

COURSE OUTLINE: SECTION 533

COURSE DIRECTORS:

- Dr. Colleen O'Connor Ph.D., R.D. [Section 530]
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- Dr. Brenda Hartman Ph.D., R.D. [Section 531]
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- Dr. Janet Madill, Ph.D., R.D. [Section 532]
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SESSIONAL INSTRUCTORS:

Justine Horne, MScFN, R.D. Ph.D. candidate (Section 533)
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COURSE DESCRIPTION:

Introduction to therapeutic nutritional care/service, modifications of normal diet to meet special nutritional needs, menu planning; documentation of nutritional care.

CLASS SCHEDULE: (3 lecture hours, half-course)

Sec 530 (Dr. O'Connor): Monday 8:30AM-11:30AM; BR 135

Sec 531 (Dr. Hartman): Monday 8:30AM-11:30AM; UH 30

Sec 532 (Dr. Madill): Monday 6:30PM-9:30PM BR 185

Sec 533 (Sylvia Rinaldi & Justine Horne): Thursday 6:30-9:30PM BR 18

PREREQUISITE: Foods and Nutrition 2241a/b, or the former Foods and Nutrition 2235a/b.

CO-or PREREQUISITE: Foods and Nutrition 3344a/b

ANTIREQUISITE: The former Foods and Nutrition 451.

OBJECTIVES: 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 by:

1. Demonstrating an understanding of the role of the Foods and Nutrition Services in nutrition management of patients/clients.
2. Demonstrating nutritional interviewing and counseling skills. Identify the nutritional implications of age, economics, physiological and sociocultural characteristics of patients/clients.
3. Assessing the quantity and quality of food available to individuals in hospitals, as well as develop an understanding of normal and therapeutic/modified diets.
4. Assessing and monitoring the nutritional status and needs that hospitalized patients have using appropriate tools and pertinent medical terminology. Be aware of the nutritional implications of drug-nutrient interactions.
5. Using the principles involved in planning and implementing nutrition care, including those necessary for the interpretation of nutrition data, the recommendation of appropriate diet orders and the implementation of physicians' orders.
6. Recognizing the principles involved in menu planning for optimum nutrition of individuals in the disease state, including the use of a software program in menu analysis and control.
7. Interpreting nutritional prescriptions and translate standard therapeutic diet guidelines into daily food selections. Exhibit knowledge about commercial supplements.
8. Recognizing the influence of the psychological, political, social, cultural and economic factors on food consumption, including food habits and preferences, in counseling modified diets.
9. Respecting the ethics as applied to personal and professional behavior, especially the confidentiality in patient care management.

10. Developing critical thinking, teamwork and oral communication skills.
11. Beginning to think like a clinician, and to follow patient-centered care practices.
12. Acting as each patients' nutritional ombudsman.

TEACHING MODES:

- Three hours of lecture per week, plus supplementary readings and exercises assigned.
- Students will be graded on written assignment (e.g. case study), and two exams.
- An interactive approach to learning will include individual and group work, patient case studies requiring menu revisions, class discussions, and role-playing.
- Emphasis will be placed on the mechanics involved and skills required to put theory into practice. Please bring a calculator to every lecture.

Due to privacy concerns, the use of video cell phones during this class is *prohibited*. Please ensure cell phone use is restricted to before/after class and during breaks only. Please ensure that *all* cell phones are ON SILENT while you are in the classroom.

REQUIRED TEXTS:

1. Nelms, M., K.P. Sucher, K. Lacey and S.L. Roth. 2016. Nutrition Therapy & Pathophysiology. 3rd edition. Wadsworth, Belmont, California. (Main Text)

Please ensure you have access to current editions (are available online) for Diagnostic and Laboratory References (SI Units will be used for all case studies and class material) and Medical Dictionaries for Health Professionals

Course Evaluation Components:

<u>Component</u>	<u>Percent of Final Grade</u>	<u>Dates</u>
Case Study: Part 1: Pathophysiology Part 2: Problem/Need Part 3: Interpretation Part 4: Chart Note	20% (Each section is worth 5%)	Part 1: Sept 22 (Week 3) Part 2: Oct 13 (Week 6) Part 3: Nov 10 (Week 9) Part 4: Dec 1 (Week 12)
Mid-term exam	40%	October 22 Length: 3 hours Auditorium (all Sections)
Final Exam	40%	Based on final exam schedule (December 2016)

DEPARTMENTAL POLICIES:

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 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.

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.

SCHEDULE OF LECTURES AND TOPICS:

<u>Week Date</u>	<u>Topic</u>	<u>Readings</u>
Week 1 Sept 8	Course outline; Living Learning Contract Overview of clinical nutrition departments Role of the Registered Dietitian, and role of the Dietetic Technician Food in the hospital: regular and modified diets Explanation of the case study assignment OPEN MENDELEY ACCOUNT	Text: Chapter 2 (p.17-32) Readings: 1.

Week 2 Sept 15	Nutrition care process and standardized language Medical nutrition diagnosis Nutrition care plan; Medical record; Charting Interdisciplinary health care team Scope of practice Introduction to Problem/Need Plan and charting	Text: Chapter 6 (p. 115-123) Readings: 2-4
Week 3 Sept 22	Nutritional and dietary assessment Nutrition education and counseling Drug-nutrient interactions Factors affecting food intake High-energy, high-protein nutrition care plan HAND IN: Case Study- Pathophysiology - answer questions from case study - include current and reputable references (≤ 10 references, text book is one reference only) - total [5%]	Text: Chapter 11, Box 11.2 & Table 11.2 Readings: 5-9
Week 4 Sept 29	Neurological Diseases and Dysphagia	Text: Chapter 20 (p. 596-634) Readings 10-12
Week 5 Oct 6	Liquid diets Oral nutritional supplements and enteral formulas Eating disorders Fat-restricted diet Long-chain-triglyceride-restricted, medium-chain-triglyceride diet	Text: Chapter 4 (p. 72-77, 96); Appendix J
Week 6 Oct 13	THIS LECTURE IS NOT ON THE MIDTERM EXAM. IT WILL BE INCLUDED ON THE FINAL EXAM. Obesity and weight management Metabolic Syndrome HAND IN: Case Study- Problem/Need [5%]	Text: Chapter 12 Readings: 13-16
Oct 20	MIDTERM EXAMINATION 9 am to 12 pm Auditorium	Includes material covered in class and assigned readings and exercises Weeks 1-6 inclusively
Week 7 Oct 27	FALL READING WEEK: NO CLASS	
Week 8 Nov 3	Food intolerances and allergies Celiac disease and the gluten-free diet Lactose-controlled diet	Text: Chapter 9 & 15 (184-87; 389-400, 405-418, 423-424)

	Fibre-restricted diet High Fibre diet	Readings: 17-19
Week 9 Nov 10	Lifestyle management of Type 2 Diabetes Mellitus T2DM meal planning using Beyond the Basics HAND IN: Case Study- Interpretation [5%]	Text: Chapter 17 (p.482-508) Readings: 20-22
Week 10 Nov 17	Nutrition management of cardiovascular disease, hyperlipidemias and hypertension-Part 1	Text : Chapter 13 (p.292-334). Readings :23
Week 11 Nov 24	Nutrition management of cardiovascular disease, hyperlipidemias and hypertension-Part 2	
Week 12 Dec 1	Nutrition management of renal disease Protein-restricted diet Fluid-restricted diet Sodium-restricted diets Phosphorus-restricted diet Other modified mineral diets HAND IN: Chart Note [5%]	Text: Chapter 18 (p. 521-557) Readings:24-25
Week 13 Dec 8	Commercial Nutrition Supplements & Formulas Guest Speaker	
December	Final Examination	

READINGS:

1. American Dietetic Association “Nutrition Care Process *Snapshot* and model” Assessment, Diagnosis, Intervention & Monitoring and Evaluation. on OWL
2. 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>).
 - a. Chapter 4: “Scope of Practice, Controlled Acts, Delegations and Orders” p 36-52.
 - b. Chapter 5: “Privacy Obligations” p 53-63.
 - c. Chapter 6: “Confidentiality & Disclosure of Client Information” p 64-76.
 - d. Chapter 8: “Record Keeping” p 87-99.
3. 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>). p 7-15, 22, 24, 27, 29, 31.

4. American Dietetic Association. Nutrition Care Process Part II. Using the International Dietetics and Nutrition Terminology to Document the Nutrition Care Process. On OWL.
5. Eating Guidelines for a Low Tyramine Diet On OWL.
6. Dietitians of Canada. PEN. Five Common Natural Health Products with Promise. On OWL.
7. Food Medications Interactions. Drug Interactions with Grapefruit and Related Citrus Fruits (Exerpt) On OWL.
8. Predictive Energy Equations. On OWL.
9. "Dangerous Abbreviations" Handout on OWL.
10. Ney DM, Weiss JM, Kind AJH, Robbins J. Senescent swallowing: impact, strategies, and interventions. *Nutr Clin Pract* 2009;24:395-413.
11. Dietitians of Canada. The role of the registered dietitian in dysphagia assessment and treatment. A discussion paper. <http://www.dietitians.ca/Downloads/Public/Role-DC-in-Dysphagia-Assessment-n-Treatment.aspx>
12. College of Dietitians of Ontario. Scope of Practice for Registered Dietitians caring for Clients with Dysphagia in Ontario. On OWL.
13. Edmonton Obesity Staging System. On OWL
14. PEN " How to Choose a Weight Loss Diet" On OWL.
15. Lau DCW, Douketis JD, Morrison KM, Hramiak IM, Sharma AM, Ur E. for the members of the Obesity Panel. 2007. "Canadian clinical practice guidelines on the management and prevention of obesity in adults and children. *Canadian Medical Journal* 176 (8 Suppl), 1-117. [available online at www.cmaj.ca or www.obesitynetwork.ca
16. <https://www.youtube.com/watch?v=CeGfee9igK4>
17. Case S. The gluten-free diet: how to provide effective education and resources. *Gastro* 2005;128:S128-S135.
18. Dietitians of Canada. Managing Diarrhea on OWL.
19. Academy of Nutrition and Dietetics. High Fiber Nutrition Therapy. On OWL.
20. Canadian Diabetes Association Clinical Practice Guidelines Expert Committee. 2013. Canadian Diabetes Association 2013 Clinical Practice Guidelines for the Prevention and Management of Diabetes in Canada. *Can J Diabetes* 2013;37(suppl 1):S1-S212. (This document is available for consultation online at <http://guidelines.diabetes.ca/> and can be purchased from the Canadian Diabetes Association at 1-800-BANTING or through their Web site).
21. Handout on Glycemic Index. On OWL.
22. Canadian Diabetes Association. 2005. "Beyond the Basics: Meal Planning for Healthy Eating, Diabetes Prevention and Management." (poster resource). Canadian Diabetes Association, Toronto, Ontario.
23. Canadian Hypertension Education Program. 2014 Recommendations. www.hypertension.ca
24. Dietitians of Canada. PEN. Low Potassium Handout
25. The Kidney Foundation of Canada. Phosphorus and Chronic Kidney Disease.

OTHER RECOMMENDED REFERENCES:

- American Dietetic Association and Dietitians of Canada. 2000. Manual of Clinical Dietetics. 6th edition, American Dietetic Association, Chicago, Illinois.
- American Dietetic Association. 2008. Pocket Guide for International Dietetics & Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process. American Dietetic Association, Chicago, Illinois.
- American Dietetic Association. 2006. Nutrition Diagnosis: A Critical Step in the Nutrition Care Process. American Dietetic Association, Chicago, Illinois.
- American Dietetic Association. 2003. Pediatric Manual of Clinical Dietetics. 2nd edition, American Dietetic Association, Chicago, Illinois.
- American Dietetic Association. ADA Nutrition Care Manual. Online resource (<http://www.eatright.org>).
- Bauer, K. and C. Sokolik. 2002. Basic Nutrition Skill Development. Wadsworth / Thomson Learning, Belmont, CA.
- Belton, A.B. and N. Simpson. 2003. The How To of Patient Education. R.J+Associates, Streetsville, Ontario.
- Brown, J.E. 2005. Nutrition Now. 4th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
- Canadian Pharmacists Association. 2008. Compendium of Pharmaceuticals and Specialties. The Canadian Drug Reference for Health Professionals. 43rd edition, Canadian Pharmacists Association, Ottawa, Ontario.
- Canadian Public Health Association. 1998. Easy Does It! Plain Language and Clear Verbal Communication. Training Manual. Canadian Public Health Association, Ottawa, Ontario.
- Cataldo, C.B., L.K. DeBruyne, and E.N. Whitney. 2003. Nutrition and Diet Therapy: Principles and Practice. 6th edition. Thomson Brooks/Cole, Thomson/Nelson, Belmont, CA.
- Charney, P. and A. Malone. 2009. ADA Pocket Guide to Nutrition Assessment. 2nd edition. American Dietetic Association, Chicago, Illinois.

- Coulston, A.M., C.L. Rock, and E.R. Monsen. 2001. Nutrition in the Prevention and Treatment of Disease. Academic Press, Elsevier, San Diego, CA.
- Dahl, W.J. and Dietitians of Canada. 2004. Texture-Modified Foods: A Manual for Food Production for Long Term Care Facilities. Dietitians of Canada, Toronto, Ontario.
- DeBruyne, L.K., E.N. Whitney and K. Pinna. 2008. Nutrition and Diet Therapy. 7th edition. Wadsworth/Thomson Learning Publishing Company, Toronto, Ontario.
- Diabetes Care and Education Dietetic Practice Group, T.A. Ross, J.L. Boucher and B.S. O'Connell. 2005. American Dietetic Association Guide to Diabetes Medical Nutrition Therapy and Education. American Dietetic Association, Chicago, Illinois.
- Dietitians of Canada. PEN: Practice-based Evidence in Nutrition. Online resource. (<http://www.dietitians.ca>).
- Escott-Stump, S. 2008. Nutrition and Diagnosis-Related Care. 6th edition, Lippincott, Williams and Wilkins, Baltimore, Maryland.
- Fodor, G.F., J.J. Frohlich, J.J.G. Genest Jr. and P.R. McPherson. 2000. "Recommendations for the management and treatment of dyslipidemia. Report of the Working Group on Hypercholesterolemia and Other Dyslipidemias." *Canadian Medical Association Journal* 162 (10), 1441-1447.
- Foster, G.D. and C.A. Nonas, Editors. 2004. Managing Obesity: A Clinical Guide. American Dietetic Association, Chicago, Illinois.
- Gable, J. 1997. Counselling Skills for Dietitians. Blackwell Science Inc., Malden, MA.
- Genest, J., J. Frohlich, G. Fodor and R. McPherson (The Working Group on Hypercholesterolemia and other Dyslipidemias). 2003. "Recommendations for the management of dyslipidemia and the prevention of cardiovascular disease: 2003 update." *Canadian Medical Association Journal* 168 (9), 921-924. (available online)
- Gibson, S. 2005. Principles of Nutrition Assessment. 2nd edition. Oxford University Press, New York, New York.
- Grodner, M., S. Long, and S. DeYoung. 2004. Foundations and Clinical Applications of Nutrition: A Nursing Approach, 3rd edition. Mosby, Elsevier, St. Louis, Missouri.

- Harris-Davis, E. and B. Haughton. 2000. "Model for multicultural nutrition counseling competencies." ***Journal of the American Dietetic Association*** 100 (10) 1178-1185.
- Health Canada. 2007. Eating Well with Canada's Food Guide. A Resource for Educators and Communicators. Health Canada, Ottawa, Ontario.
- Hogan, M.A. and D. Wane. 2003. Nutrition & Diet Therapy Reviews & Rationales. Prentice Hall, Pearson Education, Upper Saddle River, N.J.
- Holli, B.B. and R.J. Calabrese. 2003. Communication and Education Skills for Dietetic Professionals. 4th edition. Lippincott, Williams and Wilkins, Baltimore, Maryland.
- Institute of Medicine of the National Academies. 1997. Dietary Reference Intakes for Calcium, Phosphorus, Magnesium, Vitamin D, and Fluoride. The National Academies Press, Washington, D.C. (and other DRI publications available for consultation at <http://www.nap.edu>)
- Institute of Medicine of the National Academies. 1998. Dietary Reference Intakes: Proposed Definition and Plan for Review of Dietary Antioxidants and Related Compounds. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2000a. Dietary Reference Intakes for Thiamin, Riboflavin, Niacin, Vitamin B6, Folate, Vitamin B12, Pantothenic Acid, Biotin, and Choline. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2000b. Dietary Reference Intakes: Applications in Dietary Assessment. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2000c. Dietary Reference Intakes for Vitamin C, Vitamin E, Selenium, and Carotenoids. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2001a. Dietary Reference Intakes: Proposed Definition of Dietary Fiber. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2001b. Dietary Reference Intakes for Vitamin A, Vitamin K, Arsenic, Boron, Chromium, Copper, Iodine, Iron, Manganese, Molybdenum, Nickel, Silicon, Vanadium, and Zinc. The National Academies Press, Washington, D.C.

- Institute of Medicine of the National Academies. 2003a. Dietary Reference Intakes: Applications in Dietary Planning. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2003b. Dietary Reference Intakes: Guiding Principles for Nutrition Labeling and Fortification. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2004. Dietary Reference Intakes: Water, Potassium, Sodium, Chloride, and Sulfate. Prepublication copy, The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2005. Dietary Reference Intakes: Energy, Carbohydrate, Fiber, Fat, Fatty Acids, Cholesterol, Protein, and Amino Acids (Macronutrients). The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies Committee on the Scientific Evaluation of Dietary Reference Intakes. 2006. Dietary Reference Intakes: The Essential Reference for Dietary Planning and Assessment. The National Academies Press, Washington, D.C.
- Kasper, D., E. Braunwald, A. Fauci, S. Hauser, D. Longo and J. Jameson. 2005. Harrison's Principles of Internal Medicine. Vol. 1 & 2. 16th edition, McGraw-Hill Ryerson, Toronto, Ontario.
- Kettenbach, G. 2004. Writing S.O.A.P. Notes. 3rd edition, F.A. Davis Company, Philadelphia, PA.
- 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)
- Lutz, C.A. and K.R. Przytulski. 2006. Nutrition and Diet Therapy: Evidence-Based Applications. 4th edition. F.A. Davis Company, Philadelphia, PA.
- Lysen, L.K. 2006. Quick Reference to Clinical Dietetics. 2nd edition. Jones and Bartlett Publishers, Sudbury, MA.
- Mahan, L.K. and S. Escott-Stump, Editors. 2012. Krause's Food and the Nutrition Care Process. 13th edition. W.B. Saunders Company, Philadelphia, PA.

- Martin, K.M. 2002. "Tomorrow's Challenges – Today's Realities: Making the Leap." *Canadian Journal of Dietetic Practice and Research* 63 (3), 134-139.
- McPherson, R., J. Frohlich, G. Fodor and J. Genest. 2006. "Canadian Cardiovascular Society position statement – Recommendations for the diagnosis and treatment of dyslipidemia and prevention of cardiovascular disease." *Canadian Journal of Cardiology* 22 (11), 913-927.
- Moore, M.C. 2005. Pocket Guide to Nutritional Assessment and Care. 5th edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
- Nix, S. 2009. Williams' Basic Nutrition & Diet Therapy. 13th edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
- Peckenpaugh, N.J. 2010. Nutrition Essentials and Diet Therapy. 11th edition. Saunders Elsevier, St. Louis, Missouri.
- Pennington, J.A.T. and J. Spungen Douglass. 2005. Bowes & Church's Food Values of Portions Commonly Used. 18th edition. Lippincott, Williams and Wilkins, Baltimore, MD.
- Puckett, R.P. and S.E. Danks. 2002. Nutrition, Diet Modifications and Meal Patterns. 3rd edition. Kendall/Hunt Publishing Company, Dubuque, Iowa.
- Rodwell Williams, S. 2001. Basic Nutrition & Diet Therapy. 11th edition. Mosby/Elsevier Science, St. Louis, Missouri.
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- 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.
- Singh, H., S. Case and D.R. Duerksen. 2003. "An update on celiac disease and the gluten-free diet." *Clinical Nutrition Rounds* 3 (8) 1-6.

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- Stewart, M, J.B. Brown, W.W. Weston, I.R. McWhinney, C.L. McWilliam and T.R. Freeman. 2003. Patient-Centered Medicine Transforming the Clinical Method. 2nd edition. Radcliffe Medical Press, Abingdon, Oxon, United Kingdom.
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- Wardlaw, G.M. and A.M. Smith. 2007. Contemporary Nutrition. 6th edition. McGraw-Hill Ryerson Ltd, New York, NY.
- Weight Management Dietetic Practice Group, C.K. Biesemeier and J.Garland. 2009. ADA pocket guide to bariatric surgery. The American Dietetic Association, Chicago, Illinois.
- Whitney, E.N., L.K. DeBruyne, K. Pinna and S.R. Rolfes. 2007. Nutrition for Health and Health Care. 3rd Edition. Wadsworth/Thomson Learning Publishing Company, Toronto, Ontario.
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- 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.
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- Zgola, J., and G. Bordillon. 2001. Bon appetit!: the joy of dining in long-term care. Health Professions Press, Baltimore, Maryland.

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.

2016-17 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

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

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

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

The full policy on requesting accommodation due to illness can be viewed at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNS

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

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

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

3. ABSENCES

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

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

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2016/pg113.html>

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

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

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

Plagiarism:

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

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

Computer-marked Tests/exams:

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

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

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

decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

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.