

Course Outline – Clinical Nutrition II FN 4453B

School of Food and Nutritional Sciences

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Dean and by the course instructor.

General Information

Course #: FN 4453B

Term: Winter

Year: 2022

Course Day and Time: Thursdays 11:30am to 2:30pm

Course Location:

Section 530 Room: 2001 a

Section 531 Room: 2001 b

Section 532 Room: BR 201

Course Director:

Name: Dr. Janet Madill PhD RD FDC

Section 531

E-mail: jmadill7@uwo.ca

Telephone number for office appointments: x 28240

Office hours for students: as requested

Office location: UH 304

Name: Dr. Brenda Hartman PhD RD

Section 530

E-mail: bhartm5@uwo.ca

Telephone number for office appointments: x28256

Office hours for students: as requested

Office location: UH 304

Instructor:

Name: Joy Hoard RD, MSc-HSED

Section 532

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.

Evaluation

Evaluation breakdown:

Component	Weight	Date	Learning Outcome	BC*	ICDEP*
Mid-term exam <i>This exam will include the material covered in class and the assigned readings from lectures 1-6</i>	33%	March.3		1-4	1.03 b, 1.06, 2.02, 2.06 a, 5.01 to 5.05 Note: 5.04 a, and b, only
Case Studies <i>2 Case studies-in groups of 3,worth 16% each [14% case, 2% reflection, for each case study]</i>	32%	Feb.3 March.24	3,4	1-4,6,7	1.06, 2.03 a, 2.04, 2.06 a, 2.10 a, 2.02 5.01 to 5.05 Note: 5.04 a, and b, only
Final Exam <i>This exam will include the material covered in class and the assigned readings from lectures 7-12</i>	35%	TBD Apr.4-30	3,4	1-4,	1.06, 2.02, 2.06 a 5.01 to 5.05 Note: 5.04 a, and b, only

*BC: *Brescia Competencies*

*ICDEP: *Integrated Competencies for Dietetic Education and Practice*

Course Content

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

Class/Topic	Date	Description	Assignments and/or Readings Due
		e.g., topic, content, associated readings, activities.	e.g., quiz, paper, group project, exam.
1	Jan 6 th	Course Outline, Living Learning Contract Transplantation, review of Problem/Need, Interpretation, Plan, Priority, Action [PIPPA] and Transplant Case Study Introduction to charting	
2	Jan 13 th	Malnutrition	
3	Jan 20 th	Nutrition Support: Enteral Nutrition	Case Study 1 to be handed out to students. Due Feb 3 at beginning of class.
4	Jan 27 th	Nutrition and Cancer	
5	Feb 3 rd	Diabetes Mellitus, Type 1	Case Study 1 due
6	Feb 10 th	Nutrition and Disease of Liver, NAFLD and Pancreas	
7	Feb 17 th	Nutrition and Surgery of the Upper Gastrointestinal Tract	
	Feb 24 th	<i>Reading week</i>	
8	March 3 rd	Mid-term exam	Includes lectures 1-6
9	March 10 th	Nutrition Support: Parenteral Nutrition Part 1	Case Study 2 to be handed out to students. Due March 24 at beginning of class.
10	March 17 th	Nutrition Support: Parenteral Nutrition Part 2	

11	March 24 th	COPD and Mental Health	Case Study 2 due
12	March 31 st	IBD, Bowel Surgery and Short Bowel Syndrome	
		Final exam TBD	Includes lectures 7-12

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.

ICDEP Competencies

The ICDEP were created by The Partnership for Dietetic Education and Practice (PDEP), a network of professionals from education, regulatory, and professional bodies/associations across Canada. There are 7 inter-related Domains (areas) of Practice Competencies: Food and Nutrition Expertise, Professionalism and Ethics, Communication and Collaboration, Management and Leadership, Nutrition Care, Population Health Promotion, and Food Provision.

For more information on ICDEP competencies please visit the [UWO OWL FN UNDERGRADUATE RESOURCES AND INFORMATION](#) site.

Integrated Competencies for Dietetic Education and Practice [ICDEP]

INTEGRATED COMPETENCIES FOR DIETETIC EDUCATION AND PRACTICE (ICDEP)

WHAT are the ICDEP?

The ICDEP were created by *The Partnership for Dietetic Education and Practice (PDEP)*, a network of professionals from education, regulatory, and professional bodies/associations across Canada. There are 7 inter-related Domains (areas) of **Practice Competencies**:

1. Food and Nutrition Expertise
2. **Professionalism and Ethics**
3. **Communication and Collaboration**
4. **Management and Leadership**
5. Nutrition Care
6. Population Health Promotion
7. Food Provision

Although the ICDEP are specific to dietetics, these 3 are relevant for **ANY**

PROFESSIONAL

WHY are these Practice Competencies important?

By appropriately demonstrating abilities in all 7 Domains **prior to starting work as a Registered Dietitian**, candidates (i.e., students in academic programs, practicum students during practicum programs, or individuals writing the CDRE) are prepared for entry-level dietetic practice in Canada. By ensuring compliance with national standards, all accredited dietetic programs in Canada are assessed using the same criteria, allowing RDs to practice anywhere across the country.

HOW are Practice Competencies assessed?

Practice Competencies are assessed through **Performance Indicators** (observable behaviours) at **4 levels**:

KNOWS – assessed through assignments, exams, team projects, etc. throughout students' education and training.

KNOWS HOW and **SHOWS HOW** – assessed at higher levels of education and demand application of knowledge through complex cognitive activities (e.g., case studies, role playing, or interviewing a standardized patient)

DOES – candidates are assessed at this level by preceptors/supervisors during actual dietetic practice.

WHEN are Performance Indicators assessed?

- During the academic component of education programs (course assignments, exams, team projects, etc.)
- During the practicum component of education programs (evaluations of practicum students' learning)
- Through the Canadian Dietetic Registration Examination (national qualifying exam to become an RD)

NOTE TO STUDENTS: Practice Competencies **will be taught (and assessed) in every course!** For example, "**Maintain client confidentiality and privacy**" (one of the Performance Indicators linked to the Practice Competency "Employ a client-centred approach") is important in many areas of food and nutrition, not just clinical practice. Similarly, "**Write clearly and in an organized fashion**" (one of the Performance Indicators linked to the Practice Competency "Use effective written

communication skills”) is relevant in every aspect of educational and professional life; therefore, it will be assessed throughout an individual’s journey to becoming a Registered Dietitian, not just in an essay course.

WHO uses the ICDEP?

The primary users of ICDEP are:

- Education programs, to guide curriculum and assessment of learning outcomes
- Developers and evaluators of the Canadian Dietetic Registration Exam
- The Accreditation Council, to evaluate compliance with standards for accrediting dietetic education programs

The Practice Competencies may also be useful to the public, employers, and other health professionals to enable a common understanding of entry-level dietetic practice.

Students can also refer to the ICDEP when completing applications for practicum programs or graduate schools to demonstrate the value and relevance of their work, volunteer, or extra-curricular activities.

Full document available at: [INTEGRATED COMPETENCIES FOR DIETETIC EDUCATION AND PRACTICE v3 2020](#)

Teaching Methodology and Expectations of Students

Format:

- Three hours of lecture per week, plus supplementary readings and exercises assigned.
- Students will be graded on 2 case studies and midterm and final exam.
- An interactive approach to learning will include individual and group work, patient case studies, and class discussions.
- Emphasis will be placed on the skills required to apply clinical nutrition and physio-pathology knowledge into the formulation of practical nutrition care plans.

Participation/Attendance: Everyone enrolled in the course is expected to participate in class.

Penalty for late assignments: Case studies are due on the day indicated in the outline.

Please ensure that both you and your team member have your name and student number on the cases.

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.

Academic Accommodation

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

For course components worth *less than 10%* of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

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>).

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at https://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 (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&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](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) 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 (https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <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.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

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 **Health & Wellness at Brescia** (https://brescia.uwo.ca/student_life/health_and_wellness/index.php) 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 https://brescia.uwo.ca/safe_campus/sexual_violence/index.php .

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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