dietary Reference Intakes: The Essential Reference for Dietary Planning and Assessment. The National Academies Press, Washington, D.C.
- Kasper, D., E. Braunwald, A. Fauci, S. Hauser, D. Longo and J. Jameson. 2005. Harrison's Principles of Internal Medicine. Vol. 1 & 2. 16th edition, McGraw-Hill Ryerson, Toronto, Ontario.
- Leonberg, B.L. 2008. ADA Pocket Guide to Pediatric Nutrition Assessment. American Dietetic Association, Chicago, Illinois.
- Lutz, C.A. and K.R. Przytulski. 2006. Nutrition and Diet Therapy: Evidence-Based Applications. 4th edition. F.A. Davis Company, Philadelphia, PA.
- Lysen, L.K. 2006. Quick Reference to Clinical Dietetics. 2nd edition. Jones and Bartlett Publishers, Sudbury, MA.
- Mahan, L.K. and S. Escott-Stump, Editors. 2008. Krause's Food & Nutrition Therapy. 12th edition. W.B. Saunders Company, Philadelphia, PA.
- McPherson, R., J. Frohlich, G. Fodor and J. Genest. 2006. "Canadian Cardiovascular Society position statement – Recommendations for the diagnosis and treatment of dyslipidemia and prevention of cardiovascular disease." *Canadian Journal of Cardiology* 22 (11), 913-927.
- Moore, M.C. 2009. Pocket Guide to Nutritional Assessment and Care. 6th edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
- Nix, S. 2005. Williams' Basic Nutrition & Diet Therapy. 12th edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
- Pagana, K.D., and T.J. Pagana. 2009. Mosby's Diagnosis and Laboratory Test Reference. 9th edition. Elsevier Mosby, St. Louis, Missouri.
- Peckenpugh, N.J. 2007. Nutrition Essentials and Diet Therapy. 10th edition. Saunders Elsevier, St. Louis, Missouri.
- Pennington, J.A.T. and J. Spungen Douglass. 2005. Bowes & Church's Food Values of Portions Commonly Used. 18th edition. Lippincott, Williams and Wilkins, Baltimore, MD.

- Rodwell Williams, S. 2001. Basic Nutrition & Diet Therapy. 11th edition. Mosby/Elsevier Science, St. Louis, Missouri.
- Rodwell Williams, S. and E. Schlenker. 2003. Essentials of Nutrition and Diet Therapy. 8th edition. Mosby, Elsevier, St. Louis, Missouri.
- Rolfes, S.R., K. Pinna, and E.N. Whitney. 2006. Understanding Normal and Clinical Nutrition. 7th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
- Sauberlich, H.E. 1999. Laboratory tests for the assessment of nutritional status. 2nd edition, CRC Press, New York, New York.
- Shils, M.E., M. Shike, A.C. Ross, B. Caballero, and R.J. Cousins, Editors. 2006. Modern Nutrition in Health and Disease. 10th edition, Lippincott, Williams & Wilkins, New York, New York.
- Sizer, F. and E. Whitney. 2005. Nutrition Concepts and Controversies. 10th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
- Steinecke, R. and College of Dietitians of Ontario. 2003. The Jurisprudence Handbook for Dietitians in Ontario. The College of Dietitians of Ontario, Toronto, Ontario. (This document is available for consultation online at <http://www.cdo.on.ca>).
- Tierney Jr., L.M., S.J. McPhee and M.A. Papadakis. 2007. Current Medical Diagnosis and Treatment. 46th edition. Lange Medical Books / McGraw-Hill, Toronto, Ontario.
- Weber, J.R. 2005. Nurses' Handbook of Health Assessment. 5th edition. Lippincott Williams & Wilkins, New York, NY.
- Whitney, E.N., L.K. DeBruyne, K. Pinna and S.R. Rolfes. 2007. Nutrition for Health and Health Care. 3rd edition. Wadsworth/Thomson Learning Publishing Company, Toronto, Ontario.
- Yamada, T., D.H. Alpers, N. Kaplowitz, L. Laine, C. Owyang, and D.W. Powell, Editors. 2003. Textbook of Gastroenterology. Vol. 1 and 2. 4th edition. Lippincott Williams & Wilkins, Baltimore, MD.
- Yamada, T., W.L. Hasler, J.M. Inadomi, M.A. Anderson, and R.S. Brown Jr., Editors. 2005. Handbook of Gastroenterology. 2nd edition. Lippincott Williams & Wilkins, Baltimore, MD.

Note: Other interesting references are also available at the Brescia University College library. You are strongly encouraged to consult them. Many of these books will be mentioned throughout the course lectures. A copy of the texts assigned for reading will be placed on library reserve for consultation.

2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html>)

3. ABSENCES

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

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

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final

decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/> . Students who are in emotional/mental distress should refer to Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.