HNSC 4320 Nutrition Management of Disease States  
Winter 2017 (CRN, 51918)  
Department of Human Nutritional Sciences  
University of Manitoba

Instructor: Miyoung Suh, RD, PhD  
577 Duff Roblin/209 Richardson Center for Functional Foods & Nutraceuticals (main office)  
Phone: 204-474-8651  
e-mail: miyoung.suh@umanitoba.ca

Office hours: By appointment (arranged by e-mail)

Teaching Assistant: Veronika Shulgina, RD, MSc candidate  
e-mail: <umshulgi@myumanitoba.ca>

Office hours: Immediately after class or by e-mail

Description: Nutritional assessment and dietary management of acute and chronic disease states.

Pre-requisites/co-requisites: HNSC 3300, HNSC 3310 and HNSC 3320.

Objectives: This course will enable students:
1. to gain clinical nutrition knowledge and the etiology, pathophysiology, signs and symptoms of clinical diseases;
2. to identify the role of nutrition in the prevention and management of various disease states;
3. to apply nutrition recommendations and guidelines to specific clinical disease states;
4. to apply clinical nutrition knowledge to develop nutritional care plan (NCP: Assessment, Diagnosis, Intervention, and Monitoring & Evaluation (ADIME)) for each patient with consideration of life style, socio-economical, cultural, and psychological factors, and
4. to understand the role of the clinical dietitian in patient care as a member of the health care team in the provision of nutritional care.

Course Format:  
Lecture and Guest Speakers:  
Tuesday & Thursday 8:30-9:45 a.m. 207 HE
Laboratory Section: B01 (CRN, 51919), Thursday 1:00-3:00 p.m. 136 Isbister  
B02 (CRN, 51920), Thursday 3:00-5:00 p.m. 136 Isbister

Grading and Evaluation:  
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>Mid-Term Test</td>
<td>March 14, 2017 (in class)</td>
<td>30</td>
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<tr>
<td>Assignment</td>
<td>March 23, 2017 (4:00 p.m.)</td>
<td>30</td>
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<tr>
<td>Final Exam</td>
<td>Examination Period (April 22-29, 2017)</td>
<td>40</td>
</tr>
</tbody>
</table>

The last date to voluntarily withdraw without academic penalty is March 31, 2017.
Grading:
Final grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 90.0%</td>
<td>A+</td>
<td>65.0 - 69.9</td>
<td>C+</td>
</tr>
<tr>
<td>85.0 - 89.9</td>
<td>A</td>
<td>60.0 - 64.9</td>
<td>C</td>
</tr>
<tr>
<td>75.0 - 84.9</td>
<td>B+</td>
<td>50.0 - 59.9</td>
<td>D</td>
</tr>
<tr>
<td>70.0 - 74.9</td>
<td>B</td>
<td>&lt; 50%</td>
<td>F</td>
</tr>
</tbody>
</table>

1. Examinations are closed book. Students will be allowed to refer to nutritional product guides; reference data will be provided if required. The exam format will be mixture of multiple choices, fill in the blanks, short and long answers, including case studies. Final exam is cumulative.

2. Late assignments will be accepted however, **10% per day** late will be deducted from total marks of each assignment. It will be counted immediately after **4:00 p.m.** of the due date.

3. Students are responsible for attending classes for which they are responsible for work covered. However there are mandatory class attendances as follows:
   i) For classes with guest speakers, **2 points per each absence** will be deducted from the final grade.
   ii) For the laboratory section, **2 points per each skipped lab** will be deducted from the final grade. Missing 2 labs consecutively will result in a grade of ‘F’ being assigned.
   * A doctor’s certificate must be obtained not to be penalized.
   * Compassionate reasons (death in family) will be accepted with evidence (eg.newspaper Obituary)
   * No personable excuses will be accepted.

4. Absenteeism from tests without appropriate prior notification will result in a grade of ‘F’ being assigned.

Expected behaviours:
1. Not allowed arbitrarily moving between the two laboratory sections.
2. Not allowed to leave a lab earlier and expected to participate a group and class discussion
3. Do respect your classmates.
   * In the case of 1-2, the grading regulations will be applied as indicated above.

Reference Materials:
1. Required textbook:
     Mahan LK, Escott-Stump and Raymond JL, Elsevier Saunders, Philadelphia
     Defoe, RM 216 M285 2012;
   - *Any medical dictionary* (eg. *Tabler’s Cyclopedic Medical Dictionary*)
   - *Lab Manual for HNSC4320*(bookstore)

2. Recommended Reference Books:
   - Textbooks from prerequisite courses.
   - *Manual of Clinical Dietetics*
     Dafoe RM 216 M29 2000
3. Other readings and specific nutrition guidelines will be made available throughout the term.

**Important Web Sites:**
- Dietitians of Canada: www.dietitians.ca
- Health Canada: www.hc-sc.gc.ca/fn-an/index_e.html
- Canadian Diabetes Association: www.diabetes.ca
- American Dietetics Association: www.eatright.org
- American Heart Association: www.heart.org/HEARTORG/

Other useful websites will be provided as course evolves.

**LABs:**
A lab manual, newly developed for HNSC4320 by Dietitians in Dr. Suh’s research group, will be used.

Students will practice skills necessary for creating a patient-centered nutrition care plan by integrating knowledge learned in the lectures and previous courses. Students will become familiar with the four steps in the Nutrition Care Process including (1) Nutrition Assessment (5 domains); (2) Nutrition Diagnosis (composition of “PES” statements using 3 possible areas); (3) Nutrition Intervention (4 domains); and Nutrition Monitoring and Evaluation (4 domains). The lab will allow students to practice writing chart notes in the ADIME format and will also discuss other topics important in the practice of dietetics.

**Assignment:**
*Case study for nutrition care plan exercises*: are written examinations in which the student uses the skills developed during the class and lecture to create a complete Nutrition Care Plan for a patient case. The assignment will require the student to do an assessment, determine a nutrition diagnosis, and create an intervention and evaluation using the appropriate documentation and NCP terminology. Written feedback is provided. For the purposes of this course, only one case (and a follow-up) will be given. The nutrition care plan exercise is designed to evaluate the student’s comprehension of the underlying clinical issues and skills when designing patient-centered nutritional care plans.

*Detail instructions will be provided in the class.*

3. Nutrition Care (Provide services to meet the nutrition care needs of individuals)

3.01. Assess the nutrition-related risks and needs (examples out of 21 academic indicators)
- Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment
- Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data
- Identify signs and symptoms of nutrient deficiencies or excesses
- Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient, micronutrient, electrolyte and trace element requirements.

3.02. Develop nutrition care plans (examples out of 19 academic indicators)
- Demonstrate knowledge of principles for priorization of nutrition care and available resources
- Demonstrate knowledge of ways to identify and select appropriate textural and therapeutic diet modifications.
- Demonstrate knowledge of strategies for monitoring and assessment of nutrition care plan outcomes

**3.03. Manage implementation of nutrition care plans**
- Identify ways to implement nutrition interventions
- Identify the roles of team members in supporting the implementation of a care plan.
- Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others.

**3.04. Evaluate and modify nutrition care plans as appropriate**
- Identify necessary changes to nutrition care plans

**Foundational Knowledge Content Areas for Dietetics Education:**

This dietetic education program is an accredited program recognized by the Partnership for Dietetic Education and Practice (PDEP) and prepares students for eligibility for registration with a provincial dietetics regulatory body.

*Highest level achieved: 1 = demonstrate broad knowledge; 2 = demonstrate comprehension; 3 = analyze, interpret and apply knowledge*

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Foundational Knowledge</th>
<th>Cognitive Complexity Level</th>
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<tbody>
<tr>
<td>Anatomy and Physiology</td>
<td>Role, function and regulation of the integumentary, musculo-skeletal, nervous, endocrine, cardio-respiratory, urinary, lymphatic and digestive systems in health and disease</td>
<td>1</td>
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<tr>
<td>Communication</td>
<td>Medical and dietetics-related terminology</td>
<td>2</td>
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<td>Food</td>
<td>Food modification to address therapeutic, textural or other needs</td>
<td>2</td>
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<td>Interprofessional Collaboration</td>
<td>Patient/client/family/community-centred care</td>
<td>1</td>
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<td>Interprofessional role clarification, including the role of the dietitian</td>
<td>1</td>
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<td>Nutrition Assessment</td>
<td>Anthropometric data collection and interpretation</td>
<td>3</td>
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<td></td>
<td>Biochemical parameter interpretation</td>
<td>3</td>
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<td></td>
<td>Clinical data collection and interpretation</td>
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<td>Surveillance and monitoring data collection and interpretation</td>
<td>2</td>
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<td>Nutrition Care Process and Medical Nutrition Therapy</td>
<td>Etiology and pathophysiology of nutrition-related diseases</td>
<td>2</td>
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<td>Nutrition-related disease management strategies</td>
<td>3</td>
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<td>Use of assessment, diagnosis, intervention, monitoring, evaluation (ADIME) in medical nutrition therapy</td>
<td>3</td>
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<td>Calculation of energy and nutrient requirements for conditions/diseases</td>
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<td>Goal setting and outcome measurement in nutrition therapy</td>
<td>2</td>
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<td>Oral, enteral, and parenteral nutrition support</td>
<td>2</td>
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<td>Feeding assessment, including identification of chewing, swallowing and feeding problems</td>
<td>2</td>
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<td>Pharmacology</td>
<td>Common medication side effects and contraindications relevant to nutrition</td>
<td>1</td>
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<td></td>
<td>Drug-nutrient interactions</td>
<td>1</td>
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**TENTATIVE COURSE TIMETABLE:**

Students are responsible for reviewing the relevant sections/chapters in the required text prior to attending lectures. As this is a fourth year course, students are asked to refer to the index of their text for the sections relevant to the course outline. Please bring your main resources and calculators to class daily.

<table>
<thead>
<tr>
<th>WK</th>
<th>Date</th>
<th>Lectures Topics</th>
<th>Laboratory Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 19</td>
<td>Introduction to Course</td>
<td>No lab</td>
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<tr>
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<td></td>
<td>- DC Code of Ethics</td>
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<td></td>
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<td>- Basic Medical Terminology</td>
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<td>2</td>
<td>Jan 24</td>
<td><strong>Nutrition Care Plan</strong></td>
<td>Lab 1: Introduction to Clinical</td>
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<td></td>
<td>Jan 26</td>
<td>1. Nutrition Screening and Assessment:</td>
<td>Charting</td>
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<td>- NCP model</td>
<td>* Introduction of PEN</td>
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<td>- Medical and Social History</td>
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<td>- Dietary</td>
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<td>- Clinical/Physical</td>
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<td>- Anthropometric</td>
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<td>3</td>
<td>Jan 31</td>
<td>- Biochemical</td>
<td>Lab 2: Calculating Energy Requirements</td>
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<td>Feb 2</td>
<td>- Requirement Assessment</td>
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<td>* Subjective Global Assessment (SGA)</td>
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<td>4</td>
<td>Feb 7</td>
<td>2. Nutrition Diagnosis</td>
<td>Lab 3: Writing a Nutrition Diagnosis</td>
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<td>Feb 9</td>
<td>3. Nutrition Intervention</td>
<td>and Intervention PES Statements</td>
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<td>Nutritional Support/Plan:</td>
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<tr>
<td></td>
<td></td>
<td>- Therapeutic Diets</td>
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<td></td>
<td>- Feeding Methods</td>
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<td>- Enteral Nutrition (EN)</td>
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<tr>
<td>5</td>
<td>Feb 14</td>
<td>- Parenteral Nutrition (PN)</td>
<td>Lab 4: Writing a Chart Note Case:</td>
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<td>Feb 16</td>
<td>4. Nutrition monitoring &amp; Evaluation</td>
<td>Dysphasia ADIME format</td>
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<td><strong>Gastrointestinal (GI) Tract Disease</strong></td>
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<td></td>
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<td>1. Upper GI diseases</td>
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<tr>
<td></td>
<td></td>
<td>- Dysphagia</td>
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<td></td>
<td></td>
<td>- Gastroesophageal Reflux Disease</td>
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<td>6</td>
<td>Feb 21</td>
<td><strong>Mid-Term Break (No Classes)</strong></td>
<td>No Lab</td>
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<td>Feb 23</td>
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<td>7</td>
<td>Feb 28</td>
<td>- Peptic Ulcer</td>
<td>Lab 5: Interpreting Laboratory Values</td>
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<td>Mar 2</td>
<td>- Gastric Surgery</td>
<td>Case: IBD</td>
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<td></td>
<td>* Refeeding syndrome</td>
<td>PES and ADIME</td>
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<td>* Dumping syndrome</td>
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<td>2. Lower GI diseases</td>
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<td></td>
<td></td>
<td>- IBD (UC, Crohn’s Diseases)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Details</td>
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</tbody>
</table>
| 8 | Mar 7 | SBS and IBS  
| Mar 9 | Diverticular diseases  
|       | * Ileostomy & Colostomy |
| 9 | Mar 14 | Mid-Term Test: Mar 14, Tues in class  
| Mar 16 | (based on course content covered to Mar 9, including laboratories and guest speakers)  
|       | Hepatobiliary and Pancreatic Disorders  
|       | - Pancreatitis (Acute and Chronic)  
|       | - Gallbladder  
|       | - Liver diseases  
| 10 | Mar 21 | Cardiovascular Diseases  
| Mar 23 | - Sodium lowering strategy  
|       | - Homocysteine and CVD  
| 11 | Mar 28 | Obesity/Metabolic Syndrome  
| Mar 30 | - Bariatics  
| 12 | Apr 4 | Pulmonary Disease: Cystic Fibrosis  
| Apr 6 | Outpatient: “Living with metabolic syndrome…” (Mr. D. Labossiere, Apr 6)  
| 13 | Apr 11 | Cancer  
| Apr 13 | Nutr Care for Cancer Patients  
|       | Speaker: Gina Sunderland, RD, MSc, Cancer Care MB-to be confirmed)  
| 14 | Apr 18 | Eating Disorders  
| Apr 20 | Final Review  

Lab 6: Using Nutrition  
Assessment and SGA Forms  
Case: Pancreatitis or Liver disease  
Lab 7: Introduction to Behaviour  
Change or flexible lab  
Lab 8: Writing an Enteral Nutrition Order  
Case: Closed head injury  
Lab 9: Patient Interviews  
Case: Out patient with metabolic syndrome  
No Lab

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Course Technology: It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. The student can use all technology in classroom setting only for educational purposes approved by instructor and/or the University of Manitoba Disability Services. Student should not participate in personal direct electronic messaging / posting activities (e-mail, texting, video or voice chat, wikis, blogs, social networking (e.g. Facebook) online and offline “gaming” during scheduled class time. If student is on call (emergency) the student should switch his/her cell phone on vibrate mode and leave the classroom before using it. Please check UM Learn REGULARLY. For assistance with UM Learn, contact:
IST Help and Solutions Centre
Email: support@umanitoba.ca
Phone: (204) 474-8600, In-person: 123 Fletcher Argue

Electronic communications: The University requires all students to activate an official University email account. For full details of the Electronic Communication with Students please visit:
http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_-_2014_06_05.pdf

Please note that all communication between myself and you as a student must comply with the electronic communication with student policy
(http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html). You are required to obtain and use your U of M email account for all communication between yourself and the university.

Student Accessibility Services
If you are a student with a disability, please contact SAS for academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.
Student Accessibility Services http://umanitoba.ca/student/saa/accessibility/
520 University Centre
204 474 7423 or email Student_accessibility@umanitoba.ca

GENERAL ACADEMIC REGULATIONS AND REQUIREMENTS

PLEASE REFER TO THE UNIVERSITY OF MANITOBA ACADEMIC CALENDAR 2016-2017 FOR “GENERAL ACADEMIC REGULATIONS AND REQUIREMENTS” (AVAILABLE ONLINE VIA U OF M HOMEPAGE) REGARDING ACADEMIC INTEGRITY, EXAMINATION POLICIES, ETC.

Attendance and Withdrawal 1. Attendance at Class and Debarment
Regular attendance is expected of all students in all courses.
An instructor may initiate procedures to debar a student from attending classes and from final examinations and/or from receiving credit where unexcused absences exceed those permitted by the faculty or school regulations.
A student may be debarred from class, laboratories, and examinations by action of the dean/director for persistent non-attendance, failure to produce assignments to the satisfaction of the instructor, and/or unsafe clinical practice or practicum. Students so debarred will have failed that course.
2. Withdrawal from Courses and Programs
2.1 Voluntary Withdrawal
The registration revision period extends two weeks from the first day of classes in both Fall and Winter terms. Courses dropped during this period shall not be regarded as withdrawals and shall not be recorded
on official transcripts or student histories. The revision period is prorated for Summer terms and for parts of term.

After the registration revision period ends, voluntary withdrawals (VWs) will be recorded on official transcripts and student histories.

The following dates are deadlines for voluntary withdrawals:

- The Voluntary Withdrawal deadline shall be the 48th teaching day in both Fall and Winter term for those half-courses taught over the whole of each term;
- The Voluntary Withdrawal deadline for full-courses taught over both Fall and Winter term shall be the 48th teaching day of the Winter term; and
- The Voluntary Withdrawal deadline for full-and-half courses taught during Summer terms or during some other special schedule shall be calculated in a similar manner using a pro-rated number of teaching days.

The exact Voluntary Withdrawal dates that apply to courses offered in the current academic session are published in the Academic Schedule.

2.2 Authorized Withdrawal

Subject to the provision of satisfactory documentation to the faculty of registration, Authorized Withdrawals (AWs) may be permitted on medical or compassionate grounds.

2.3 Required Withdrawal from Professional Programs

Senate, at the request of some faculties and schools, has approved bylaws granting them the authority to require a student to withdraw on the basis of unsuitability for the practice of the profession to which the program of study leads.

This right may be exercised at any time throughout the academic year or following the results of examinations at the end of every year.

This right to require a student to withdraw prevails notwithstanding any other provisions in the academic regulations of the particular faculty or school regarding eligibility to proceed or repeat.

Where Senate has approved such a bylaw, that fact is indicated in the Academic Calendar chapter for that faculty or school. A copy of the professional unsuitability bylaw may be obtained from the general office of the faculty or school.

Examinations: Personations

A student who arranges for another individual to undertake or write any nature of examination for and on his/her behalf, as well as the individual who undertakes or writes the examination, will be subject to discipline under the university’s Student Discipline Bylaw, which could lead to suspension or expulsion from the university. In addition, the Canadian Criminal Code treats the personation of a candidate at a competitive or qualifying examination held at a university as an offence punishable by summary conviction. Section 362 of the code provides:

**Personation at Examination**

362. Everyone who falsely, with intent to gain advantage for him/herself or some other person, personates a candidate at a competitive or qualifying examination held under the authority of law or in connection with a university, college or school or who knowingly avails him/herself of the results of such personation is guilty of an offence punishable on summary conviction. 1953-54,c.51, s.347.

Both the personator and the individual who avails him/herself of the personation could be found guilty. Summary conviction could result in a fine being levied or up to two years of imprisonment.

Other information

**PLAGIARISM AND CHEATING:**

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, pagers or cell phones). Exam cheating can also include exam personation.

(Please see Exam Personation, found in the Examination Regulations section of the General Academic Regulations). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is
stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously it is not necessary to state the source of well known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources. To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/ herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

Working with other students on assignments, laboratory work, take-home tests, or on-line tests, when this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to penalty under the Student Discipline By-Law.

An assignment which is prepared and submitted for one course should not be used for a different course. This is called “duplicate submission” and represents a form of cheating because course requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, ask your professor or instructor.

The Student Advocacy Office, 519 University Centre, 474-7423, is a resource available to students dealing with Academic Integrity matters.

OTHER STUDENT SERVICES (bolded titles are hyper-linked to web sites):

Writing and Learning Support:
The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format. You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor’s feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: http://umanitoba.ca/student/academiclearning/

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 201 Tier Building.

University of Manitoba Libraries (UML):
As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: http://bit.ly/WcEbA1 or name: http://bit.ly/1tJ0bB4. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: http://bit.ly/1sXe6RA. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries’ homepage: www.umanitoba.ca/libraries.

Student Counselling Centre (SCC):
Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as
individual, couple, and group counselling. **Student Counselling Centre:**
http://umanitoba.ca/student/counselling/index.html
474 University Centre or S207 Medical Services
(204) 474-8592

**Student Support Case Management:**
Contact the Student Support Case Management team if you are concerned about yourself or another student and don’t know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.
**Student Support Intake Assistant** http://umanitoba.ca/student/case-manager/index.html
520 University Centre
(204) 474-7423

**For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.**

**University Health Service:**
Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

*University Health Service* http://umanitoba.ca/student/health/
104 University Centre, Fort Garry Campus
(204) 474-8411 (Business hours or after hours/urgent calls)

**Health and Wellness:**
Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault. *Health and Wellness Educator* http://umanitoba.ca/student/health-wellness/welcome.html
Katie.Kutryk@umanitoba.ca
469 University Centre, (204) 295-9032

**Live Well @ UofM:**
For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:
http://umanitoba.ca/student/livewell/index.html

**Your Rights and Responsibilities:**
As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school. The *Academic Calendar* http://umanitoba.ca/student/records/academiccalendar.html is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations.*
While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final grade appeals. Note that you have the right to access your final examination scripts. See the Registrar’s Office website for more information including appeal deadline dates and the appeal form http://umanitoba.ca/registrar/
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the *Academic Integrity* regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support http://umanitoba.ca/academicintegrity/
View the *Student Academic Misconduct* procedure for more information.
- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected conduct yourself in an appropriate respectful manner. Policies governing behavior include:
  **Respectful Work and Learning Environment**
If you experience Sexual Assault or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The Sexual Assault policy may be found at: http://umanitoba.ca/admin/governance/governing_documents/community/230.html More information and resources can be found by reviewing the Sexual Assault site http://umanitoba.ca/student/sexual-assault/

- For information about rights and responsibilities regarding Intellectual Property view the policy http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site http://umanitoba.ca/faculties/ Contact an Academic Advisor within our faculty/college or school for questions about your academic program and regulations http://umanitoba.ca/academic-advisors/

Student Advocacy:
Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. http://umanitoba.ca/student/advocacy/
520 University Centre
204 474 7423
student_advocacy@umanitoba.ca

When in doubt about any practice, ask your professor or instructor. The Student Advocacy Office, 519 University Centre, 474-7423, is a resource available to students dealing with Academic Integrity matters.”