



## Course Outline – FN3361G (530) Fundamentals of Community Nutrition 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 Provost and by the course instructor.

### General Information

Course #: FN3361G  
Section #: 530  
Term: Winter  
Year: 2023  
Delivery: In Person  
Course Day and Time: Fridays 8:30am-11:30am  
Course Location: BR-303

### Instructor Information

Name: Katie Henry  
E-mail: [kneil8@uwo.ca](mailto:kneil8@uwo.ca)  
Telephone number for office appointments: N/A  
Office hours: Fridays 11:30am-12:30pm (after lectures)  
Office location: TBC

### Course Description

The role of nutrition at the local, regional, national and international levels. Emphasis will be placed on processes involved in planning and evaluating nutrition interventions and policy efforts to support population health.

**Antirequisite(s):** The former Foods and Nutrition 3361A/B.

**Prerequisite(s):** Foods and Nutrition 1070A/B or the former Foods and Nutrition 1030E, and Foods and Nutrition 1241A/B or Foods and Nutrition 2241A/B. Foods and Nutrition 2266F/G or Human Ecology 2266F/G.

## Required Course Materials

Boyle, Marie A. Community Nutrition in Action. 8th Ed. Cengage Learning: 2021.

**Consult OWL for assigned weekly readings.**

**7<sup>th</sup> Edition textbook is also suitable.**

## Learning Outcomes

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

1. Define the concepts of community and community nutrition: Inquiry and Analysis [Level 1], Social Awareness & Engagement [Level 1]
2. Analyze the Population Health Promotion Model as a framework for program planning and evaluation: Communication [Level 2], Critical Thinking [Level 3], Social Awareness & Engagement [Level 1]
3. Learn behaviour change theories and applications within community health programs: Communication [Level 2], Critical Thinking [Level 3], Problem Solving [Level 1], Social Awareness & Engagement [Level 1]
4. Explain the process and value of conducting situational assessments: Communication [Level 2], Critical Thinking [Level 3], Problem Solving [Level 2], Social Awareness & Engagement [Level 3], Valuing [Level 3]
5. Identify the steps in program planning and evaluation: Communication [Level 4], Critical Thinking [Level 4], Inquiry and Analysis [Level 4], Problem Solving [Level 4], Self-Awareness & Engagement [Level 3], Social Awareness & Engagement [Level 3], Valuing [Level 3]
6. Evaluate intervention strategies in different community settings: Communication [Level 2], Critical Thinking [Level 3], Inquiry and Analysis [Level 2], Social Awareness & Engagement [Level 3], Valuing [Level 3]
7. Analyze current population health issues at local, national, international levels: Communication [Level 2], Critical Thinking [Level 3], Inquiry and Analysis [Level 2], Social Awareness & Engagement [Level 3], Valuing [Level 3]
8. Assess advocacy approaches and policy instruments used to build healthy public policy: Communication [Level 2], Critical Thinking [Level 3], Inquiry and Analysis [Level 2], Social Awareness & Engagement [Level 3], Valuing [Level 3]
9. Demonstrate basic skills necessary for professional performance (e.g., time and workload management; efficient and effective teamwork; effective and respectful written, oral, and inter-personal communication; leadership; self-reflection; ethics and judgment; as well as independent and collaborative literature searching, retrieval, and management): Communication [Level 4], Self Awareness & Development [Level 4]

## Brescia Competencies

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

## Teaching Methodology and Expectations of Students

Students are expected to prepare for lectures by searching for and reading assigned articles before coming to class (Reading List posted on OWL). Lectures will be supplemented by audio visuals, class discussions, and in-class activities. This supplemental material **will be covered on examinations** (in addition to lecture notes and assigned readings) and expected to form the foundation for assignments. Students are strongly encouraged to visit the [Brescia Writing Centre](#), as necessary, for support.

**Penalty for late assignments:** Assignments are due to the **OWL Dropbox** on the date and time specified. There will be a **deduction of 20% of the value of the assignment** for a late submission. NO assignment will be accepted one (1) week after the due date, except for a confirmed personal illness or a death in a student's immediate family.

**Request for re-evaluation:** If you wish to have an assignment re-evaluated, you must follow these steps:

1. Re-read the assignment instructions and carefully review the grading scheme and comments provided.
2. If you still wish to have your assignment re-evaluated, prepare a **half-page** written explanation and submit it with your original assignment and marking scheme.
3. Requests for re-evaluations must be submitted within **one week of the assignment being returned**. If you are absent from the class when assignments are returned, make an appointment with the professor to retrieve your assignment. The deadline for submission of a request for re-evaluation is based **solely upon the date the assignment is returned to the student**.
4. Remember to communicate respectfully and clearly why you believe a grade should be re-considered. The re-evaluation will be based on the strength of your explanation, as well as the assignment instructions and grading scheme. Please note that, after re-evaluation, your grade could go up, down, or stay the same.

## Communication

E-mail communication can be an efficient and effective mode of communication between the Professor and student. Your e-mailed comments and questions are most welcome and will be **responded to within 2-3 business days**. E-mails should be respectful, use formal English language (not "text" talk), and should not ask for information that was delivered during a lecture. Please be concise in your email communication. If you have more than three questions, it would be best to make an appointment. In person appointments will be completed during office hours when in-class lectures take place. Otherwise, remote phone or video calls will be scheduled as needed for student appointments.

## Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

## Evaluation

<b>Component</b>	<b>Weight</b>	<b>Date/ Deadline</b>	<b>Brescia Competencies</b>
<b>Midterm Exam</b> <i>2 hours</i> <i>In person</i>	25%	Feb 17 <sup>th</sup> 8:30-10:30am (in class)  *Room TBC	Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Social Awareness and Engagement
<b>Group Project</b>	35%	March 17 <sup>th</sup> (9AM to OWL Dropbox)	Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Social Awareness and Engagement; Self Awareness and Development; Valuing
<b>Final Exam</b> <i>3 hours</i> <i>In person</i> <i>Cumulative*</i>	40%	TBC  *In the event in-person exam is cancelled, an individual project will be assigned.	Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Social Awareness and Engagement; Valuing

## 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 will be required. Medical or other supporting documentation should be submitted to your Academic Advisor.

## Course Content

### Weekly Lecture Organizer:

Class/Topic	Date	Description	Assigned Readings	Assigned Readings
		topic, content, activities, delivery format	<b>7<sup>TH</sup> Edition textbook</b>	<b>8<sup>TH</sup> Edition textbook</b>
<b>1</b>	Jan 13	Community and Public Health Nutrition	Chapter 1 (p.4-23,26-27) *skip table 1-6; PHAC Website (1); Video (2); Ottawa Charter (3); OPHS (4) *skim document only, focus on concepts described during lecture	Chapter 1 (p.3-24,26-27) *skip table 1-4 PHAC Website (1); Video (2); Ottawa Charter (3); OPHS (4) *skim document only, focus on concepts described during lecture
<b>2</b>	Jan 20	Epidemiology/Using Trend Data	Chapter 2 (p.41-65) *skip table 2-1, 2-3  British Medical Journal, Epidemiology for the Uninitiated, sections 1, 4 & 12 only (5)	Chapter 2 (p.50-75) *skip table 2-1, 2-3  British Medical Journal, Epidemiology for the Uninitiated, sections 1, 4 & 12 only (5)
<b>3</b>	Jan 27	Situational Assessment  *Project groups assigned & target populations due	Chapter 4 (p.100-132, 136-139)	Chapter 5 (p.154-187,191-194)
<b>4</b>	Feb 3	<b>Online*</b> Program Planning and Intervention Strategies	Chapter 5 (p.150-170);  Focus On: Logic Model – A Planning and Evaluation Tool (6);	Chapter 6 (p.203-225);  Focus On: Logic Model – A Planning and Evaluation Tool (6);

			Ottawa Charter (section 2) (3)	Ottawa Charter (section 2) (3)
<b>5</b>	Feb 10	Behaviour Change Theories  *Mandatory group project check-in with Prof. Henry during class	Chapter 3 (p.73-91)	Chapter 4 (p.126-145)
<b>6</b>	Feb 17	<b>MIDTERM EXAM (25% final grade)</b>	--	--
<b>7</b>	Feb 24	<b>NO CLASS READING WEEK</b>	--	--
<b>8</b>	Mar 3	Program Evaluation	Chapter 5 (p.169-178);  PHO presentation part 4 only (12)	Chapter 6 (p.225-234)  PHO presentation part 4 only (12)
<b>9</b>	Mar 10	<b>NO CLASS GROUP WORK</b>	--	--
<b>10</b>	Mar 17	Knowledge Translation & Nutrition Education <b>*Group Project Due to OWL 9AM (35%)</b>	Chapter 16 (p.633-643, 646-651);  Facilitating a Knowledge Translation Process (p.11-13, 15-26) (9)	Chapter 16 (p.671-680, 683-688)  Facilitating a Knowledge Translation Process (p.11-13, 15-26) (9)
<b>11</b>	Mar 24	Canadian Policies and Advocacy  Coalitions and Partnerships	NCCHPP Stages Model (8)  Health Policy Brief (11)  Chapter 6 (p. 192-203, 217-223) *skip figures 6-2, 6-3	NCCHPP Stages Model (8)  Health Policy Brief (11)  Chapter 7 (p.248-259, 273-280) *skip figures 7-2, 7-3

			Writing Effective Public Policy Papers (10) *optional	Writing Effective Public Policy Papers (10) *optional
<b>12</b>	<b>Mar 31</b>	Current Food and Nutrition Issues	Chapter 6 (pgs. 213-216) *skip table 6-4 Chapter 8	Chapter 7 (p.268-273) *skip table 7-4 Chapter 8
<b>13</b>		NO CLASS – FINAL EXAM PERIOD	--	

### **Required Online Readings**

1. What determines health? Public Health Agency of Canada.  
<https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health/what-makes-canadians-healthy-unhealthy.html#income>
2. Chatham-Kent Determinants of Health, video.  
<https://www.youtube.com/watch?v=NyTni-vn93Y>
3. World Health Organization. The Ottawa Charter for Health Promotion: First International Conference on Health Promotion. 1986.  
<http://www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html>
4. Ontario Ministry of Health and Long-term Care; Ontario Public Health Standards, 2021.  
[https://www.health.gov.on.ca/en/pro/programs/publichealth/oph\\_standards/docs/protocols\\_guidelines/Ontario\\_Public\\_Health\\_Standards\\_2021.pdf](https://www.health.gov.on.ca/en/pro/programs/publichealth/oph_standards/docs/protocols_guidelines/Ontario_Public_Health_Standards_2021.pdf)
5. British Medical Journal: Epidemiology for the Uninitiated, 2015. <http://www.bmj.com/about-bmj/resources-readers/publications/epidemiology-uninitiated>
6. Public Health Ontario, Focus on: Logic Model - A Planning and Evaluation Tool, 2016.  
[https://www.publichealthontario.ca/en/eRepository/Focus\\_On\\_Logic\\_Models\\_2016.pdf](https://www.publichealthontario.ca/en/eRepository/Focus_On_Logic_Models_2016.pdf)
7. World Health Organization. 2006. Manual for successful advocacy.  
<http://www.who.int/chp/advocacy/chp.manual.EN-webfinal.pdf>
8. National Collaborating Centre for Healthy Public Policy, Public Policies and Their Usefulness in Public Health: The Stages Model, 2013.  
[http://www.ncchpp.ca/docs/ModeleEtapesPolPubliques\\_EN.pdf](http://www.ncchpp.ca/docs/ModeleEtapesPolPubliques_EN.pdf)
9. Facilitating a Knowledge Translation Process  
[https://www.inspq.qc.ca/pdf/publications/1628\\_FaciliKnowledgeTransProcess.pdf](https://www.inspq.qc.ca/pdf/publications/1628_FaciliKnowledgeTransProcess.pdf)
10. Writing Effective Public Policy Papers



[https://www.icpolicyadvocacy.org/sites/icpa/files/downloads/writing\\_effective\\_public\\_policy\\_papers\\_young\\_quinn.pdf](https://www.icpolicyadvocacy.org/sites/icpa/files/downloads/writing_effective_public_policy_papers_young_quinn.pdf)

11. Early Childhood Home Visiting Programs and Health – Health Policy Brief

[https://www.healthaffairs.org/doi/10.1377/hpb20190321.382895/full/HPB\\_2019\\_RWJF\\_10\\_W.pdf](https://www.healthaffairs.org/doi/10.1377/hpb20190321.382895/full/HPB_2019_RWJF_10_W.pdf)

12. Public Health Ontario presentation series, Part 4: Determine Appropriate Methods of Measurement and Procedures

[https://www.publichealthontario.ca/apps/articulate/evaluation/presentation-4/story\\_html5.html](https://www.publichealthontario.ca/apps/articulate/evaluation/presentation-4/story_html5.html)

## 2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_135](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135)

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](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. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. 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.

#### 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 [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://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.

## 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://brescia.uwo.ca/enrolment\\_services/academic\\_advising/book\\_an\\_appointment.php](https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php)). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://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 ([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page\\_64](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64)).

## 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: [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](https://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.

### **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

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](https://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 Development & Success 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](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](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](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.

---