



Course Outline – FN3344A: Nutritional Assessment

School of Food and Nutritional Sciences

General Information

Course #: FN3344A

Section #:

Lecture 530	Friday	8:30am-11:30am	BR-135	St. James Building
Lecture 531	Friday	8:30am-11:30am	BR-136	St. James Building
Lecture 532	Friday	11:30am-2:30pm	BR-135	St. James Building

Term: Fall

Year: 2019

Course Directors

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Office location: UH 304

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Office location: TBD

Name: Dr. Katherine Schwenger M.A.N, PhD RD

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Office hours for students: TBD

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Course Description

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

Prerequisite(s): Foods and Nutrition 1030E and Foods and Nutrition 2241A/B or Foods and Nutrition 1070A/B and Foods and Nutrition 1241A/B, and Foods and Nutrition 2230A/B. Registration in the Honors Specialization in Nutrition and Dietetics module.

*Students who enrolled in the HSp Nutr Diet prior to fall 2019 will be able to complete the module with the previous modular requirements and pre-requisites listed: [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](#)

Extra Information: 3 lecture hours.

Required Course Materials

- 1) Gibson, R.S. 2005. Principles of Nutritional Assessment. 2nd edition. Oxford University Press, Toronto, Ontario.
- 2) **Nutrition Focused Physical Assessment Manual [25\$] to be purchased from Main Nutrition office early September, professor will provide the date when manuals are ready for purchase.**

Optional Course Materials

- 1) American Dietetic Association and Dietitians of Canada. 2000. Manual of Clinical Dietetics. 6th edition, American Dietetic Association, Chicago, Illinois.
- 2) 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.
- 3) American Dietetic Association. 2003. Pediatric Manual of Clinical Dietetics. 2nd edition, American Dietetic Association, Chicago, Illinois.
- 4) American Dietetic Association. ADA Nutrition Care Manual. Online resource (<http://www.eatright.org>).
- 5) Bauer, K. and C. Sokolik. 2002. Basic Nutrition Skill Development. Wadsworth / Thomson Learning, Belmont, CA.
- 6) Brown, J.E. 2008. Nutrition Through the Life Cycle. 3rd edition. Wadsworth / Nelson Thomson Learning, Toronto, Ontario.
- 7) Brown, J.E. 2005. Nutrition Now. 4th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
- 8) Canadian Pharmacists Association. 2007. Compendium of Pharmaceuticals and Specialties. The Canadian Drug Reference for Health Professionals. 42nd edition. Canadian Pharmacists Association, Ottawa, Ontario.
- 9) 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.
- 10) Charney, P. and A. Malone. 2009. ADA Pocket Guide to Nutrition Assessment. 2nd edition. American Dietetic Association, Chicago, Illinois.
- 11) 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.
- 12) DeBruyne, L.K., E.N. Whitney and K. Pinna. 2008. Nutrition and Diet Therapy. 7th edition. Wadsworth/Thomson Learning Publishing Company, Toronto, Ontario.

- 13) Dietitians of Canada. PEN: Practice-based Evidence in Nutrition. Online resource. (<http://www.dietitians.ca>).
- 14) 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.
- 15) 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.
- 16) Escott-Stump, S. 2008. Nutrition and Diagnosis-Related Care. 6th edition. Lippincott, Williams and Wilkins, Baltimore, Maryland.
- 17) Grodner, M., S. Long, and S. DeYoung. 2004. Foundations and Clinical Applications of Nutrition: A Nursing Approach, 3rd edition. Mosby, Elsevier, St. Louis, Missouri.
- 18) Hands, E.S. 2000. Nutrients in Food. 1st edition. Lippincott, Williams and Wilkins, New York, New York.
- 19) 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>)
- 20) Health Canada. 2007. Eating Well with Canada's Food Guide. A Resource for Educators and Communicators. Health Canada, Ottawa, Ontario.
- 21) Hogan, M.A. and D. Wane. 2003. Nutrition & Diet Therapy Reviews & Rationales. Prentice Hall, Pearson Education, Upper Saddle River, N.J.
- 22) 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.
- 23) 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>)
- 24) 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.
- 25) 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.
- 26) Institute of Medicine of the National Academies. 2000b. Dietary Reference Intakes: Applications in Dietary Assessment. The National Academies Press, Washington, D.C.
- 27) 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.
- 28) Institute of Medicine of the National Academies. 2001a. Dietary Reference Intakes: Proposed Definition of Dietary Fiber. The National Academies Press, Washington, D.C.
- 29) 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.
- 30) Institute of Medicine of the National Academies. 2003a. Dietary Reference Intakes: Applications in Dietary Planning. The National Academies Press, Washington, D.C.
- 31) 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.

- 32) 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.
- 33) 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.
- 34) 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.
- 35) 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.
- 36) Leonberg, B.L. 2008. ADA Pocket Guide to Pediatric Nutrition Assessment. American Dietetic Association, Chicago, Illinois.
- 37) Lutz, C.A. and K.R. Przytulski. 2006. Nutrition and Diet Therapy: Evidence-Based Applications. 4th edition. F.A. Davis Company, Philadelphia, PA.
- 38) Lysen, L.K. 2006. Quick Reference to Clinical Dietetics. 2nd edition. Jones and Bartlett Publishers, Sudbury, MA.
- 39) Mahan, L.K. and S. Escott-Stump, Editors. 2008. Krause's Food & Nutrition Therapy. 12th edition. W.B. Saunders Company, Philadelphia, PA.
- 40) 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.
- 41) Moore, M.C. 2009. Pocket Guide to Nutritional Assessment and Care. 6th edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
- 42) Nix, S. 2005. Williams' Basic Nutrition & Diet Therapy. 12th edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
- 43) Pagana, K.D., and T.J. Pagana. 2009. Mosby's Diagnosis and Laboratory Test Reference. 9th edition. Elsevier Mosby, St. Louis, Missouri.
- 44) Peckenpaugh, N.J. 2007. Nutrition Essentials and Diet Therapy. 10th edition. Saunders Elsevier, St. Louis, Missouri.
- 45) 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.
- 46) Rodwell Williams, S. 2001. Basic Nutrition & Diet Therapy. 11th edition. Mosby/Elsevier Science, St. Louis, Missouri.
- 47) Rodwell Williams, S. and E. Schlenker. 2003. Essentials of Nutrition and Diet Therapy. 8th edition. Mosby, Elsevier, St. Louis, Missouri.
- 48) Rolfes, S.R., K. Pinna, and E.N. Whitney. 2006. Understanding Normal and Clinical Nutrition. 7th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
- 49) Sauberlich, H.E. 1999. Laboratory tests for the assessment of nutritional status. 2nd edition, CRC Press, New York, New York.
- 50) 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.
- 51)Sizer, F. and E. Whitney. 2005. Nutrition Concepts and Controversies. 10th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.

- 52) 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>).
- 53) 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.
- 54) Weber, J.R. 2005. Nurses' Handbook of Health Assessment. 5th edition. Lippincott Williams & Wilkins, New York, NY.
- 55) 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.
- 56) 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.
- 57) 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.

Learning Outcomes

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 Skills, 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)

Brescia Competencies

1. Problem Solving

The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

2. Critical Thinking

The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

3. Communication

The ability to exchange information and meaning across cultures, space, and time appropriately and correctly. This competency includes oral, written, and interpersonal communication, and the ability to use current or innovative media.

4. Inquiry & Analysis

The ability to ask questions, examine issues, and reach informed conclusions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

5. Self-Awareness and Development

The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth.

6. Social Awareness and Engagement

The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

7. Valuing

The ability to make decisions or choose actions based on the consistent application of principles expressing fundamental values that are accepted on account of reason or spiritual insight.

Teaching Methodology and Expectations of Students

- Three hours of lecture once per week, plus supplementary readings and exercises assigned.
- Students will be graded on clinical case assignments and two exams.
- 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 putting theory into practice. **Please bring a calculator to every lecture.**

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.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Group Assignments Four clinical case assignments (5% each) will be given throughout the course lectures. They will involve small group work.	20%	Ongoing	3, and 4	1,2,4,5,6,7

<p>Mid-Term Exam</p> <p>This exam will include the material covered in class and the assigned readings and exercises for the lectures 1-7 inclusively.</p>	40%	Oct.18	3,4,5	1,2,4,5
<p>Final Exam</p> <p>This exam will include material covered in class and the assigned reading and exercises after the mid-term exam.</p>	40%	TBA	3,4,5	1,2,4,5

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation will be required. Medical or other supporting documentation should be submitted to your Academic Advisor.

Course Content

Topics will be covered in the order listed and any dates listed are meant as a guideline.

Weekly Organizer:

Class/Topic	Date	Description	Assignments and/or Readings Due
		e.g., topic, content, associated readings, activities.	e.g., quiz, paper, group project, exam.
1	Sept 6	Course outline and living learning contract Malnutrition Nutrition assignment overview ABCD findings Medical history Introduction to problem: interpretation; plan [PIP] and charting	
2	Sept 13	Nutrition Interview Clinical/physical examination with a nutrition focus	
3	Sept 20	Anthropometry and Body Composition - <u>Background Information</u>	
4	Sept 27	Anthropometry lab in the Auditorium	Lab: Anthropometry and Body Composition (please wear comfortable clothing, we will be conducting hands-on anthropometric measurements) Group Assignment #1 (due at end of the lab)
5	Oct 4	Characteristics of the ideal nutrition assessment method Nutrition screening and risk assessment Scored PG-SGA	

6	Oct 11	Dietary Assessment	Group Assignment #2 due on Oct 25 th
7	Oct 18	Midterm	Midterm
8	Oct 25	Nutritional Assessment across the lifecycle: Pregnancy/Lactation	
9	Nov 1	Laboratory Assessment	In class Group Assignment #3 -due on Nov 15 th
10	Nov 8	Reading week: No Class	
11	Nov 15	Anemias: Iron, B12, and Folate	Group Assignment #4 (due at the beginning of next class)
12	Nov 22	Nutritional Assessment across the lifecycle: Children	
13	Nov 29	Nutritional Assessment across the lifecycle: Adults and Elderly	

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website, http://brescia.uwo.ca/academics/registrar-services/](http://brescia.uwo.ca/academics/registrar-services/) or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.*

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 and warranted.

It is important to note that the Academic 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://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

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.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

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 obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

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.
