



Introduction to Families in Canada

School of Behavioural and Social Sciences

General Information

Course #:	1010A
Section #:	530
Term:	Intersession
Year:	2022
Course Day and Time:	Asynchronous
Course Location:	Online

Instructor Information

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Course Description

This introductory course explains the field of Family Studies and Human Development, examining the factors that shape family life, from individual psychology to group dynamics to social forces such as the workplace, the economy, and the government. Families are considered across the life course, and family diversity is highlighted.

Prerequisite and Antirequisites

There is no prerequisite. The antirequisites are Family Studies and Human Development 1020 and the former Family Studies 1020.

Required Course Materials

Bélanger, M., & Ward, M. (2018). *The Family Dynamic: Canadian Perspectives* (7th Ed.). Nelson Publishers. This text comes in paper version [The Family Dynamic: Canadian Perspectives: Belanger, Marc, Ward, Margaret: 9780176700003: Sociology: Amazon Canada](#) or electronic version [The Family Dynamic: Canadian Perspectives 7th edition | 9780176700003, 9780176820473 | VitalSource](#) and is available at the Western Book Store as a PDF [Product Search | The Book Store at Western \(uwo.ca\)](#)

Learning Outcomes

By the end of the semester, it is intended that students will:

1. Demonstrate knowledge of Family Studies and Human Development terminology, concepts, research methods, and theories.
2. Be able to identify and explain the different stages of family life.
3. Be able to describe how life course theory helps us understand families and individuals.
4. Be able to relate ways in which families are influenced by the institutions of their society.
5. Demonstrate an understanding of the range of diversity of contemporary Canadian families.
6. Understand some of the challenges facing Canadian families, such as poverty and violence.
7. Reflect upon their own attitudes and beliefs about families and family roles.
8. Develop skills in synthesizing Family Studies and Human Development knowledge, and presenting it professionally and coherently.

Brescia Competencies (mapped onto Learning Outcomes)

1. Demonstrate knowledge of Family Studies and Human Development terminology, concepts, research methods, and theories (inquiry and analysis level 1, critical thinking level 1).
2. Be able to identify and explain the different stages of family life (inquiry and analysis level 1, critical thinking level 1).
3. Be able to describe how life course theory helps us understand families and individuals (inquiry and analysis level 2, critical thinking level 2).
4. Be able to relate ways in which families are influenced by the institutions of their society (social awareness and engagement level 1, inquiry and analysis level 2, critical thinking level 2).
5. Demonstrate an understanding of the range of diversity of contemporary Canadian families (social awareness and engagement level 1, inquiry and analysis level 1, critical thinking level 1, valuing level 1).
6. Understand some of the challenges facing Canadian families, such as poverty and violence (inquiry and analysis level 1, critical thinking level 1, problem solving level 1, valuing level 1, social awareness and engagement level 1).
7. Reflect upon their own attitudes and beliefs about families and family roles (critical thinking level 2, valuing level 2, self-awareness and development level 2).
8. Develop skills in synthesizing Family Studies and Human Development knowledge, and presenting it professionally and coherently (critical thinking level 2, inquiry and analysis level 2, valuing level 1, communication level 1).

Teaching Methodology and Expectations of Students

This asynchronous course will involve reading the textbook, completing the assignments (links are in the syllabus, most involve applying textbook content), and taking the exams (under the Tests and Quizzes tab, they involve recall and comprehension of textbook and class material). Assignments are meant to engage you in thinking about and applying textbook concepts, and are meant to take the place of what we would do in a classroom setting. There are my video commentaries too, for the syllabus and each chapter, published in the VoiceThread tab, with links in the syllabus. They are meant to add to your experience and present the material in slightly different form, sometimes with anecdotes 😊, but they don't present new material that you'd be tested on.

This course has an Owl site where resources and marks will be posted, assignments will be turned in, and tests will be taken. You should monitor your mark throughout the term. If you are unfamiliar with Owl, there are tutorials on how to use its features at: <https://teaching.uwo.ca/elearning/strategies-tools-tutorials/student-video-tutorials.html> When sending an email to me, put something in the subject line like "FSHD1010." Address email with something like "Dear Dr. D." or "Hello Dr. D." Please sign your name to your email.

No screenshots or audio- or video-recording, please. All class materials are copyrighted. There of course cannot be any cheating on exams and assignments (e.g., plagiarism from other people's written work and websites). Please see the Academic Policies regarding cheating and plagiarism. Exams are to be taken individually.

This is a survey class and a large amount of material is covered in the textbook, plus we have videos, activities, etc., that are similar to what we would have done in an in-person class. Exams can cover all reading material and all class material, such as videos. As an intersession class, there's a lot of reading per week, so you have to plan ahead to have time for it all.

We may cover sensitive topics in class and class materials, which may include death, violence, sexual assault, bullying, alcoholism, and more. Topics related to sex and reproduction will be covered, as will sexuality and gender.

There are videos that are part of class activities. These videos have been selected to ensure that they are free to watch and reasonably short. Many are produced in the United States: this is due in part to the selection available online. I considered the content in those selected to be transferable to the Canadian context. Please be aware that videos involve interviews with various individuals with a variety of perspectives and experiences: when I thought that content could be upsetting, I did my best to include a note next to the video link. Please contact me if you have concerns.

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

There will be 10 activities, equally weighted at 4% each, for a total of 40%. These are untimed. Instructions are in the course calendar. Most of the activities require using concepts from the book, which can involve citation. In APA style a cite would look like this: (Bélanger & Ward, 2018, p. XX). Note: most of the activities are writing activities. I did that because last year I had several 'make a video' and 'make a meme' and 'make a PowerPoint' activities too and students found it overwhelming. But if you want to substitute a different formatted activity for a few of the writing activities, that is fine! Just please check in with me first.

Assignments are evaluated using Western's rubric:

- A+ 90-100 One could scarcely expect better from a student at this level
- A 80-89 Superior work which is clearly above average
- B 70-79 Good work, meeting all requirements, and eminently satisfactory
- C 60-69 Competent work, meeting requirements
- D 50-59 Fair work, minimally acceptable
- F below 50 Fail

There will be 3 tests, with Test 1 weighted at 15%, Test 2 at 15%, and Test 3 (the final) at 30% for a total of 60%. Multiple choice and fill in the blank and short answer are all possible. Tests can cover all class material: book, videos, activities. Tests are on Owl under "Tests and Quizzes" and will be timed. The final is cumulative.

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
10 activities, at 4% each	40% total	See calendar	1, 2, 3, 4, 5, 6, 7, 8, 9	Communication level 1), Critical thinking (level 1 and 2), Inquiry and analysis (level 1 and 2), Problem solving (level 1), Self awareness and engagement (level 1 and 2), Social awareness and engagement (level 1), Valuing (level 1 and 2).
Exams, 2 during the term	15% each	May 31 & June 9	1, 2, 3, 4, 5, 6, 7	Critical thinking (level 1 and 2), Inquiry and analysis (level 1 and 2), Problem solving (level 1).
Exam, final	30%	June 28	1, 2, 3, 4, 5, 6, 7	Critical thinking (level 1 and 2), Inquiry and analysis (level 1 and 2), Problem solving (level 1).

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

Weekly Organizer:

Class	Date	Description	Readings Due	Assignments Due
1	May 17	Course introduction, process	Syllabus Video about syllabus: https://uwo.voicethread.com/share/17657751/	Activity 1: Access and look through this PowerPoint on 'Family Studies and Human Development at Brescia': https://owl.uwo.ca/access/content/group/ebc4c262-5e16-485f-84a9-e0b74c2a6332/FSHD%20Intro%20Slides.pptx Go to the Owl VoiceThread tab and post a short video stating your first name, your home university, your major, and what you want to do with your degree. Comment on at least one aspect of the syllabus and at least one aspect of the content on the 'Family Studies and Human Development at Brescia' PowerPoint. This is due by May 17 at 11 pm. My own introduction video: VoiceThread - Home If you prefer to send me your video so it's private, rather than having it posted, that is fine too.

2	19	Theory and methods	<p><i>The Family Dynamic</i> (TFD) Chapter 1 (C1)</p> <p>Video about C1: VoiceThread - Home</p>	<p>Activity 2: Writing exercise of about two paragraphs. Which theory discussed in C1 might apply to something in your own life? Explain how and use the language of the book, with citations. Submit your writing through the Assignments tab in Owl. This is due by May 19 at 11 pm.</p>
3	24	Diversity and social justice	<p>TFD C2</p> <p>Video about C2: VoiceThread - Home</p>	<p>Activity 3: Watch <i>That's a Family!</i> https://uwo.kanopy.com/product/thats-family-divorce-lgbt-single-parents-m</p> <p>Writing exercise of about two or three paragraphs. Using terms you read in C2 (with citations) discuss the family diversity you see in <i>That's a Family!</i> Submit your writing through the Assignments tab in Owl. This is due by May 24 at 11 pm.</p>
4	26	Intimate relationships	<p>TFD C3</p> <p>Video about C3: VoiceThread - Home</p>	<p>Activity 4: Watch <i>Making Connections, Choosing Partners</i> https://uwo.kanopy.com/video/making-connections-choosing-partners</p> <p>Please be aware that a person interviewed in this video expresses opinions that are not body positive.</p> <p>Writing exercise of about two or three paragraphs. Reflection on the video: What topic in the video was most interesting to you? What are your thoughts on it? How are your thoughts shaped by your own personal and cultural background? Submit your writing through the Assignments tab in Owl. This is due May 26 by 11 pm.</p>
5	31	Marriage and cohabitation	<p>TFD C4</p> <p>Video about C4: VoiceThread - Home</p>	<p>After you have read TFD C1, C2, C3, and C4, watched the videos, and done the activities, go to Owl and under the Tests and Quizzes tab, take Test 1. This is due May 31 by 11 pm. This is a timed test. Once you start you will have two hours (I expect most of you will finish within one hour).</p>

6	June 2	Childbearing and children (planning note: these chapters together are fairly lengthy)	TFD C5 and TFD C6 Video about C5, 6: VoiceThread - Home	<p>Activity 5: Watch <i>To Parent or not to Parent</i>. https://uwo.kanopy.com/video/parent-or-not-parent Please be aware that a couple interviewed in this video experienced a stillborn delivery.</p> <p>Writing exercise of about two or three paragraphs. Reflection on the video: What interviews in the video resonated with you? How do they connect to your own thoughts and experiences about childbearing decisions? Submit your writing through the Assignments tab in Owl. This is due by June 2 at 11 pm.</p> <p>OR</p> <p>Activity 5: Go to ScienceDaily’s website: https://www.sciencedaily.com/</p> <p>Do a search on infants or children and find a research bulletin that interests you. You’ll have to scroll past the initial list of sponsored content links.</p> <p>Make a meme (a graphic with a short caption; you can use Word, Google Docs, PowerPoint, etc. and you can use their clip art if you like) summarizing the take-away point of the research bulletin and submit through the Assignments tab in Owl.. At the bottom of your meme include a link to the original research bulletin. This is due by June 2 at 11 pm.</p>
7	7	Middle years and aging	TFD C7 and TFD C8 Video about C7, 8: VoiceThread - Home	<p>Activity 6: Writing exercise of about 2 or 3 paragraphs. Use language and terms from C8 (with citations) to comment about your thoughts about your own old age. You can address questions like: How do you hope society views older people when you are old? What do you think your physical age will be as you chronologically age? What financial supports do you hope for? Submit your writing through the Assignments tab in Owl. This is due by June 7 at 11 pm.</p>
8	9	Lone parent families	TFD C9	<p>After you have read TFD C5, C6, C7, C8, and C9, watched the videos, and done the activities, go to Owl and under the Tests and Quizzes tab, take Test</p>

			Video about C9: VoiceThread - Home	2. This is due June 9 by 11 pm. This is a timed test. Once you start you will have two hours (I expect most of you will finish within one hour).
9	14	Divorce and remarriage	TFD C10 and TFD C11 Video about C10, 11: VoiceThread - Home	Activity 7: Despite being fairly common now, divorce, remarriage, and stepfamilies all have negative stereotypes. Write a short commentary that focuses on any positives about any of the three topics, using material from C10 and C11 (with cites) when appropriate. Submit your writing through the Assignments tab in Owl. This is due by June 14 at 11 pm.
10	16	Problems in families	TFD C13 Video about C13: VoiceThread - Home	Activity 8: Go to the programs and services webpage of the Centre for Addiction and Mental Health https://www.camh.ca/en/your-care/programs-and-services Browse through the available programs and services and find one that you think is particularly useful. Using the language of C13 (with cites), discuss how the existence of the program might help individuals and families and include any suggestions you may have for making the scope of the program even better. Submit your writing through the Assignments tab in Owl. This is due by June 16 at 11 pm.
11	21	Abuse and violence	TFD C14 Video about C14: VoiceThread - Home	Activity 9: Anova provides support for women and children who have experienced violence. Their website is: http://www.anovafuture.org/ Go there and click on the Education and Advocacy tab to browse through the entries. Writing exercise of about two paragraphs. If you were going to work at Anova, which of the education or advocacy areas would you like to contribute to and, briefly, why? Using the concepts discussed in C14 (with cites), is there any area where you think Anova should expand their programming? Submit your writing through the Owl Assignments tab. This is due June 21 at 11 pm.

12	23	Families in poverty	TFD C15 Video about C15: VoiceThread - Home	Activity 10: Watch <i>No Place Called Home</i> at https://www.nfb.ca/film/no_place_called_home/ (you have to create an account to watch it for free). Please be aware that this film refers to violence against women and children. Writing exercise of about three paragraphs. Reflection on the video: What are your thoughts about the challenges the family faced? If you were designing a program to help families in their situation, what would you include? Use the language of C15 (include cites). Submit your writing through the Assignments tab in Owl. This is due by June 23 at 11 pm.
13	June 28	Final Exam Due by 11 pm.		After you have read TFD C10, C11, C13, C14, and C15, watched the videos, and done the activities, go to Owl and under the Tests and Quizzes tab, take Test 3, which is a cumulative final. This is due June 28 by 11 pm. This is a timed test. Once you start you will have three hours (I expect most of you will finish within two hours). Congratulations on finishing the course material for FSHD1010! Have a great summer! 😊

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](#) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. Academic Concerns

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

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor (https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. Absences

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

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

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

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

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

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

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

Plagiarism:

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

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

Computer-marked Tests/exams:

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

5. Procedures for Appealing Academic Evaluations

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the

response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. Prerequisites

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

7. Support

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia** (https://brescia.uwo.ca/student_life/health_and_wellness/index.php) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php .

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.