

Course Outline – FN 4460B Nutrition Counselling

School of Food & Nutritional Sciences

General Information

Course #: FN 4460B
Section #: 530 & 531
Term: Winter
Year: 2022-23

Section **530** (please remember your section)

Course Day and Time: 11:30 am - 2:30 pm Wed
Course Location: BR-2013 (Active Learning Classroom)

Section **531** (please remember your section)

Course Day and Time: 1:30 – 4:30 pm Tues
Course Location: BR-2013 (Active Learning Classroom)

Instructor Information

Name: Paula Dworatzek, PhD, RD, FDC, PHEc
E-mail: pdworatz@uwo.ca
Telephone number for office appointments: Please arrange by email
Office hours for students: By appointment; virtual by zoom preferred
Office location: UH-308

Special Circumstances

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/or the course instructor. Changes could include the course moving away from in-person delivery, and instead the course 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.

Missed assessments (e.g., presentations, essays, quizzes, tests, midterms, etc.) require formal academic considerations. Methods for dealing with missed work and course content are at the discretion of the instructor. Students should be aware that some learning outcomes cannot be easily made up and may need to be completed in a subsequent year. Your instructor will provide you with further information as to how this applies within this course. Students who demonstrate a pattern of

routinely missing coursework, and therefore do not demonstrate mastery of the learning outcomes of the course, will not receive credit for the course.

Course Description

A study of the counselling theories relevant to nutrition and dietetics. Cases specific to nutrition will be discussed.

Prerequisite(s): Foods and Nutrition 3344A/B and Foods and Nutrition 3351A/B. Registration in the Honours Specialization in Nutrition and Dietetics.

Required Course Materials

Readings will be posted on OWL.

Textbook: Bauer KD, Liou D. Nutrition Counseling and Education Skill Development. 4th Ed. Cengage Learning Inc., Boston, MA, USA. 2021.

Links from bookstore (they use FDN instead of FN for the course code):

FDN4460B SEC530 <https://bookstore.uwo.ca/textbook-search?campus=BR&term=W2022B&courses%5B0%5D=530> BR/FDN4460B

FDN4460B SEC531 <https://bookstore.uwo.ca/textbook-search?campus=BR&term=W2022B&courses%5B0%5D=531> BR/FDN4460B

Partnership for Dietetic Education and Practice. Integrated Competencies for Dietetic Education and Practice. Version 3.0, 2020. Available at: <https://www.pdep.ca/library/PDEP-Policies/Integrated-Competencies-For-Dietetic-Education-And.aspx>

Dietitians of Canada. Practice Evidence-based Nutrition (PEN). Knowledge Pathway: Counselling Strategies. www.pennutrition.com (requires login)

Optional Course Materials

Motivational Interviewing in Nutrition and Fitness. Clifford D and Curtis L. The Guilford Press, New York, USA. 2016. Link to library e-book: https://ocul.uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044448118805163

Holli BB, Beto JA. Nutrition Counseling and Education Skills: A Guide for Professionals. 7th Ed. Jones and Bartlett Learning. Burlington, MA, USA. 2018.

Learning Outcomes

This 4th year required course is a capstone course, meaning that you are expected to integrate all of your learnings up to this point so that you can apply your knowledge in discussions, case studies, and simulations.

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 by:

1. demonstrating understanding of EDID (equity, diversity, inclusion, and decolonization) and how it pertains to nutrition counselling (Communication, Critical Thinking, Problem Solving, Self Awareness and Development, Social Awareness and Engagement, and Valuing)
2. conducting a self-assessment of bias and engaging in self-reflection as it pertains to nutrition counselling (Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self Awareness and Development, Social Awareness and Engagement, and Valuing)
3. demonstrating understanding and application of ethical and legal aspects of nutrition counselling (Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self Awareness and Development, Social Awareness and Engagement, and Valuing);
4. demonstrating understanding, application, and assessment of communication, behaviour change, and counselling theories and strategies (Communication, Critical Thinking, Problem Solving, Self Awareness and Development, Social Awareness and Engagement, and Valuing);
5. demonstrating the ability to gather, review, and interpret client-centred information and to develop, evaluate, and modify appropriate nutrition counselling strategies to support a nutrition care plan (Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self-Awareness and Development, Social Awareness and Engagement, and Valuing);

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.

PDEP Competencies (Integrated Competencies for Dietetic Education - 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: 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.

The competencies that will be addressed and/or assessed in this course include the following (the expectations of assessment are indicated by K-knows, KH-knows how, SH-shows how; however, these are the minimum and we may go beyond the minimum expectation in some instances):

1. Food and Nutrition Expertise

1.05 Apply understanding of dietary practices

- a. Demonstrate understanding of behavioural theories relevant to food choice and eating (KH)
- b. Demonstrate understanding of social aspects of food choice and eating (KH)
- c. Demonstrate understanding of psychological aspects of food choice and eating (KH)
- d. Demonstrate understanding of the impact of financial resources on food choice and eating (KH)
- e. Demonstrate awareness of the role of Indigenous traditional / country foods in dietary practices (K)
- f. Demonstrate awareness of the role of religion and culture in dietary practices (K)

2. Professionalism and Ethics

2.01 Practice within the context of Canadian diversity

- a. Demonstrate knowledge of the diversity in Canadian society (K)

- b. Demonstrate knowledge of health systems in Canada (K)
- c. Demonstrate understanding of the impact of diverse attitudes and values on health (KH)
- d. Identify structures that impact health equity and social justice (KH)

2.02 Act ethically and with integrity

- a. Treat others with respect (SH)
- b. Act in a manner that engenders trust (SH)
- c. Act in accordance with ethical principles (SH)
- d. Accept accountability for decisions and actions (SH)
- e. Act in a manner that upholds the reputation of the profession (SH)
- f. Maintain professional boundaries (KH)

2.03 Practice in a manner that promotes cultural safety

- a. Act with sensitivity and humility with regard to diverse cultural groups (KH)
- b. Demonstrate awareness of Indigenous values and ways of knowing related to health and wellness (K)
- c. Demonstrate awareness of the ongoing impact of colonization / residential schools / intergenerational trauma / systemic racism on Indigenous peoples in Canada (K)
- d. Demonstrate awareness of the role of self-determination in supporting capacity development (K)
- e. Act with awareness of how one's own biases, beliefs, behaviours, power and privilege may affect others (KH)

2.04 Employ a client-centred approach

- a. Demonstrate knowledge of principles of a client-centred approach (K)
- b. Ensure informed consent (KH)
- c. Identify client perspectives, needs and assets (KH)
- d. Engage client in collaborative decision making (KH)
- e. Maintain client confidentiality and privacy (KH)

2.05 Practice according to legislative, regulatory and organizational requirements

- a. Demonstrate knowledge of federal requirements relevant to dietetic practice (K)
- b. Demonstrate knowledge of provincial / territorial requirements relevant to dietetic practice (K)
- c. Demonstrate knowledge of regulatory scope of practice, bylaws, standards of practice and codes of ethics (K)

2.06 Ensure appropriate and secure documentation

- a. Document relevant information accurately and completely, in a timely manner (KH)
- b. Maintain security and confidentiality of records (KH)

2.07 Use risk management approaches

- a. Identify risks and hazards in the practice setting (K)
- b. contribute to an organizational culture of safety (KH)

2.08 Manage time and workload

- a. Prioritize activities (SH)
- b. Meet deadlines (SH)

2.09 Employ an evidence-informed approach to practice

- a. Demonstrate knowledge of factors that inform decision making (K)
- b. Demonstrate knowledge of the process of evidence-informed decision making (K)
- c. Make evidence-informed decisions (KH)

2.10 Engage in reflective practice

- a. Demonstrate knowledge of principles of reflective practice (K)

2.11 Practice within limits of current personal level of professional knowledge and skills

- a. Articulate individual level of professional knowledge and skills (KH)

2.12 Maintain comprehensive and current knowledge relevant to practice

- a. Use relevant terminology (SH)
- b. Identify relevant sources of information (KH)
- c. Critically appraise information relevant to practice (KH)
- d. Identify emerging information relevant to practice (K)

3. Communication and Collaboration

3.01 Use appropriate communication approaches

- a. Identify opportunities for and barriers to communication relevant to context (KH)
- b. Use communication approaches appropriate to context (SH)
- c. Use language tailored to audience (SH)

3.02 Use effective written communication skills

- a. Write in a manner responsive to audience (SH)
- b. Write clearly and in an organized fashion (SH)

3.03 Use effective oral communication skills

- a. Speak in a manner responsive to audience (SH)
- b. Speak clearly and in an organized fashion (SH)

3.04 Use effective electronic communication skills

- a. Demonstrate knowledge of electronic communication applications (K)
- b. Use electronic communication relevant to context (SH)

3.05 Use effective interpersonal skills

- a. Employ principles of active listening (SH)

- b. Use and interpret non-verbal communication (SH)
- c. Act with empathy (SH)
- d. Establish rapport (SH)
- f. Seek and respond to feedback (SH)
- g. Provide constructive feedback to others (SH)

3.06 Engage in teamwork

- a. Demonstrate knowledge of principles of teamwork and collaboration (K)
- b. Contribute effectively to teamwork (SH)

3.07 Participate in collaborative practice

- a. Identify scenarios where dietetics knowledge is a key element in collaborative practice (K)
- b. Identify scenarios where the expertise of others is a key element in dietetic practice (K)
- c. Participate in discussions with team members (SH)
- d. Contribute dietetics knowledge in collaborative practice (KH)
- e. Draw upon the expertise of others (KH)
- f. Contribute to collaborative decision making (SH)

3.08 Engage in teamwork

- a. Demonstrate knowledge of principles of teamwork and collaboration (K)
- b. Contribute effectively to teamwork (SH)

4. Management and Leadership

4.04 Undertake knowledge translation

- a. Identify food and nutrition knowledge relevant to others (K)
- b. Reframe knowledge into a format accessible to others (SH)

4.06 Foster learning in others

- a. Demonstrate understanding of theories of teaching and learning (KH)
- b. Identify opportunities for learning (KH)
- c. Assess learning needs and assets (KH)
- d. Develop learning outcomes (KH)
- e. Implement educational strategies (KH)

5. Nutrition Care

5.01 Conduct nutrition assessment

- b. Identify relevant information (KH)
- c. Assess and interpret food- and nutrition-related history (KH)
- e. Obtain and interpret demographic, psycho-social and health behaviour history (KH)

5.03 Plan nutrition intervention(s)

- e. Determine supportive physical and social / environmental accommodations (KH)
- h. Determine client learning needs and assets (KH)

i. Determine required resources and support services (KH)

5.04 Implement nutrition intervention(s)

b. Provide nutrition education (SH)

c. Provide nutrition counselling (SH)

5.05 Monitor nutrition intervention(s) and evaluate achievement of nutrition goals

a. Determine strategies to monitor effectiveness of nutrition intervention(s) (KH)

c. Adjust nutrition intervention(s) when appropriate (KH)

Teaching Methodology and Expectations of Students

In-person lectures, discussions, activities, and role play will be used to learn the theories and strategies of various components of nutrition counselling. Students are expected to **come to class prepared**, having read **required readings** and **ready to participate**. This is often referred to as flipped learning, which allows for more discussion, problem-solving, and application during lectures.

Specific Course Policies:

1. Assignments are due on the date and time noted. Late assignments will be reduced by 10% of the value of the assignment for each day late. Assignments more than seven days late will NOT be accepted without academic accommodation.
2. Requests for academic accommodation must be submitted through an academic advisor.
3. **Regrading:** If you receive a grade on an assignment that you wish to have reevaluated, please re-read the assignment instructions and review the grading scheme and comments carefully. If you are still convinced that you have not received the grade that you deserve, prepare a half-page written explanation highlighting where and why you should have earned a different grade, and submit it with the original assignment and marking scheme. The assignment will be reevaluated based on the strength of your explanation as well as the assignment instructions and grading scheme. There is no guarantee that your grade will go up after re-evaluation, in fact, it could go down. Remember to communicate respectfully and clearly why you believe a grade should be reconsidered. Requests for regrades should be submitted within two weeks of return of an assignment.

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

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Create counselling video (to incorporate behaviour change and/or counselling theories / EDID / ethical aspects, etc.), provide peer feedback on OWL, complete a written reflection on your group video	50% (video design (10%), video (15%), peer feedback (10%), reflection (15%))	Video design - Feb 10, 6 PM; Video - March 23, 11:59 PM; Peer feedback - March 30, 11:59 PM; Oral and written reflection – week of Apr. 3	3,4,5	Communication , Critical Thinking, Inquiry and Analysis, Problem Solving, Self-Awareness and Development, Social Awareness and Engagement, and Valuing
Exam (includes K, KH, and SH questions) – during exam schedule	20%	TBD – see exam schedule	1-5	
Self-assessment of Bias – Harvard Bias Assessment (pre and post) and Self-reflection	20%	Pre-bias assessment due Jan. 16; Final bias assessment and reflection due March 31 – Apr 10	1,2	
Participation (assessed in class & on OWL)	10%	ongoing	1-5	

Academic Accommodation

Please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

Course Content

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

Weekly Organizer: CHECK OWL FOR COURSE READINGS AND SLIDES THE WEEK BEFORE CLASS

Week	Week of	Description	Proposed Readings (Changes/Additions posted on OWL) and/or Assignments Due
1	Jan 9	Course Outline, Introduction to Nutrition Counselling	Nutrition Counseling and Education Skill Development Textbook: Chapter 1.

			Understanding an Effective Counseling Relationship
2	Jan 16	EDID (Equity, Diversity, Inclusion and Decolonization), Cultural Competence, Self-assessment of Bias	<p>Lissette Ochoa, Coordinator of International Programs and Global Education (guest speaker)</p> <p>Self-assessment of bias (Harvard bias assessment due Jan 16 before class)</p> <p>Textbook: Chapter 9. Communication with Diverse Population Groups 9.1, 9.2, 9.3 (should be called Health Disparities), 9.4, 9.5, 9.7, 9.11, 9.12</p> <p>Sukhera J et al. Implicit Bias and the Feedback Paradox: Exploring how health professionals engage with feedback while questioning its credibility. Acad Med. 2019;94:1204-1210.</p>
3	Jan 23	<p>Health Literacy and Communications; Listening</p> <p>Considerations in counselling (disabilities, trauma/abuse, grief /palliative care, addictions)</p>	<p>Textbook: Chapter 3. Communication Essentials</p> <p>Banasiak K, Cleary D, Bajurny V, et al. Language Matters – A Diabetes Canada Consensus Statement. Can J Diab. 2020;44:370-73.</p> <p>In-class activity: Choosing resources for clients (find and justify appropriate resources for 3 different types of clients)</p>
4	Jan 30	Behaviour Change and Counselling Theories	Textbook: Chapter 2 up to 2.10. Frameworks for Understanding and Attaining Behaviour Change
5	Feb 6	Interviewing: Interview process, Rapport, Physical space, Types of questions, Types of responses	<p>Textbook: Chapter 4. Meeting Your Client: The Counseling Interview</p> <p>Cases/Video examples and discussions</p>
6	Feb 13	Counselling: Client-centred, Types of Counselling, Goal Setting (RD vs client), Work	<p>Chapter 5. Developing a Nutrition Care Plan: Putting It All Together</p> <p>Chapter 6. Promoting Change to Facilitate Self-Management</p>

		setting (hospital, other, virtual)	Cases/Video examples and discussions Video Design due Feb 10 by 6 pm
Reading week			
7	Feb 27	Motivational Interviewing: Spirit and Processes	Textbook: Chapter 2.11 -2.14. Motivational Interviewing Motivational Interviewing in Nutrition and Fitness (on course reserve): Chapters 2, 3, 4 and 5.
8	Mar 6	Motivational Interviewing: Processes and Skills (OARS)	Motivational Interviewing in Nutrition and Fitness (on course reserve): Chapters 6, 7, 8, and 9. Cases/Video examples and discussions
9	Mar 13	Independent work on video	
10	Mar 20	Mindful Eating, Social Networks, Relapse Prevention, Ending Counselling, Evaluation, Professional Self-care	Chapter 7. Making Behavior Change Last Chapter section 13.8. Self-Care Videos uploaded to OWL by March 23 11:59 PM
11	Mar 27	Jurisprudence, Ethical and Legal Considerations, Interprofessional & Collaborative Practice, Workplace Issues	Samantha Thiessen and Diane Candiotta, College of Dietitians of Ontario (virtual guest speakers) Chapter 13. Professionalism and Final Issues Peer feedback in FORUM due by March 31, 11:59 PM
12	Apr 3	Role play reflections (in teams of 3; each team has 7-8 min to present reflection (plus 4-5 min for questions/discussion))	Group reflections/discussions in class (order as assigned) Come to class prepared to ask questions
13	Apr 10 (Mon only)	Office hours	Self-reflection of bias – assignment due anytime between March 31 – Apr. 10

Exam Schedule	Apr 13- 30		Please check exam schedule for exam date.
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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

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. 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;
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). 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 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 (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.

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.

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 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.
