



2. To explain the relationships between nutrition, illness, and immunity. [Critical Thinking, Inquiry & Analysis, Problem Solving, Level 4, Communication level 4]
3. To research current issues on the nutritional management of selected diseases and clinical conditions. [Critical Thinking, Inquiry & Analysis, Problem Solving, Level 4]
4. To complete case studies, which will promote in-depth understanding of the relationships between clinical conditions and nutrition modifications. [Critical Thinking, Inquiry & Analysis, Problem Solving, Level 4, Communication, Level 4]
5. To understand how to formulate a basic nutrition care plan, with patient-centered and measurable nutrition goals. [Self-Awareness and Development, Level 4]
6. To begin to think like a clinician and following patient-centered care practices [Self-Awareness and Development, Level 4]
7. To learn to act as each patients' nutritional ombudsman [Social Awareness and Engagement, level 3]

#### **FORMAT:**

- Three hours of lecture per week, plus supplementary readings and exercises assigned.
- Students will be graded on written assignments, a class presentation, two exams, and class participation.
- An interactive approach to learning will include individual and group work, patient case studies, student presentations and class discussions.
- Emphasis will be placed on the skills required to apply clinical nutrition and pathophysiology knowledge into the formulation of practical nutrition care plans.

#### **REQUIRED TEXTS:**

- Nelms, M., K.P. Sucher, K. Lacey and S.L. Roth. 2015. Nutrition Therapy & Pathophysiology. 3<sup>rd</sup> edition. Wadsworth, Belmont, California.

Canadian Diabetes Association Clinical Practice Guidelines Expert Committee. 2013. Canadian Diabetes Association 2013 Clinical Practice Guidelines for the Prevention and Management of Diabetes in Canada. Can J Diabetes 2013;37(suppl 1):S1-S212. (This document is available for consultation online at <http://guidelines.diabetes.ca/> and can be purchased from the Canadian Diabetes Association at 1-800-BANTING or through their Web site).

- Canadian Diabetes Association. 2005. "Beyond the Basics: Meal Planning for Healthy Eating, Diabetes Prevention and Management." (poster resource). Canadian Diabetes Association, Toronto, Ontario.
- Steinecke, R. and College of Dietitians of Ontario. 2008. The Jurisprudence Handbook for Dietitians in Ontario. 2<sup>nd</sup> edition, The College of Dietitians of Ontario,

Toronto, Ontario. (This document is available for consultation online at <http://www.cdo.on.ca>).

#### **OTHER RECOMMENDED REFERENCES:**

- Agins, A.P. 2011. ADA Quick Guide to Drug-Supplement Interactions. American Dietetic Association, Chicago, Illinois.
- American Dietetic Association. 2011. Pocket Guide for International Dietetics & Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process. 3<sup>rd</sup> edition. American Dietetic Association, Chicago, Illinois.
- American Dietetic Association. 2011. International Dietetics & Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process. 3<sup>rd</sup> edition. American Dietetic Association, Chicago, Illinois.
- Academy of Nutrition and Dietetics. 2012. ADA Nutrition Care Manual. Online resource available with subscription (<http://www.eatright.org>).
- American Dietetic Association. 2011. ADA Pediatric Nutrition Care Manual. Online resource available through Beryl Ivey Library with subscription (<http://alpha.lib.uwo.ca/record=b5869034>).
- Boullata, J.I., and V.T. Armenti, Editors. 2010. Handbook of Drug-Nutrient Interactions. 2<sup>nd</sup> edition. Humana Press Inc., Totowa, New Jersey.
- Brown, J.E. 2010. Nutrition Now. 6<sup>th</sup> edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
- Buchman, A.L. 2006. Clinical Nutrition in Gastrointestinal Disease. SLACK Incorporated, Thorofare, New Jersey.
- Canadian Association of Nephrology Dietitians. 2010. The Essential Guide for Renal Dietitians. 3<sup>rd</sup> edition. Canadian Association of Nephrology Dietitians, Nanaimo, BC.
- Canadian Pharmaceutical Association. 2011. Compendium of Pharmaceuticals and Specialties. The Canadian Drug Reference for Health Professionals. 46<sup>th</sup> edition. Canadian Pharmaceutical Association, Ottawa, Ontario.
- Carson, J.A.S., F.M. Burke and L.A. Hark, Editors. 2004. Cardiovascular Nutrition. Disease Management and Prevention. The American Dietetic Association, Chicago, Illinois.
- Charney, P. and A. Malone. 2009. ADA Pocket Guide to Nutrition Assessment. 2<sup>nd</sup> edition. American Dietetic Association, Chicago, Illinois.
- Charney, P. and A. Malone. 2006. ADA Pocket Guide to Enteral Nutrition. American Dietetic Association, Chicago, Illinois.

- Charney, P. and A. Malone. 2007. ADA Pocket Guide to Parenteral Nutrition. American Dietetic Association, Chicago, Illinois.
- Colbert, B.J. and J. Ankney. 2007. Anatomy and Physiology for Health Professionals: An Interactive Journey. Prentice Hall, Upper Saddle River, NJ.
- College of Dietitians of Ontario. 2004. Record Keeping Guidelines for Registered Dietitians. College of Dietitians of Ontario, Toronto, Ontario. (This document is available for consultation online at <http://www.cdo.on.ca>).
- Coulston, A.M., C.L. Rock, and E.R. Monsen. 2008. Nutrition in the Prevention and Treatment of Disease. Academic Press, Elsevier, San Diego, CA.
- DeBruyne, L.K., K. Pinna and L.K., E.N. Whitney. 2012. Nutrition and Diet Therapy. 8<sup>th</sup> edition. Wadsworth/Thomson Learning Publishing Company, Toronto, Ontario.
- Diabetes Care and Education Dietetic Practice Group, T.A. Ross, J.L. Boucher and B.S. O'Connell. 2005. American Dietetic Association Guide to Diabetes Medical Nutrition Therapy and Education. American Dietetic Association, Chicago, Illinois.
- Dietitians of Canada. PEN: Practice-based Evidence in Nutrition. Online resource available with subscription. (<http://www.dietitians.ca>).
- Dirckx, J.H. (General Editor). 2011. Stedman's Medical Dictionary for the Health Professions and Nursing. Illustrated 7<sup>th</sup> edition. Lippincott, Williams and Wilkins, New York, New York.
- Enteral Nutrition Practice Recommendations Task Force: J. Bankhead, J. Boullata *et al.* 2009. "A.S.P.E.N. Enteral Nutrition Practice Recommendations." ***Journal of Parenteral and Enteral Nutrition*** 33(2), 122-167.
- Escott-Stump, S. 2012. Nutrition and Diagnosis-Related Care. 7<sup>th</sup> edition. Lippincott, Williams and Wilkins, Baltimore, Maryland.
- Evert, A.B. and A. Hess-Fischl. 2006. Pediatric Diabetes: Health Care Reference and Client Education Handouts. American Dietetic Association, Chicago, Illinois.
- Evidence-Based Recommendations Task Force 2015. "2015 Canadian Hypertension Education Program Recommendations for the Management of Hypertension." <http://www.hypertension.ca>
- Floch, M.H., K.V. Kowdley, C.S. Pitchumoni, N.R. Floch *et al.* 2010. Netter's Gastroenterology. 2<sup>nd</sup> edition. Saunders Elsevier, Philadelphia, PA.
- Foster, G.D. and C.A. Nonas, Editors. 2009. Managing Obesity: A Clinical Guide. 2<sup>nd</sup> edition. American Dietetic Association, Chicago, Illinois.

- Fragakis, A.S. with C. Thomson. 2007. The Health Professional's Guide to Popular Dietary Supplements. 3<sup>rd</sup> edition. American Dietetic Association, Chicago, Illinois.
- Genest, J., R. McPherson, J. Frolich, T. Anderson *et al.* 2009. "Canadian Cardiovascular Society /Canadian guidelines for the diagnosis and treatment of dyslipidemia and prevention of cardiovascular disease in the adult – 2009 recommendations." *Canadian Journal of Cardiology* 25 (10) 567-579.
- Gibson, R.S. 2005. Principles of Nutritional Assessment. 2<sup>nd</sup> Ed. Oxford University Press, New York, NY, pp. 403-442.
- Gottschlich, M.M., Editor-in-Chief. 2007. The A.S.P.E.N. Nutrition Support Core Curriculum: A Case-Based Approach – The Adult Patient. American Society for Parenteral and Enteral Nutrition, Silver Spring, MD.
- Hogan, M.A. and D. Wane. 2006. Nutrition & Diet Therapy Reviews & Rationales. 2<sup>nd</sup> edition. 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. 5<sup>th</sup> 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. 2008. Harrison's Principles of Internal Medicine. Vol. 1 & 2. 17<sup>th</sup> edition. McGraw-Hill Ryerson, Toronto, Ontario.
- Kopple, J.D., and S.G. Massry. 2004. Nutritional Management of Renal Disease. 2<sup>nd</sup> edition. Lippincott, Williams & Wilkins, New York, NY.
- Kravits, S. 2005. Human Anatomy & Physiology. Pearson Education Inc., Benjamin Cummings, San Francisco, CA.
- Lau, D.C.W., J.D. Douketis, K.M. Morrison, I.M. Hramiak, A.M. Sharma, E. Ur, for the members of the Obesity Canada Clinical Practice Guidelines Expert Panel. 2007. "2006 Canadian clinical practice guidelines on the management and prevention of obesity in adults and children." **Canadian Medical Association Journal** 176 (8 Suppl.), 1-117. (available online at [www.cmaj.ca](http://www.cmaj.ca) )
- Lee, R.D., and D.C. Nieman. 2010. Nutritional Assessment. 5<sup>th</sup> edition. McGraw-Hill Higher Education, Toronto, Ontario.
- Lewis, G., and L.L. Thomson. 2005. Optimizing Glycemic Control with Diabetes Technology and Diabetes Medical Nutrition Therapy with Advanced Insulin Management. The American Dietetic Association, Chicago, Illinois.
- Lutz, C.A. and K.R. Przytulski. 2010. Nutrition and Diet Therapy: Evidence-Based Applications. 5<sup>th</sup> edition. F.A. Davis Company, Philadelphia, PA.

- Lysen, L.K. 2006. Quick Reference to Clinical Dietetics. 2<sup>nd</sup> edition. Jones and Bartlett Publishers, Sudbury, MA.
- Martini, F.H., J.L. Nath and E.F. Bartholomew. 2012. Fundamentals of Anatomy & Physiology. 9<sup>th</sup> edition. Pearson Education Inc., Benjamin Cummings, San Francisco, CA.
- Marieb, E.N. and K. Hoehn. 2010. Human Anatomy & Physiology. 8<sup>th</sup> edition. Pearson Education Inc., Benjamin Cummings, San Francisco, CA.
- Maunder, R.R. 2011. Understanding Laboratory Tests. A Quick Reference. 1<sup>st</sup> edition. Elsevier Mosby, St. Louis, Missouri.
- 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. 6<sup>th</sup> edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
- Mullen, M.C. and J. Shield. 2004. Childhood and Adolescent Overweight: The Health Professional's Guide to Identification, Treatment, and Prevention. American Dietetic Association, Chicago, Illinois.
- Nelms, M., K.P. Sucher, K. Lacey and S.L. Roth. 2015. Nutrition Therapy & Pathophysiology. 3<sup>rd</sup> edition. Wadsworth, Belmont, California.
- Nix, S. 2009. Williams' Basic Nutrition & Diet Therapy. 13<sup>th</sup> edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
- Oncology Nutrition Dietetic Practice Group, L. Elliott, L.L. Molseed, P.D. McCallum, with B. Grant. Spring 2006. The Clinical Guide to Oncology Nutrition. 2<sup>nd</sup> edition. American Dietetic Association, Chicago, Illinois.
- Peckenpaugh, N.J. 2010. Nutrition Essentials and Diet Therapy. 11<sup>th</sup> edition. Saunders Elsevier, St. Louis, Missouri.
- Pennington, J.A.T. and J. Spungen Douglass. 2009. Bowes & Church's Food Values of Portions Commonly Used. 19<sup>th</sup> edition. Lippincott, Williams and Wilkins, Baltimore, MD.
- Porth, C.M. 2007. Essentials of Pathophysiology: Concepts of Altered Health States. 2<sup>nd</sup> edition. Lippincott Williams & Wilkins, Baltimore, MD.
- Pronsky, Z.M. and Sr. J. Crowe. 2010. Food-Medication Interactions. 16<sup>th</sup> edition. Food Medication Interactions, Birchrunville, PA.

- Renal Dietitians Practice Group of the American Dietetic Association, Council on Renal Nutrition of the National Kidney Foundation, L. Byham-Gray, and K. Wiesen. 2005. A Clinical Guide to Nutrition Care in Kidney Disease. American Dietetic Association, Chicago, Illinois.
- Rhoades, R.A., and D.R. Bell. 2008. Medical Physiology: Principles for Clinical Medicine. 3<sup>rd</sup> edition. Lippincott, Williams & Wilkins, New York, NY.
- Rubin, E. and H.M. Reisner. 2008. Essential of Rubin's Pathology. 5<sup>th</sup> edition. Lippincott Williams & Wilkins, New York, New York.
- Rolfes, S.R., K. Pinna, and E. Whitney. 2012. Understanding Normal and Clinical Nutrition. 9<sup>th</sup> edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
- Shils, M.E., M. Shike, A.C. Ross, B. Caballero, and R.J. Cousins, Editors. 2006. Modern Nutrition in Health and Disease. 10<sup>th</sup> edition. Lippincott, Williams & Wilkins, New York, New York.
- Snell, R.S. 2008. Clinical Anatomy by Regions. 8<sup>th</sup> edition. Lippincott, Williams & Wilkins, Baltimore, MD.
- Snetselaar, L. 2006. Nutrition Counseling for Lifestyle Change. CRC Press, New York, NY.
- Snetselaar, L. 2009. Nutrition Counseling Skills for the Nutrition Care Process. 4<sup>th</sup> edition. Jones and Bartlett Publishers, Sudbury, MA.
- The Canadian Hypertension Education Program. 2011. "The 2011 Canadian Hypertension Education Program recommendations: The scientific summary – an annual update." Available online at [www.hypertension.ca](http://www.hypertension.ca)
- Thompson, J. and M. Manore. 2008. Nutrition: An Applied Approach. 2<sup>nd</sup> edition. Pearson Education Inc., Benjamin Cummings, San Francisco, CA.
- Tierney Jr., L.M., S.J. McPhee and M.A. Papadakis. 2008. Current Medical Diagnosis and Treatment. 47<sup>th</sup> edition. Lange Medical Books / McGraw-Hill, Toronto, Ontario.
- Wardlaw, G.M. and A.M. Smith. 2010. Contemporary Nutrition. 8<sup>th</sup> edition. McGraw-Hill Ryerson Ltd, New York, NY.
- Weight Management Dietetic Practice Group, C.K. Biesemeier and J.Garland. 2009. ADA pocket guide to bariatric surgery. The American Dietetic Association, Chicago, Illinois.



- 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.
- World Cancer Research Fund and American Institute for Cancer Research. 2007. Food, Nutrition, Physical Activity, and the Prevention of Cancer: a Global Perspective. World Cancer Research Fund International, Washington, DC.
- Yamada, T., D.H. Alpers, N. Kaplowitz, L. Laine, C. Owyang, and D.W. Powell, Editors. 2009. Textbook of Gastroenterology. Vol. 1 and 2. 5<sup>th</sup> edition. Lippincott Williams & Wilkins, Baltimore, MD.
- Yamada, T., D.H. Alpers, A.N. Kalloo, N. Kaplowitz, C. Owyang and D.W. Powell. 2009. Atlas of Gastroenterology. 4<sup>th</sup> edition. Willey-Blackwell, Toronto, Ontario.

Note: Other interesting reference books and journals are 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.

#### **EVALUATION:**

- |                                                                                                                                                                                                |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <ul style="list-style-type: none"> <li>• <b>Case study assignment</b></li> </ul> <p>Group assignment, including written report and oral presentation.</p>                                      | <b>20%</b>  |
| <ul style="list-style-type: none"> <li>• <b>Mid-term exam</b></li> </ul> <p>This exam will include the material covered in class and the assigned readings and exercises for lectures 1-5.</p> | <b>40%</b>  |
| <ul style="list-style-type: none"> <li>• <b>Final exam</b></li> </ul> <p>This exam will include material covered in class and the assigned readings and exercises after the mid-term exam.</p> | <b>40%</b>  |
| <b>Total</b>                                                                                                                                                                                   | <b>100%</b> |

#### **SPECIFIC COURSE POLICIES:**

**Participation/Attendance:** Everyone enrolled in the course is expected to participate in class discussions. Attendance at class and laboratory 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.

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.

## **TENTATIVE SCHEDULE OF LECTURES AND TOPICS:**

### **Lecture 1: Wednesday September 13<sup>th</sup>**

- Course outline, Living Learning Contract
- Case study guidelines
- **Overview of Problem Need Plan and Case Study**

### **Lecture 2: Wednesday September 20<sup>th</sup>**

- Nutrition support: enteral nutrition

### **Lecture 3: Wednesday September 27<sup>th</sup>**

- Nutrition support: parenteral nutrition

### **Lecture 4: Wednesday October 4<sup>th</sup>**

- Nutrition and peptic ulcer disease
- Nutrition and surgery of the upper gastrointestinal tract

### **Lecture 5: Wednesday Oct 11<sup>th</sup> No Class**

### **Lecture 6: Wednesday October 18<sup>th</sup>**

- Diabetes Mellitus, Type 1

## **MID-TERM EXAM: Wednesday, October 25<sup>th</sup>, 2017**

- Covering lectures 1 to 6

### **Lecture 7: Wednesday November 1<sup>st</sup>**

- Nutrition and disease of liver and pancreas

### **Lecture 8: Wednesday November 8<sup>th</sup>**

- Nutrition and Cancer

### **Lecture 9: Wednesday November 15<sup>th</sup> [in the Auditorium]**

- **Case Study Preparation**

### **Lecture 10: Wednesday November 22<sup>nd</sup>**

- Nutrition Support in liver and lung transplantation

### **Lecture 11: Wednesday November 29<sup>th</sup>**

- Inflammatory bowel disease, surgery and short bowel syndrome

## Lecture 12: Wednesday December 6<sup>th</sup>

### ➤ Case Study Presentations

#### FINAL EXAM

Please see final exam schedule (**Examination period: December 2017**)

### **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](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](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](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](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-healthwellness/>. Students who are in emotional/mental distress should refer to [Mental\\_Health@Western](mailto: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.