



## Family Studies and Human Development 1010 section 530

### Introduction to Families in Canada

Intersession 2020, May 11-June 29

Welcome!!

**Professor:** Dr. Lara Descartes

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#### Course Description:

This introductory course explains the field of Family Studies, examining the factors that shape family life, from individual psychology to group dynamics to social forces such as the workplace, the economy, and the government. Families are considered across the life course, and family diversity is highlighted.

**Course Objectives and Competencies:** By the end of the semester, it is intended that students will:

- Demonstrate knowledge of Family Studies and Human Development terminology, concepts, research methods, and theories (inquiry and analysis level 1, critical thinking level 1).
- Be able to identify and explain the different stages of family life (inquiry and analysis level 1, critical thinking level 1).
- Be able to describe how life course theory helps us understand the characteristics and processes of families in different stages (inquiry and analysis level 2, critical thinking level 2).
- Be able to relate ways in which families are influenced by the institutions of their society (social awareness and engagement level 1, inquiry and analysis level 2, critical thinking level 2).
- Demonstrate an understanding of the range of diversity of contemporary Canadian families (social awareness and engagement level 1, inquiry and analysis level 1, critical thinking level 1, valuing level 1).
- Understand some of the challenges facing Canadian families, such as poverty and violence (inquiry and analysis level 1, critical thinking level 1, problem solving level 1, valuing level 1, social awareness and engagement level 1).
- Be able to identify how Canadian families likely will continue to change in the future (inquiry and analysis level 2, critical thinking level 2, valuing level 1).
- Reflect upon their own attitudes and beliefs about families and family roles (critical thinking level 2, valuing level 2, self-awareness and development level 2).
- Develop skills in synthesizing Family Studies and Human Development knowledge, and presenting it professionally and coherently (critical thinking level 2, inquiry and analysis level 2, valuing level 1, communication level 1).

**Prerequisite:** None

**Antirequisite:** Family Studies and Human Development 1020, and the former Family Studies 1020

**Required Text:** Bélanger, M., & Ward, M. (2018). *The Family Dynamic: Canadian Perspectives* (7<sup>th</sup> Ed.). Nelson Publishers. This text comes in paper or electronic versions and either is available at:

[https://www.nelson.com/catalogue/productOverview.do?N=197+4294950863&Ntk=P\\_EPI&Ntt=17716963943609901008634698291418743646&Ntx=mode%2Bmatchallpartial](https://www.nelson.com/catalogue/productOverview.do?N=197+4294950863&Ntk=P_EPI&Ntt=17716963943609901008634698291418743646&Ntx=mode%2Bmatchallpartial) Western Book Store will be selling the e-version:

<https://bookstore.uwo.ca/>

## Evaluation and Grading:

Activities, 10, equally weighted at 4% each, for a total of 40%. These are untimed. Instructions are in the course calendar. There are 11 activities listed: you can do all 11 and take the 10 highest marks, or just skip one entirely. But don't skip Activity 1, that's mandatory, so we can get to know each other a bit. 😊

Tests, 3, with Test 1 weighted at 15%, Test 2 at 15%, and Test 3 at 30% for a total of 60%. Multiple choice and fill in the blank and short answer. Tests can cover all class material: book, videos, activities. Tests are on Owl under "Tests and Quizzes" and will be timed. The final is cumulative.

## Assignments/Grades:

The policies governing requests for accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline (i.e., exam makeups and late assignments are only possible with permission from an academic advisor, given with *documentation* of a medical or personal emergency). Assignments must be handed in on the day they're due unless there is academic accommodation. Without accommodation, late penalties are 5 points per day, with the day ending at 4 pm.

## UWO Grade Scale:

- A+ 90-100 One could scarcely expect better from a student at this level
- A 80-89 Superior work which is clearly above average
- B 70-79 Good work, meeting all requirements, and eminently satisfactory
- C 60-69 Competent work, meeting requirements
- D 50-59 Fair work, minimally acceptable
- F below 50 Fail

**Course Policies:** This course has an Owl site where resources and marks will be posted, classwork will be turned in, and tests will be taken. You should monitor your mark throughout the term. If you are unfamiliar with Owl, there are tutorials on how to use its features at: <https://teaching.uwo.ca/elearning/strategies-tools-tutorials/student-video-tutorials.html>

No screenshots or audio- or video-recording, please. All class materials are copyrighted.

There of course cannot be any cheating on exams and assignments (e.g., plagiarism from other people's written work and websites). Please see the Academic Policies regarding cheating and plagiarism. Exams are to be taken individually.

This is a survey class and a large amount of material is covered in the textbook, plus we have videos, activities, etc. Exams will cover all reading material and all class material.

We may cover sensitive topics in class and class materials, which may include death, violence, sexual assault, bullying, alcoholism, and more. Topics related to sex and reproduction will be covered, as will sexuality and gender.

There are a number of videos that are part of class activities. These videos have all been selected to ensure that they are free to watch and reasonably short. Many are produced in the United States: this is due in part to the selection available online. I considered the content in those selected to be transferable to the Canadian context. Please be aware that videos involve interviews with various individuals with a variety of perspectives and experiences: when I thought that content could be upsetting, I did my best to include a note next to the video link. Please contact me if you have concerns.

Please be aware that a range of opinions and ideas and experiences may be expressed in class venues and forums. We may not always agree with each other but we should treat each other with calmness and consideration.

When sending an email to me, put something in the subject line like "FSDH1010." Address email with something like "Dear Dr. D." or "Hello Dr. D." Please sign your name to your email.

**Course Calendar: For each day, first do the “To Read” and then do the “To Do.” Activities can be turned in early.**

Date	Topic	To Read	To Do
May 11	Course introduction, process	Syllabus	<p>Access and look through ‘Family Studies and Human Development at Brescia’: <a href="https://owl.uwo.ca/access/content/group/4fdefd78-a024-4233-88c5-4bdf8148d447/Careers%20in%20Family%20Studies%20_Autosaved_.pptx">https://owl.uwo.ca/access/content/group/4fdefd78-a024-4233-88c5-4bdf8148d447/Careers%20in%20Family%20Studies%20_Autosaved_.pptx</a></p> <p>Activity 1 (mandatory): Go to the Owl Voicethread tab under the ‘Introduction’ thread and post a short video stating your first name, your home university, your major, and what you want to do with your degree. Finally, make a comment about some aspect of the content on ‘Family Studies and Human Development at Brescia.’ Browse through other people’s videos as they get posted, including mine. This is due by May 12 at 4 pm.</p>
13	Family theory and methodology	<i>The Family Dynamic</i> (TFD) Chapter 1 (C1)	<p>Go to the Vanier Institute’s resources page, which lists current Canadian family research published in different formats: <a href="https://vanierinstitute.ca/resources/">https://vanierinstitute.ca/resources/</a>. Browse through and find an entry that interests you.</p> <p>Activity 2: Writing exercise of about two paragraphs. Which theory discussed in C1 might apply to the research entry you were interested by? Explain how. Use the language of the book. Bonus: What methods does it seem the researchers used to gather their data? Submit your writing through the Assignments tab in Owl. This is due by May 14 at 4 pm.</p>
18	Diversity and social justice	TFD C2	<p>Watch <i>That’s a Family!</i> <a href="https://uwo.kanopy.com/product/thats-family-divorce-lgbt-single-parents-m">https://uwo.kanopy.com/product/thats-family-divorce-lgbt-single-parents-m</a></p> <p>Activity 3: Writing exercise of about two or three paragraphs. Using applicable terms you read and see in C2 and <i>That’s a Family!</i>, discuss your own family’s composition and structure. Submit your writing through the Assignments tab in Owl. This is due by May 19 at 4 pm.</p>
20	Intimate relationships	TFD C3	<p>Watch <i>Making Connections, Choosing Partners</i> <a href="https://uwo.kanopy.com/video/making-connections-choosing-partners">https://uwo.kanopy.com/video/making-connections-choosing-partners</a></p> <p>Please be aware that a person interviewed in this video expresses opinions that are not body positive.</p> <p>Activity 4: Writing exercise of about two or three paragraphs. Reflection on the video: What topic in the video was most interesting to you? What are your thoughts about it? How are your thoughts shaped by your own personal and cultural background? Submit your writing through the Assignments tab in Owl. This is due by May 21 at 4 pm.</p>
25	Marriage and cohabitation	TFD C4	<p>After you have read TFD C1, C2, C3, and C4, watched the videos, and done the activities, go to Owl and under the Tests and Quizzes tab, take Test 1. This is due May 26 by 4 pm. This is a timed test. Once you start you will have three hours (I expect most of you will finish within one hour).</p>

27	Childbearing decisions & issues	TFD C5	<p>Watch <i>To Parent or not to Parent</i>. <a href="https://uwo.kanopy.com/video/parent-or-not-parent">https://uwo.kanopy.com/video/parent-or-not-parent</a> Please be aware that a couple interviewed in this video experienced a stillborn delivery.</p> <p>Activity 5: Writing exercise of about two or three paragraphs. Reflection on the video: What interviews in the video resonated with you? How do they connect to your own thoughts and experiences about childbearing decisions? Submit your writing through the Assignments tab in Owl. This is due by May 28 at 4 pm.</p>
June 1	Raising and socializing children	TFD C6	<p>Go to ScienceDaily's website: <a href="https://www.sciencedaily.com/">https://www.sciencedaily.com/</a></p> <p>Do a search on infants or children and find a research bulletin that interests you. You'll have to scroll past the initial list of sponsored content links.</p> <p>Activity 6: Make a meme (a graphic with a short caption) summarizing the take-away point of the research bulletin and post it to our Owl Forum under the "Infant and Child Memes" thread. At the bottom of your meme include a link to the original research bulletin. This is due by June 2 at 4 pm. Browse through other people's memes and give supportive feedback on at least two.</p>
3	Middle years and aging	TFD C7 and TFD C8	<p>Go to ScienceDaily's website: <a href="https://www.sciencedaily.com/">https://www.sciencedaily.com/</a></p> <p>Do a search on aging or old age and find a research bulletin that relates to keeping physically or mentally well in the later years. You'll have to scroll past the initial list of sponsored content links.</p> <p>Activity 7: Make a meme summarizing the take-away point of the research bulletin and post it to our Owl Forum under the "Healthy Aging Memes" thread. At the bottom of your meme include a link to the original research bulletin. This is due by June 4 at 4 pm. Browse through other people's memes and give supportive feedback on at least two.</p>
8	Lone parent families	TFD C9	<p>After you have read TFD C5, C6, C7, C8, and C9, watched the videos, and done the activities, go to Owl and under the Tests and Quizzes tab, take Test 2. This is due June 9 by 4 pm. This is a timed test. Once you start you will have three hours (I expect most of you will finish within one hour).</p>
10	Divorce and Remarriage and stepfamilies	TFD C10 and TFD C11	<p>Go to the Vanier Institute's resources page, which lists current Canadian family research published in different formats: <a href="https://vanierinstitute.ca/resources/">https://vanierinstitute.ca/resources/</a>. Browse through and find an entry specific to divorce, separation, uncoupling, recoupling, co-parenting, or any other topic that relates to C10 or C11.</p> <p>Activity 8: Use the entry to create a short educational bulletin in video format (1 or 2 minutes) about either an interesting fact or a piece of advice pertinent to divorce, uncoupling, remarriage, co-parenting, blended families, etc. Post your educational bulletin to our Owl Voicethread under the "Divorce, remarriage, co-parenting, etc. educational bulletins" thread. Mention the title of the article you used as a source somewhere in your video. This is due by June 11 at 4 pm. Browse through other people's educational bulletins and give supportive feedback on at least two.</p>

15	Problems in families	TFD C13	<p>Go to the programs and services webpage of the Centre for Addiction and Mental Health <a href="https://www.camh.ca/en/your-care/programs-and-services">https://www.camh.ca/en/your-care/programs-and-services</a></p> <p>Activity 9: Browse through the available programs and services and find one that you think is particularly useful. Using the language of C13, discuss how the existence of the program might help individuals and families and include any suggestions you may have for making the scope of the program even better. Submit your writing through the Assignments tab in Owl. This is due by June 16 at 4 pm.</p>
17	Abuse and violence	TFD C14	<p>Anova provides support for women and children who have experienced violence. Their website is: <a href="http://www.anovafuture.org/">http://www.anovafuture.org/</a> Go there and click on the Education and Advocacy tab to browse through the entries.</p> <p>Activity 10: Writing exercise of about two paragraphs. If you were going to work at Anova, which of the education or advocacy areas would you like to contribute to and, briefly, why? And, using the concepts discussed in C14, is there any area where you think Anova should expand their programming? Submit your writing through the Assignments tab in Owl. This is due by June 18 at 4 pm.</p>
22	Families in poverty	TFD C15	<p>Watch <i>No Place Called Home</i> at <a href="https://www.nfb.ca/film/no_place_called_home/">https://www.nfb.ca/film/no_place_called_home/</a> (you have to create an account to watch it for free). Please be aware that this film refers to violence against women and children.</p> <p>Activity 11: Writing exercise of about three paragraphs. Reflection on the video: What are your thoughts about the challenges the family faced? If you were designing a program to help families in their situation, what would you include? Use the language of C15. Submit your writing through the Assignments tab in Owl. This is due by June 23 at 4 pm.</p>
24	Future of the Canadian family	TFD C16	<p>After you have read TFD C10, C11, C13, C14, C15, and C16, watched the videos, and done the activities, go to Owl and under the Tests and Quizzes tab, take Test 3, which is a cumulative final. This is due June 29 by 4 pm. This is a timed test. Once you start you will have five hours (I expect most of you will finish within two hours).</p>
June 29	Final Exam Due by 4 pm.		<p>Congratulations on finishing the course material for FSHD1010! Have a great summer! 😊</p>

## 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](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](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](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](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](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](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](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](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/>.

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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.

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