



Course Outline – Nutritional Assessment FN 3344A

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 #: 3344A
Term: Fall
Year: 2021

Course Day and Time: Section 530 Tuesday's 8:30 - 11:20am Room 136
Section 531 Tuesday's 11:30-2:20 Room 203

Course Directors

Name: Dr. Janet Madill PhD RD Section 530
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Office location: UH 304

Name: Dr. Brenda Hartman, PhD, RD Section 531
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Course Description

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

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

*Students who enrolled in the HSp Nutr Diet prior to fall 2019 will be able to complete the module with the previous modular requirements and pre-requisites listed: [Foods and Nutrition 1030E](#) or [Foods and Nutrition 1021](#) or [Foods and Nutrition 2121](#). Registration in the Foods and Nutrition or Nutrition and Families modules (Honors Specialization, Specialization, Major, Minor in Foods and Nutrition). **Pre-or Corequisite(s):** [Foods and Nutrition 2241A/B](#)

Extra Information: 3 lecture hours.

Required Course Materials

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

Learning Outcomes

Upon successful completion of this course, students will be able to demonstrate the Brescia Competencies as outlined below.

1. To understand the principles and practicalities of the variety of methods used in assessing food/nutrient intake and nutritional status. (Problem Solving; Interpersonal Communication, Level 3)
2. To evaluate these methods in terms of strengths, limitations and appropriateness for particular populations, individuals, clinical situations and study designs. (Critical Thinking, Problem Solving Skills, level 4).
3. To complete exercises to practice doing nutritional screening, dietary and nutritional assessment of individuals in different situations. (Critical Thinking; Inquiry & Analysis, Communication, level 4)
4. To demonstrate leadership skills through effective and efficient group work (Communication, Problem Solving, Self-Awareness and Development, level 3)
5. To practice patient-centered care (Self-Awareness and Development, Level 3)
6. To act as the patient's/client's nutritional ombudsman. (Social Awareness & Engagement; Valuing, Level 3)

Evaluation

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcome	BC*	ICDEP*
Midterm exam This exam will be multiple choice and case based and will encompass material from lectures 1-6 including Dietary Lecture.	35%	Oct. 26	3, and 4	1,2,4,5,6,7	2.01-2.04; 5.01-5.03; 4.04
Lab Manual with reflection [9% lab, 1% reflection] 3 students/group	10%	Oct. 5 (considered to be case study #1)	3,4,5	1,2,4,5	1.04, 1.06; 2.08-2.13; 3.01- 3.07;4.04;5.01- 5.03
In class case studies: 4 case studies worth 5% each; 2-3 students per group for each assignment	20%	Oct. 19 Nov.9 Nov.23	3,4,5	1,2,4,5	1.03; 3.01- 3.07; 4.01, 4.04; 5.01-5.03
Final Exam This exam will be multiple choice and case based and will encompass material from midterm to final class.	35%	TBD (Dec. 10 – Dec. 21)	3,4,5	1,2,4,5	2.01-2.04; 5.01-5.03; 4.04

***BC: Brescia Competencies**

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

Weekly Organizer:

Class/Topic	Date	Description	Assignments and/or Readings Due
		e.g., topic, content, associated readings, activities.	e.g., paper, group project, exam.
1	Sept 14	Course outline and living learning contract	

		<p>Malnutrition assessment</p> <p>ABCD findings</p> <p>Medical history</p> <p>Introduction to problem: interpretation; plan, action [PIPPA] and charting</p>	
2	Sept 21	<p>Characteristics of the ideal nutrition assessment method</p> <p>Nutrition screening and risk assessment</p> <p>SGA</p>	
3	Sept 28	<p>Anthropometry and Body Composition Background information</p>	
4	Oct 5	<p>Anthropometry lab in the Auditorium</p>	<p>Lab Manual [considered to be In class case #1] Due: end of class, Oct 5th</p>
5-	Oct 12	<p>Nutrition Interview</p> <p>Clinical/physical examination with a nutrition focus</p>	
6	Oct 19	<p>Dietary Lecture</p>	<p><i>In class case study 2</i> will be given to students, due Nov 9th beginning of class</p>
7	Oct 26	<p>Mid-term Exam</p>	<p>Includes Lectures 1-6 [up to and including dietary lecture]</p>
	Nov 2	<p>Reading Week</p>	
8	Nov 9	<p>Laboratory Assessment Part 1</p>	<p><i>In class case study 3</i> will be given to students, due Nov 23rd beginning of class</p>
9	Nov 16	<p>Laboratory Assessment Part 2</p>	

10	Nov 23	Nutritional Assessment across the lifecycle: Pregnancy/Lactation	<i>In class case study 4</i> will be given to students, due Dec 7 th beginning of class
11	Nov 30	Nutritional Assessment across the lifecycle: Children	
12	Dec 7	Nutritional Assessment across the lifecycle: Adults and Elderly	
	Final Exam TBD	During the scheduled December exams (Dec.10- Dec.21)	Includes all materials from lectures 8-12 [starting at Laboratory Assessment Part 1]

Brescia Competencies

1. Problem Solving

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

2. Critical Thinking

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

3. Communication

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

4. Inquiry & Analysis

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

5. Self-Awareness and Development

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

6. Social Awareness and Engagement

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

7. Valuing

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

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)

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**

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

- Three hours of lecture once per week, plus supplementary readings and exercises assigned.

- Students will be graded on the four case studies; midterm, laboratory manual and final exam.
- Emphasis will be placed on the mechanics involved and skills required putting theory into practice.

Participation/Attendance: Everyone enrolled in the course is expected to attend class and take part in in-class discussions. While the lectures can teach you the fundamentals the online forum is to help students who have questions regarding class material.

Penalty for late assignments: Your laboratory manuals are due on the day indicated. Please ensure all group member names and student numbers are on the lab manual.

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.

Course Content

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

Optional Course Materials

- 1) American Dietetic Association and Dietitians of Canada. 2000. Manual of Clinical Dietetics. 6th edition, American Dietetic Association, Chicago, Illinois.
- 2) American Dietetic Association. 2010. International Dietetics & Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process. 3rd edition, American Dietetic Association, Chicago, Illinois.
- 3) American Dietetic Association. 2003. Pediatric Manual of Clinical Dietetics. 2nd edition, American Dietetic Association, Chicago, Illinois.
- 4) American Dietetic Association. ADA Nutrition Care Manual. Online resource (<http://www.eatright.org>).
- 5) Bauer, K. and C. Sokolik. 2002. Basic Nutrition Skill Development. Wadsworth / Thomson Learning, Belmont, CA.
- 6) Brown, J.E. 2008. Nutrition Through the Life Cycle. 3rd edition. Wadsworth / Nelson Thomson Learning, Toronto, Ontario.
- 7) Brown, J.E. 2005. Nutrition Now. 4th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
- 8) Canadian Pharmacists Association. 2007. Compendium of Pharmaceuticals and Specialties. The Canadian Drug Reference for Health Professionals. 42nd edition. Canadian Pharmacists Association, Ottawa, Ontario.
- 9) Cataldo, C.B., L.K. DeBruyne, and E.N. Whitney. 2003. Nutrition and Diet Therapy: Principles and Practice. 6th edition. Thomson Brooks/Cole, Thomson/Nelson, Belmont, CA.
- 10) Charney, P. and A. Malone. 2009. ADA Pocket Guide to Nutrition Assessment. 2nd edition. American Dietetic Association, Chicago, Illinois.
- 11) Coulston, A.M., C.L. Rock, and E.R. Monsen. 2001. Nutrition in the Prevention and Treatment of Disease. Academic Press, Elsevier, San Diego, CA.
- 12) DeBruyne, L.K., E.N. Whitney and K. Pinna. 2008. Nutrition and Diet Therapy. 7th edition. Wadsworth/Thomson Learning Publishing Company, Toronto, Ontario.
- 13) Dietitians of Canada. PEN: Practice-based Evidence in Nutrition. Online resource. (<http://www.dietitians.ca>).
- 14) Stedman, T.L. 2008. Stedman's Concise Medical Dictionary for the Health Professions and Nursing. Illustrated 6th edition, Lippincott, Williams and Wilkins, New York, New York.
- 15) Dunford, M., Editor. Sports, Cardiovascular and Wellness Nutritionists Dietetic Practice Group. 2006. Sports Nutrition. A Practice Manual for Professionals. 4th edition. American Dietetic Association, Chicago, Illinois.
- 16) Escott-Stump, S. 2008. Nutrition and Diagnosis-Related Care. 6th edition. Lippincott, Williams and Wilkins, Baltimore, Maryland.
- 17) Grodner, M., S. Long, and S. DeYoung. 2004. Foundations and Clinical Applications of Nutrition: A Nursing Approach, 3rd edition. Mosby, Elsevier, St. Louis, Missouri.
- 18) Hands, E.S. 2000. Nutrients in Food. 1st edition. Lippincott, Williams and Wilkins, New York, New York.
- 19) Health Canada. 2008. Nutrient Value of Some Common Foods. Minister of Health Canada, Ottawa, Ontario. (This document is available for consultation online at <http://www.healthcanada.gc.ca/cnf>)
- 20) Hogan, M.A. and D. Wane. 2003. Nutrition & Diet Therapy Reviews & Rationales. Prentice Hall, Pearson Education, Upper Saddle River, N.J.
- 21) Holli, B.B., J. Beto, R. Calabrese and J.O. Maillet. 2008. Communication and Education Skills for Dietetic Professionals. 5th edition, Lippincott, Williams and Wilkins, New York, New York.

- 22) Institute of Medicine of the National Academies. 2000b. Dietary Reference Intakes: Applications in Dietary Assessment. The National Academies Press, Washington, D.C.
- 23) Institute of Medicine of the National Academies. 2003a. Dietary Reference Intakes: Applications in Dietary Planning. The National Academies Press, Washington, D.C.
- 24) 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.
- 25) 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.
- 26) Institute of Medicine. DRI Nutrient Reports. <https://www.nal.usda.gov/fnic/dri-nutrient-reports>
- 27) 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.
- 28) Leonberg, B.L. 2008. ADA Pocket Guide to Pediatric Nutrition Assessment. American Dietetic Association, Chicago, Illinois.
- 29) Lutz, C.A. and K.R. Przytulski. 2006. Nutrition and Diet Therapy: Evidence-Based Applications. 4th edition. F.A. Davis Company, Philadelphia, PA.
- 30) Lysen, L.K. 2006. Quick Reference to Clinical Dietetics. 2nd edition. Jones and Bartlett Publishers, Sudbury, MA.
- 31) Mahan, L.K. and S. Escott-Stump, Editors. 2008. Krause's Food & Nutrition Therapy. 12th edition. W.B. Saunders Company, Philadelphia, PA.
- 32) 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.
- 33) Moore, M.C. 2009. Pocket Guide to Nutritional Assessment and Care. 6th edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
- 34) Nix, S. 2005. Williams' Basic Nutrition & Diet Therapy. 12th edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
- 35) Pagana, K.D., and T.J. Pagana. 2009. Mosby's Diagnosis and Laboratory Test Reference. 9th edition. Elsevier Mosby, St. Louis, Missouri.
- 36) Peckenpaugh, N.J. 2007. Nutrition Essentials and Diet Therapy. 10th edition. Saunders Elsevier, St. Louis, Missouri.
- 37) 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.
- 38) Rodwell Williams, S. 2001. Basic Nutrition & Diet Therapy. 11th edition. Mosby/Elsevier Science, St. Louis, Missouri.
- 39) Rodwell Williams, S. and E. Schlenker. 2003. Essentials of Nutrition and Diet Therapy. 8th edition. Mosby, Elsevier, St. Louis, Missouri.
- 40) Rolfes, S.R., K. Pinna, and E.N. Whitney. 2006. Understanding Normal and Clinical Nutrition. 7th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
- 41) Sauberlich, H.E. 1999. Laboratory tests for the assessment of nutritional status. 2nd edition, CRC Press, New York, New York.
- 42) 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.
- 43) Sizer, F. and E. Whitney. 2005. Nutrition Concepts and Controversies. 10th edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.

- 44) 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>).
- 45) Tierney Jr., L.M., S.J. McPhee and M.A. Papadakis. 2007. *Current Medical Diagnosis and Treatment*. 46th edition. Lange Medical Books / McGraw-Hill, Toronto, Ontario.
- 46) Weber, J.R. 2005. *Nurses' Handbook of Health Assessment*. 5th edition. Lippincott Williams & Wilkins, New York, NY.
- 47) 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.
- 48) 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.
- 49) Yamada, T., W.L. Hasler, J.M. Inadomi, M.A. Anderson, and R.S. Brown Jr., Editors. 2005. *Handbook of Gastroenterology*. 2nd edition. Lippincott Williams & Wilkins, Baltimore, MD.

Note: Other interesting references are also available at the Brescia University College library. You are strongly encouraged to consult them. Many of these books will be mentioned throughout the course lectures. A copy of the texts assigned for reading will be placed on library reserve for consultation.

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 maybe 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.
