

Course Outline – FN4453A: Clinical Nutrition II

School of Food and Nutritional Sciences

General Information

Course #: FN 4453A
Section #: 530
Term: Fall
Year: 2019
Course Day and Time: Wednesday 4:30pm-7:30pm
Course Location: BR-203

Course Director:

Name: Dr. Janet Madill PhD RD FDC
E-mail: jmadill7@uwo.ca
Telephone number for office appointments: x 28240
Office hours for students: as requested
Office location: UH 304

Instructor

Name: Joy Hoard RD, MSc-HSED
E-mail: jhoard@uwo.ca
Telephone number for office appointments x 28154
Office hours for students: as requested
Office location: UH 107

Course Description

Advanced principles and practices of medical nutrition therapy and nutritional support. Metabolic, anatomical and physiological alternations in selected diseases are the basis for the implementation of dietary modifications.

Prerequisite(s): Biochemistry 2288A or Biochemistry 2280A, Foods and Nutrition 3351A/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: Biochemistry 2280a or 2288a, and Foods and Nutrition 3351a. Registration restricted to students in the Foods and Nutrition Programs.

Extra Information: 3 lecture hours.

Required Course Materials

1. Nelms, M., K.P. Sucher, K. Lacey and S.L. Roth. 2019. Nutrition Therapy & Pathophysiology. 4th edition. Wadsworth, Belmont, California.
2. Diabetes Canada Clinical Practice Guidelines Expert Committee. 2018. Diabetes Canada 2018 Clinical Practice Guidelines for the Prevention and Management of Diabetes in Canada. Can J Diabetes 2018;42 (suppl 1):S1-S342.
3. Link for guidelines available at: <http://guidelines.diabetes.ca/fullguidelines>.
4. Canadian Diabetes Association. 2005. "Beyond the Basics: Meal Planning for Healthy Eating, Diabetes Prevention and Management." (poster resource). Canadian Diabetes Association, Toronto, Ontario.
5. Canadian Diabetes Association. Helpful Hints for Educators using Beyond the Basics: Meal Plan for Healthy Eating, Diabetes Prevention and Management. <https://www.diabetes.ca/CDA/media/documents/clinical-practice-and-education/professional-resources/beyond-the-basics-helpful-hints-for-educators.pdf>.
6. Steinecke, R. and College of Dietitians of Ontario. 2008. The Jurisprudence Handbook for Dietitians in Ontario. 2nd edition, The College of Dietitians of Ontario, Toronto, Ontario. (This document is available for consultation online at <http://www.cdo.on.ca>).

Optional Course Materials

1. Agins, A.P. 2011. ADA Quick Guide to Drug-Supplement Interactions. American Dietetic Association, Chicago, Illinois.
2. American Dietetic Association. 2011. Pocket Guide for 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. 2011. International Dietetics & Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process. 3rd edition. American Dietetic Association, Chicago, Illinois.
4. Academy of Nutrition and Dietetics. 2012. ADA Nutrition Care Manual. Online resource available with subscription (<http://www.eatright.org>).
5. 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>).
6. Boullata, J.I., and V.T. Armenti, Editors. 2010. Handbook of Drug-Nutrient Interactions. 2nd edition. Humana Press Inc., Totowa, New Jersey.
7. Brown, J.E. 2010. Nutrition Now. 6th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.

8. Buchman, A.L. 2006. *Clinical Nutrition in Gastrointestinal Disease*. SLACK Incorporated, Thorofare, New Jersey.
9. Canadian Association of Nephrology Dietitians. 2010. *The Essential Guide for Renal Dietitians*. 3rd edition. Canadian Association of Nephrology Dietitians, Nanaimo, BC.
10. Canadian Pharmaceutical Association. 2011. *Compendium of Pharmaceuticals and Specialties. The Canadian Drug Reference for Health Professionals*. 46th edition. Canadian Pharmaceutical Association, Ottawa, Ontario.
11. 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.
12. Charney, P. and A. Malone. 2009. *ADA Pocket Guide to Nutrition Assessment*. 2nd edition. American Dietetic Association, Chicago, Illinois.
13. Charney, P. and A. Malone. 2006. *ADA Pocket Guide to Enteral Nutrition*. American Dietetic Association, Chicago, Illinois.
14. Charney, P. and A. Malone. 2007. *ADA Pocket Guide to Parenteral Nutrition*. American Dietetic Association, Chicago, Illinois.
15. Colbert, B.J. and J. Ankney. 2007. *Anatomy and Physiology for Health Professionals: An Interactive Journey*. Prentice Hall, Upper Saddle River, NJ.
16. 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>).
17. 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.
18. DeBruyne, L.K., K. Pinna and L.K., E.N. Whitney. 2012. *Nutrition and Diet Therapy*. 8th edition. Wadsworth/Thomson Learning Publishing Company, Toronto, Ontario.
19. 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.
20. Dietitians of Canada. *PEN: Practice-based Evidence in Nutrition*. Online resource available with subscription. (<http://www.dietitians.ca>).
21. Dirckx, J.H. (General Editor). 2011. *Stedman's Medical Dictionary for the Health Professions and Nursing*. Illustrated 7th edition. Lippincott, Williams and Wilkins, New York, New York.
22. 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.
23. Escott-Stump, S. 2012. *Nutrition and Diagnosis-Related Care*. 7th edition. Lippincott, Williams and Wilkins, Baltimore, Maryland.
24. Evert, A.B. and A. Hess-Fischl. 2006. *Pediatric Diabetes: Health Care Reference and Client Education Handouts*. American Dietetic Association, Chicago, Illinois.

25. Evidence-Based Recommendations Task Force 2015. "2015 Canadian Hypertension Education Program Recommendations for the Management of Hypertension."
<http://www.hypertension.ca>
26. Floch, M.H., K.V. Kowdley, C.S. Pitchumoni, N.R. Floch et al. 2010. *Netter's Gastroenterology*. 2nd edition. Saunders Elsevier, Philadelphia, PA.
27. Foster, G.D. and C.A. Nonas, Editors. 2009. *Managing Obesity: A Clinical Guide*. 2nd edition. American Dietetic Association, Chicago, Illinois.
28. Fragakis, A.S. with C. Thomson. 2007. *The Health Professional's Guide to Popular Dietary Supplements*. 3rd edition. American Dietetic Association, Chicago, Illinois.
29. 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.
30. Gibson, R.S. 2005. *Principles of Nutritional Assessment*. 2nd Ed. Oxford University Press, New York, NY, pp. 403-442.
31. 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.
32. Hogan, M.A. and D. Wane. 2006. *Nutrition & Diet Therapy Reviews & Rationales*. 2nd edition. Prentice Hall, Pearson Education, Upper Saddle River, N.J.
33. 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.
34. 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>)
35. 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.
36. 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.
37. Institute of Medicine of the National Academies. 2000b. *Dietary Reference Intakes: Applications in Dietary Assessment*. The National Academies Press, Washington, D.C.
38. 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.
39. Institute of Medicine of the National Academies. 2001a. *Dietary Reference Intakes: Proposed Definition of Dietary Fiber*. The National Academies Press, Washington, D.C.

40. 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.
41. Institute of Medicine of the National Academies. 2003a. Dietary Reference Intakes: Applications in Dietary Planning. The National Academies Press, Washington, D.C.
42. 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.
43. 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.
44. 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.
45. 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.
46. Kasper, D., E. Braunwald, A. Fauci, S. Hauser, D. Longo and J. Jameson. 2008. Harrison's Principles of Internal Medicine. Vol. 1 & 2. 17th edition. McGraw-Hill Ryerson, Toronto, Ontario.
47. Kopple, J.D., and S.G. Massry. 2004. Nutritional Management of Renal Disease. 2nd edition. Lippincott, Williams & Wilkins, New York, NY.
48. Kravits, S. 2005. Human Anatomy & Physiology. Pearson Education Inc., Benjamin Cummings, San Francisco, CA.
49. 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)
50. Lee, R.D., and D.C. Nieman. 2010. Nutritional Assessment. 5th edition. McGraw-Hill Higher Education, Toronto, Ontario.
51. 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.
52. Lutz, C.A. and K.R. Przytulski. 2010. Nutrition and Diet Therapy: Evidence-Based Applications. 5th edition. F.A. Davis Company, Philadelphia, PA.
53. Lysen, L.K. 2006. Quick Reference to Clinical Dietetics. 2nd edition. Jones and Bartlett Publishers, Sudbury, MA.
54. Martini, F.H., J.L. Nath and E.F. Bartholomew. 2012. Fundamentals of Anatomy & Physiology. 9th edition. Pearson Education Inc., Benjamin Cummings, San Francisco, CA.

55. Marieb, E.N. and K. Hoehn. 2010. Human Anatomy & Physiology. 8th edition. Pearson Education Inc., Benjamin Cummings, San Francisco, CA.
56. Maunder, R.R. 2011. Understanding Laboratory Tests. A Quick Reference. 1st edition. Elsevier Mosby, St. Louis, Missouri.
57. 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.
58. Moore, M.C. 2009. Pocket Guide to Nutritional Assessment and Care. 6th edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
59. 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.
60. Nelms, M., K.P. Sucher, K. Lacey and S.L. Roth. 2015. Nutrition Therapy & Pathophysiology. 3rd edition. Wadsworth, Belmont, California.
61. Nix, S. 2009. Williams' Basic Nutrition & Diet Therapy. 13th edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
62. Oncology Nutrition Dietetic Practice Group, L. Elliott, L.L. Molseed, P.D. McCallum, with B. Grant. Spring 2006. The Clinical Guide to Oncology Nutrition. 2nd edition. American Dietetic Association, Chicago, Illinois.
63. Peckenpaugh, N.J. 2010. Nutrition Essentials and Diet Therapy. 11th edition. Saunders Elsevier, St. Louis, Missouri.
64. Pennington, J.A.T. and J. Spungen Douglass. 2009. Bowes & Church's Food Values of Portions Commonly Used. 19th edition. Lippincott, Williams and Wilkins, Baltimore, MD.
65. Porth, C.M. 2007. Essentials of Pathophysiology: Concepts of Altered Health States. 2nd edition. Lippincott Williams & Wilkins, Baltimore, MD.
66. Pronsky, Z.M. and Sr. J. Crowe. 2010. Food-Medication Interactions. 16th edition. Food Medication Interactions, Birchrunville, PA.
67. 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.
68. Rhoades, R.A., and D.R. Bell. 2008. Medical Physiology: Principles for Clinical Medicine. 3rd edition. Lippincott, Williams & Wilkins, New York, NY.
69. Rubin, E. and H.M. Reisner. 2008. Essential of Rubin's Pathology. 5th edition. Lippincott Williams & Wilkins, New York, New York.
70. Rolfes, S.R., K. Pinna, and E. Whitney. 2012. Understanding Normal and Clinical Nutrition. 9th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
71. 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.

72. Snell, R.S. 2008. *Clinical Anatomy by Regions*. 8th edition. Lippincott, Williams & Wilkins, Baltimore, MD.
73. Snetselaar, L. 2006. *Nutrition Counseling for Lifestyle Change*. CRC Press, New York, NY.
74. Snetselaar, L. 2009. *Nutrition Counseling Skills for the Nutrition Care Process*. 4th edition. Jones and Bartlett Publishers, Sudbury, MA.
75. 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
76. Thompson, J. and M. Manore. 2008. *Nutrition: An Applied Approach*. 2nd edition. Pearson Education Inc., Benjamin Cummings, San Francisco, CA.
77. Tierney Jr., L.M., S.J. McPhee and M.A. Papadakis. 2008. *Current Medical Diagnosis and Treatment*. 47th edition. Lange Medical Books / McGraw-Hill, Toronto, Ontario.
78. Wardlaw, G.M. and A.M. Smith. 2010. *Contemporary Nutrition*. 8th edition. McGraw-Hill Ryerson Ltd, New York, NY.
79. Weight Management Dietetic Practice Group, C.K. Biesemeier and J.Garland. 2009. *ADA pocket guide to bariatric surgery*. The American Dietetic Association, Chicago, Illinois.
80. 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.
81. 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.
82. Yamada, T., D.H. Alpers, N. Kaplowitz, L. Laine, C. Owyang, and D.W. Powell, Editors. 2009. *Textbook of Gastroenterology*. Vol. 1 and 2. 5th edition. Lippincott Williams & Wilkins, Baltimore, MD.
83. Yamada, T., D.H. Alpers, A.N. Kalloo, N. Kaplowitz, C. Owyang and D.W. Powell. 2009. *Atlas of Gastroenterology*. 4th 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.

Learning Outcomes

Upon successful completion of this course, students will be able to demonstrate the Brescia Competencies of Communication, Critical Thinking, Inquiry & Analysis, Problem Solving, Self-Awareness and Development, Social Awareness and Engagement.

1. To discuss the metabolic and physiological alterations in selected diseases as a basis for diet modification for therapeutic purposes. [Critical Thinking, Inquiry & Analysis, Problem Solving, Level 4]
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]

Brescia Competencies

1. 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.

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. Inquiry and 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.

4. 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.

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

Format:

- Three hours of lecture per week, plus supplementary readings and exercises assigned.
- Students will be graded on case studies, 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.

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.

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
Case Studies <i>Case studies-in groups including written report</i>	20%	Various deadlines	3,4	1-4,6,7
Mid-Term Exam <i>This exam will include the material covered in class and the assigned readings and exercises for lectures 1-5.</i>	40%	Oct.23	3,4	1-4,
Final Exam <i>This exam will include material covered in class and the assigned readings and exercises after the mid-term exam.</i>	40%	TBA	3,4	1-4,

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.

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 11	Course Outline, Living Learning Contract	

		Overview of Problem Need Plan and Case Study	
2	Sept 18	Nutrition Support: Enteral Nutrition	Case study due next class
3	Sept 25	Malnutrition	Case study due next class
4	Oct 2	Nutrition and Peptic Ulcer Disease Nutrition and Surgery of the Upper Gastrointestinal Tract	
5	Oct 9	Nutrition and Disease of Liver and Pancreas	Case study due next class
6	Oct 16	Nutrition and Cancer	
7	Oct 23	Lectures 1-5	Mid-Term Exam
8	Oct 30	Diabetes Mellitus, Type 1	
9	<i>Nov 6</i>	<i>Reading week no Class</i>	
10	Nov 13	COPD and IBD	Case study due next class
11	Nov 20	Bowel Surgery and Short Bowel Syndrome	
12	Nov 27	Nutrition Support: Parenteral Nutrition	
13	Dec 4	EN TPN workshop	

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/> 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.
