

# Syllabus

HNSC 4290: Food, Nutrition and Health Policies  
Fall 2022

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**COURSE DETAILS**

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<b>Course Title &amp; Number:</b>	HNSC 4290: Food, Nutrition and Health Policies
<b>Number of Credit Hours:</b>	3.0 credit hours
<b>Class Times &amp; Days of Week:</b>	September 7-Dec 12, 2022 Wednesdays 1:30pm-4:15pm
<b>Location for classes/labs/tutorials:</b>	111 Armes UMLearn- Class material and assignments will be managed via the UMLearn portal established for this class
<b>Pre-Requisites:</b>	HNSC 2000 (or the former HMEC 2000 or the former HMEC 2050) (D) and HNSC 2130 (D)
<b>Voluntary withdrawal date:</b>	November 22, 2022

***Last date to drop Fall term and Fall/Winter term spanning courses with refunds: Sep. 20, 2022***

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**Instructor Contact Information**

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<b>Instructor(s) Name &amp; Website:</b>	Dr. Natalie Riediger <a href="https://umanitoba.ca/agricultural-food-sciences/food-and-human-nutritional-sciences/natalie-riediger">https://umanitoba.ca/agricultural-food-sciences/food-and-human-nutritional-sciences/natalie-riediger</a>
<b>Preferred Form of Address:</b>	Dr. Riediger (she/her)
<b>Office Location:</b>	407 Human Ecology
<b>Office Hours or Availability:</b>	I will be available immediately after class for office hours. Please contact me in advance to schedule a meeting at another time, either in-person or virtually.
<b>Office Phone No.</b>	204-471-5511
<b>Email:</b>	<a href="mailto:Natalie.riediger@umanitoba.ca">Natalie.riediger@umanitoba.ca</a>
<b>Contact:</b>	All email communication must conform to the <a href="#">Communicating with Students</a> university policy. Dr. Riediger prefers email communication.

### Course Description

Principles and applications of policies, regulations and legislation in the areas of food and health that address nutrition and health issues of populations. Focus will be on the Canadian and Manitoban context.

### Course Goals

- 1) To describe food, nutrition and health policies, including history and related theory, in the Manitoban, Canadian, and international context;
- 2) To communicate clear and persuasive arguments related to current food, nutrition, or health policies;
- 3) To identify relevant decision-makers and stakeholders for food, nutrition, and health policies.

### Course Learning Outcomes

Learning objectives are listed in the course schedule below.

### Foundational Knowledge Content Areas for Dietetics Education

This dietetic education program is an accredited program recognized by the Partnership for Dietetics Education and Practice (PDEP) and prepares students for eligibility for registration with a provincial dietetics regulatory. Following are the foundational knowledge areas that this course is designed to meet towards the ICDEP.

Content area	Foundational knowledge	Cognitive complexity level <sup>a</sup>
Communication	Communication channels and techniques, and their appropriate usage	2
	Medical and dietetics-related terminology	2
Food	Application of dietary requirements, guidelines, and guidance tools to food planning	3
	Food labeling	2
Health system in Canada	Organization and delivery of care	3
	Issues and trends	3
	Political influence	3
Human nutrition across the lifespan	Effect of deficiencies and toxicities of nutrients	2
	Role of nutrients and other food components in health	2
Management	Regulations, policies and procedures	1

Nutrition assessment	Food and nutrient intake of individuals and populations	3
	Surveillance and monitoring data collection and interpretation	2
Population food systems and food security	Food production, preparation, processing, distribution and waste management	1
	Global and local food systems and factors affecting the supply of food	1
	Sustainable food practices	1
	Food markets and marketing of food	1
Population and public health	Policies, standards and guidelines for public health nutrition	2
	Program planning in public and population health	2

<sup>a</sup>Highest level achieved: 1= demonstrate broad knowledge; 2= demonstrate comprehension; 3 = analyze, interpret and apply knowledge

### Course Materials

Readings available through UMLearn with links. All readings are required and are listed with the course schedule and learning objectives above.

### Using Copyrighted Material

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and University guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed. For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact [um.copyright@umanitoba.ca](mailto:um.copyright@umanitoba.ca).

**Note regarding assignments:** All unclaimed assignments become the property of the faculty and will become subject to destruction. Students maintain copyright for all of their work, despite notification that the version/copy of the assignment left with their instructors becomes the physical property of the department. If for any reason an instructor wishes to retain a copy of student coursework, they should obtain the written permission of the student to do so.

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## Course Technology

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This course uses UMLearn. To gain access or learn how to navigate in these technologies please use these links: <https://universityofmanitoba.desire2learn.com/d2l/login>  
<https://centre.cc.umanitoba.ca/technology/umlearn/>

If you have questions regarding UM Learn, please contact <https://centre.cc.umanitoba.ca/>

You must have access to Microsoft Office, including PowerPoint and Word.

For the recording of your presentation, you must also have access to a microphone connected to your computer.

It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner.

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## Expectations: I Expect You To

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- Check UMLearn for course updates regularly
- Finish all the required assignments
- Complete the required readings on time
- Respect your instructor and the other students

### Structure

This course utilizes a blended teaching approach, including a combination of in-person lectures, self-directed learning, and in-person peer-to-peer interaction/discussion. Students are required to divide their time based on 1) their own schedules, and 2) the amount of time they believe is necessary to succeed in this course. For these reasons, no requests for extensions for assignments will be granted, with the exception of emergent medical issues or compassionate grounds.

**Note regarding online learning in this course:** This is an independent learning environment. The responsibility for managing your time, the coursework, and checking UMLearn regularly rests with you, the student. Each week there will be either a lecture, assignments, activities, and/or in class discussion. The purpose of ongoing assignments and assessment is for you to engage with the course concepts and apply concepts and theories from the course. I will have a discussion board dedicated to student questions, including posting anonymously, which I would prefer students ask questions in this forum rather than email, if the answer may benefit other students. If the question only pertains to you, then please feel free to email.

All instructional activities and deadlines will be Winnipeg time (Central Time). Please make sure your calendars are adjusted to reflect any time changes.

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## Class Communication:

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Please use your UM email address. Include your last name and the course number in the subject line, and if/as applicable, the component.

For full details of the Electronic Communication with Students please visit:

[http://umanitoba.ca/admin/governance/media/Electronic Communication with Students Policy - 2013\\_09\\_01 RF.pdf](http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_-_2013_09_01_RF.pdf)

### Recording class lectures

Dr. Riediger and the University of Manitoba hold copyright over the course materials, presentations and lectures which form part of this course. No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of Dr. Riediger. Lectures are not to be shared outside of the course.

### Student Accessibility Services

The University of Manitoba is committed to providing an accessible academic community. [Students Accessibility Services \(SAS\)](#) offers 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

520 University Centre

Phone: (204) 474-7423

Email: [Student\\_accessibility@umanitoba.ca](mailto:Student_accessibility@umanitoba.ca)

### Expectations: You Can Expect Me To

- Clearly list all my learning objectives
- Assess, record and report on the development, progress and attainment of all students
- Provide guidance and advice to all students on their educational matters related to the course
- Reply to your emails within 2 business days
- Respect all students and will answer all your questions in a timely manner

### COURSE EVALUATION

#### Evaluation:

Component	Percent of final grade
Activity #1: Examining your ideology	5%
Activity #2: Identifying dimensions of evidence for policy	5%
Assignment #1: OpEd/blog	10%
Assignment #2: Infographic	10%
Activity #3: UN Sustainable Development Goals	5%
Assignment #3: Group Policy brief	15%
Assignment #4: Policy presentation	15%
Participation for in class discussions	10%
Final Exam	25%
Total	100%

### COURSE SCHEDULE, LEARNING OBJECTIVES, AND IMPORTANT DATES



Date	Lecture topic	Required readings <sup>a</sup>	Learning objectives	Assessment due date
Sept 7	<p>Syllabus review, expectations, and course overview</p> <p>What is a food, nutrition, and health policy?</p>	N/A	<p>-Define ‘food’, ‘nutrition’, ‘food supply’, ‘health’, and ‘policy’;</p> <p>-Identify different perspectives and philosophies with respect to the previously listed terms;</p> <p>-Define ‘health in all policies’;</p>	Class discussion
Sept 14	Politics, culture, media, and policy	<p>Resources and corresponding links posted on UMLearn:</p> <ul style="list-style-type: none"> <li>•How to write an OpEd</li> <li>•How to prepare an infographic</li> </ul> <p>Russell, C., Lawrence, M., Cullerton, K., &amp; Baker, P. (2020). The political construction of public health nutrition problems: a framing analysis of parliamentary debates on junk-food marketing to children in Australia. <i>Public Health Nutrition</i>, 23(11), 2041–2052.  <a href="https://doi.org/10.1017/S1368980019003628">https://doi.org/10.1017/S1368980019003628</a></p> <p>News article:</p> <p>Miller, M. July 28, 2021. Blog TO: Eat &amp; Drink.  <a href="https://www.blogto.com/eat_drink/2021/07/buy-cheap-surplus-food-toronto-restaurants-reduce-waste/">https://www.blogto.com/eat_drink/2021/07/buy-cheap-surplus-food-toronto-restaurants-reduce-waste/</a></p>	<p>-Define politics, culture, and media, and describe how each relate to policy development using an example;</p> <p>-Describe advocacy and its importance to policy development;</p> <p>-List and describe 5 lessons in public health advocacy;</p> <p>-Describe when decision makers change or implement policies;</p> <p>-Explain framing as it relates to policy;</p> <p>-Describe different types of framing techniques;</p>	Class discussion

Sept 21	Ideology, positionality, conflict of interest	<p>Takacs, D. (2003). How does your positionality bias your epistemology? <i>The NEA Higher Education Journal</i>, 27-38.  <a href="https://repository.uchastings.edu/cgi/viewcontent.cgi?article=2260&amp;context=faculty_scholarship">https://repository.uchastings.edu/cgi/viewcontent.cgi?article=2260&amp;context=faculty_scholarship</a></p> <p>Ioannidis, J. P., &amp; Trepanowski, J. F. (2018). Disclosures in nutrition research: why it is different. <i>JAMA</i> 319(6), 547-548.  <a href="https://jamanetwork.com.uml.idm.oclc.org/journals/jama/fullarticle/2666008">https://jamanetwork.com.uml.idm.oclc.org/journals/jama/fullarticle/2666008</a></p> <p>Bombak AE, Adams L, Thille P. (2022). Drivers of medicalization in the Canadian Adult Obesity Clinical Practice Guidelines. <i>Canadian Journal of Public Health</i>; in press. <a href="https://link-springer-com.uml.idm.oclc.org/article/10.17269/s41997-022-00662-4">https://link-springer-com.uml.idm.oclc.org/article/10.17269/s41997-022-00662-4</a></p>	<p>-Define positionality and epistemology;          -Critically reflect on your own worldview and describe how it influences your perspectives on policy (Activity 1);          -Define ‘conflict of interest’ and discuss its relevance to research informing food and nutrition research and policy.</p>	Activity #1 due September 23, 2022 at 4:30 pm
Sept 28	<p>Evidence to inform food or nutrition policy</p> <p>Policy instruments or tools</p>	<p>St-Germain A-AF, Galloway T, Tarasuk V. (2019). Food insecurity in Nunavut following the introduction of Nutrition North Canada. <i>Canadian Medical Association Journal</i>, 191(2), E552-E558 DOI:  <a href="https://doi.org/10.1503/cmaj.181617">https://doi.org/10.1503/cmaj.181617</a></p>	<p>-List the three levels of public policy decision-making in Canada;          -Define policy tools or instruments;          -Identify and define policy statement, legislation, sanctions, regulations, taxes, subsidies, service provision, and agency budgets;          -Describe the 7 dimensions of evidence to inform public health nutrition policy;</p>	Class discussion

		Riediger, N., & Bombak, A. (2018). Sugar-sweetened beverages as the new tobacco: examining a proposed tax policy through a Canadian social justice lens. <i>Canadian Medical Association Journal (CMAJ)</i> , 190(11), E327–E330. <a href="https://doi.org/10.1503/cmaj.170379">https://doi.org/10.1503/cmaj.170379</a> <a href="https://www.cmaj.ca/content/190/11/E327">https://www.cmaj.ca/content/190/11/E327</a>	<ul style="list-style-type: none"> <li>-Define durability, as it relates to public policy;</li> <li>-Identify and match examples of evidence to the correct dimension of evidence (effectiveness, unintended effects, equity, feasibility, cost, acceptability, durability);</li> </ul>	
Oct 5	Organization of the Canadian Healthcare System	Watch “Larry Saves the Canadian Healthcare System” on YouTube (episodes 1-11), developed by Dr. Sara Kreindler: Video links: <a href="https://www.youtube.com/watch?v=kWYD05mYdfo&amp;list=PLXJ_s2kV-Rv8zaK_a3qjQiZgaVpKQLfL-&amp;index=1">https://www.youtube.com/watch?v=kWYD05mYdfo&amp;list=PLXJ_s2kV-Rv8zaK_a3qjQiZgaVpKQLfL-&amp;index=1</a>	<ul style="list-style-type: none"> <li>-Describe a brief history of the introduction of universal, public health care in Canada;</li> <li>-Describe a brief history of the role of Indian hospitals in shaping healthcare for Indigenous people;</li> <li>-List the 5 core standards of the Canada Health Act;</li> <li>-Explain the funding structure of health care in Canada;</li> <li>-Differentiate between health care eligibility for provincial vs. federal funding;</li> <li>-Explain non-insured health benefits program of the First Nations and Inuit Health Branch;</li> <li>-Explain Jordan’s Principle;</li> <li>-Explain how dietitian’s services are funded;</li> </ul>	Class Discussion  Activity #2 due October 5 at 1:30 pm
Oct 12	Policy analysis What is a policy brief?	Resources on UMLearn: How to prepare a policy brief and example policy briefs	<ul style="list-style-type: none"> <li>*-Prepare an OpEd on a controversial food or nutrition policy;</li> <li>*-Prepare an infographic related to a current food or nutrition policy topic;</li> </ul>	Assign. #1: OpEd due October 12 at 1:30pm

		<p>Wong SL, Bazemore AW, Green LA, Miller BF. How to write a health policy brief. <i>Families, Systems, &amp; Health</i> 2017;35(1):21-24.</p> <p><a href="https://www.apa.org/pubs/journals/features/fsh-fsh0000238.pdf">https://www.apa.org/pubs/journals/features/fsh-fsh0000238.pdf</a></p>	<p>-Define policy analysis and explain its importance;</p> <p>-Outline the steps in a policy analysis/policy brief;</p>	<p>Assign. #2: Infographic due October 12 at 1:30pm</p>
Oct 19	Canadian food supply, policy, legislation, trade	<p><b>Read Sections 1-5:</b></p> <p>Government of Canada. (2012, July 30). Lessons Learned: Public Health Agency of Canada's Response to the 2008 Listeriosis Outbreak. Retrieved from <a href="https://www.canada.ca/en/public-health/services/food-safety/listeria/lessons-learned-public-health-agency-canada-response-2008-listeriosis-outbreak.html#es">https://www.canada.ca/en/public-health/services/food-safety/listeria/lessons-learned-public-health-agency-canada-response-2008-listeriosis-outbreak.html#es</a></p> <p>READ UP TO END OF SECTION 4.</p> <p>Baker, P., Friel, S., Gleeson, D., Thow, A., &amp; Labonte, R. (2019). Trade and nutrition policy coherence: a framing analysis and Australian case study. <i>Public Health Nutrition</i>, 22(12), 2329–2337. <a href="https://www.cambridge.org/uk/core/journals/public-health-nutrition/article/trade-and-nutrition-policy-coherence-a-framing-analysis-and-australian-case-study/C53342339184AD8A2F2B362E7DF415DD">https://www.cambridge.org/uk/core/journals/public-health-nutrition/article/trade-and-nutrition-policy-coherence-a-framing-analysis-and-australian-case-study/C53342339184AD8A2F2B362E7DF415DD</a></p> <p>CBC (2018, October 1) <i>New USMCA trade deal 'devastating' to Canada's</i></p>	<p>-Describe the responsibilities and policy priorities of Agriculture &amp; Agri-Food Canada;</p> <p>-Describe the responsibilities and policy priorities of the Canadian Food Inspection Agency;</p> <p>-Explain the process for initiating food recalls in Canada;</p> <p>-Describe the 2008 Listeria outbreak and how it shaped the Safe Food for Canadians Act;</p> <p>-Describe the core aspects of the Safe Food for Canadians Act;</p> <p>-Critically discuss the challenges of considering nutrition in food trade policies;</p>	<p>Class Discussion</p>

		<p><i>dairy industry, farmer says</i>. Retrieved from <a href="https://www.cbc.ca/news/canada/manitoba/usmca-trade-deal-dairy-farmer-1.4845229">https://www.cbc.ca/news/canada/manitoba/usmca-trade-deal-dairy-farmer-1.4845229</a></p> <p>O'keefe, M. (2020, January 19). <i>Why USMCA is a big win for USMCA dairy</i>. Retrieved from <a href="https://www.wisfarmer.com/story/opinion/editorials/2020/01/19/why-usmca-big-win-u-s-dairy/4517755002/">https://www.wisfarmer.com/story/opinion/editorials/2020/01/19/why-usmca-big-win-u-s-dairy/4517755002/</a></p>		
Oct 26	Structural racism, sexism, and colonialism, and considerations for food policy	<p>Lupton, D. (2014). The pedagogy of disgust: the ethical, moral and political implications of using disgust in public health campaigns. <i>Critical Public Health</i>, 25(1), 4–14.  <a href="https://www.researchgate.net/publication/260266105_The_pedagogy_of_disgust_the_ethical_moral_and_political_implications_of_using_disgust_in_public_health_campaigns/link/00b7d531ecd1b21bbd000000/download">https://www.researchgate.net/publication/260266105_The_pedagogy_of_disgust_the_ethical_moral_and_political_implications_of_using_disgust_in_public_health_campaigns/link/00b7d531ecd1b21bbd000000/download</a></p> <p>Truth and Reconciliation Commission (2015). <i>94 Calls to Action</i>.  <a href="http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf">http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf</a></p>	<ul style="list-style-type: none"> <li>-Define colonialism and describe how it has and continues to impact the health of Indigenous peoples;</li> <li>-Differentiate between race and ethnicity;</li> <li>-Differentiate between sex and gender;</li> <li>-Define interpersonal racism/sexism, institutional racism/sexism, covert racism/sexism, race-consciousness, tokenism;</li> <li>-Define and utilize strategies for examining differential effects of (food/health) policies based on race, sex, and gender, including anti-racism, sex and gender-based analysis, and anti-oppression frameworks;</li> <li>-Identify the TRC Calls to Action specific to health and understand their importance in informing policy formation to support reconciliation;</li> <li>-Define Indigenous self-determination.</li> </ul>	Class discussion

Nov 2	<p>International nutrition &amp; health policy</p> <p>U.N. Sustainable development goals (SDGs)</p>	<p>Food and Agriculture Organization of the United Nations. About FAO: A short history of FAO.  <a href="http://www.fao.org/home/en/">http://www.fao.org/home/en/</a>  <i>*Please watch the series of videos on each decade to understand the history</i></p> <p>The History and Development of the World Health Organization. Posted April 17, 2020.  <a href="https://m.youtube.com/watch?v=fppOWhrIk5w">https://m.youtube.com/watch?v=fppOWhrIk5w</a></p> <p>United Nations General Assembly. (2016) Resolution adopted by the General Assembly on 25 September 2015. Transforming our world: the 2030 Agenda for Sustainable Development. Retrieved from  <a href="https://www.unfpa.org/sites/default/files/resource-pdf/Resolution_A_RES_70_1_EN.pdf">https://www.unfpa.org/sites/default/files/resource-pdf/Resolution_A_RES_70_1_EN.pdf</a>          *START ON PAGE 14</p> <p>McCoy D, Kemhavi G, Patel J, Luintel A. The Bill &amp; Melinda Gates Foundation's grant-making programme for global health. The Lancet 2009;373:1645-53. <a href="https://www-sciencedirect-com.uml.idm.oclc.org/science/article/pii/S0140673609605717">https://www-sciencedirect-com.uml.idm.oclc.org/science/article/pii/S0140673609605717</a></p>	<p>-Describe briefly the history of the World Health Organization (WHO) and the Food and Agriculture Organization of the United Nations (FAO);</p> <p>-Describe the mandates of the WHO and the FAO;</p> <p>-Describe and critically discuss the funding structure for WHO and global health</p> <p>*-Describe the SDG's, particularly as they relate to food, nutrition, and health;</p> <p>*-Identify an example of a policy in a middle- or low-income country that contributes to the SDG's, with respect to food/nutrition;</p> <p>-Critically assess gender-related differences in nutrition policy effectiveness;</p>	Activity #3 due November 4 at 4:30 pm
Nov 9	Fall term break			

Nov 16	Municipal/city food policy councils	<p>Mendes, W. (2011) Food policy councils. Retrieved from <a href="https://www.ncchpp.ca/docs/FoodPolicyCouncils-ConseilsPolitiqueAlimentaire_EN.pdf">https://www.ncchpp.ca/docs/FoodPolicyCouncils-ConseilsPolitiqueAlimentaire_EN.pdf</a></p> <p>Bassarab, K., Clark, J., Santo, R., &amp; Palmer, A. (2019). Finding Our Way to Food Democracy: Lessons from US Food Policy Council Governance. <i>Politics and Governance</i>, 7(4), 32–47. <a href="https://www.cogitatiopress.com/politicsandgovernance/article/view/2092/2092">https://www.cogitatiopress.com/politicsandgovernance/article/view/2092/2092</a></p> <p>CBC News. More Canadians facing hunger, food insecurity, says Food Banks Canada. (Posted June 6, 2022). Retrieved from <a href="https://www.youtube.com/watch?v=0llGY9CDrnw">https://www.youtube.com/watch?v=0llGY9CDrnw</a></p>	<p>-Define a food policy council and their mandate;</p> <p>-Critically describe how the location, funding source, and stakeholders influence the policy priorities of food policy councils;</p> <p>-Critically discuss the challenges facing municipal food policy councils in implementing policies and substantially influencing local food systems;</p> <p>-Discuss the challenges faced by local food systems during the pandemic and how we used policy to respond</p>	Class discussion
Nov 23	Stakeholder presentations and policy briefs posted on UMLearn (Assignments #3 and #4)	Watch stakeholder presentations	<p>*-Prepare a policy brief on a proposed food or nutrition policy;</p> <p>-Communicate clearly, effectively, and succinctly policy-relevant information to a decision-maker</p> <p>*-Identify relevant stakeholders for a policy;</p> <p>*-Align stakeholder values/priorities with policy positions;</p> <p>*-Deliver a persuasive presentation regarding a proposed food or nutrition policy;</p>	<p>Assign. #3: Policy brief due date November 23, 2022; 1:30pm</p> <p>Peer assessment due date Nov 30, 2022 4:30pm</p> <p>Assign. #4: Policy stakeholder presentation video</p>

			-Persuasively argue for or against a food/nutrition policy;	due date November 23, 2022; 1:30pm Class discussion
Nov 30		Watch stakeholder presentations and respond to questions about your presentation		Class discussion
Dec 7	Exam review			Class discussion

\*Learning objectives with this symbol will not be assessed on the final exam

### **Final Exam**

Includes all lecture and reading material.



## Grading

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Letter Grade	Percentage out of 100	Grade Point Range	Final Grade Point
A+	90-100	4.25-4.5	4.5
A	85-89.9	3.75-4.24	4.0
B+	75.0-84.9	3.25-3.74	3.5
B	70.0-74.9	2.75-3.24	3.0
C+	65.0-69.9	2.25-2.74	2.5
C	60-64.9	2.0-2.24	2.0
D	50-59.9	Less than 2.0	1.0
F	Less than 50		0

## ASSIGNMENT DESCRIPTIONS

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All assignment instructions and rubrics can be found on UMLearn.

### Referencing Style

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Assignments should use the APA reference style as outlined in the text: American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author

### Assignment Feedback

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All assignments will be marked using rubrics on UMLearn and communicated in that format. Text-based feedback is built in to the rubrics, though the Teaching Assistant or Instructor may provide additional written feedback. We aim to provide feedback to students in a timely manner for each assignment and activity. Marks for Assignments 1 and 2, as well as Activities 1-3 will be shared with students prior to the Voluntary Withdrawal deadline, provided students submitted assignments on time.

### Assignment Extension and Late Submission Policy

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Assignments must be submitted electronically to the instructor by the time noted above. Deduction of 10% per day late, including weekends. Keep in mind the University of Manitoba's [Self-Declaration for Brief and Temporary Student Absences Policy and Procedure](#).

## UM Policies

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As a student at 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 University of Manitoba (UM) website's [Governing Documents](#) (<https://umanitoba.ca/governance/governing-documents>) is one important source of information, in particular the Academic and Students sections. The Student Advocacy office can

also help you understand policies and procedures; find their information in the UM Learner Supports section below.

### Academic Calendar

The [Academic Calendar](https://umanitoba.ca/registrar/academic-calendar) (<https://umanitoba.ca/registrar/academic-calendar>) is the University's official publication containing course descriptions, program and graduation requirements, as well as UM and faculty/school-specific rules, regulations and policies. In particular, familiarize yourself with the sections *University Policies and Procedures* and *General Academic Regulations*.

### Academic Integrity

In addition to reviewing your instructor's academic integrity policy listed in their syllabus, you are expected to view the *General Academic Regulation* section within the [Academic Calendar](https://umanitoba.ca/registrar/academic-calendar) (<https://umanitoba.ca/registrar/academic-calendar>) and specifically read the regulation pertaining to Academic Integrity. Ask your instructor for additional information about demonstrating academic integrity in your academic work, and consult the following UM resources for more information and support:

- [Academic Integrity](https://umanitoba.ca/student-supports/academic-supports/academic-integrity) (<https://umanitoba.ca/student-supports/academic-supports/academic-integrity>)
  - [Student Resources](https://umanitoba.ca/student-supports/academic-supports/academic-integrity#resources-to-conduct-academic-work-with-integrity) (<https://umanitoba.ca/student-supports/academic-supports/academic-integrity#resources-to-conduct-academic-work-with-integrity>)
  - [Academic Misconduct and How to Avoid It](https://umanitoba.ca/student-supports/academic-supports/academic-integrity#academic-misconduct-and-how-to-avoid-it) (<https://umanitoba.ca/student-supports/academic-supports/academic-integrity#academic-misconduct-and-how-to-avoid-it>)
- [Student Advocacy Office](https://umanitoba.ca/student-supports/academic-supports/student-advocacy) (<https://umanitoba.ca/student-supports/academic-supports/student-advocacy>)

### Copyright

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The [Copyright Office](https://umanitoba.ca/copyright/) (<https://umanitoba.ca/copyright/>) provides copyright resources and support for all members of the University of Manitoba community.

### Grade Appeals

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](https://umanitoba.ca/registrar/grades/appeal-grade) (<https://umanitoba.ca/registrar/grades/appeal-grade>) for more information including appeal deadline dates and the appeal form.

### Intellectual Property

For information about rights and responsibilities regarding intellectual property view the [Intellectual Property Policy](https://umanitoba.ca/governance/governing-documents/governing-documents-university-community#intellectual-property) (<https://umanitoba.ca/governance/governing-documents/governing-documents-university-community#intellectual-property>)

### Program-Specific Regulations

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](https://umanitoba.ca/academics) website (<https://umanitoba.ca/academics>).

### Respectful Work and Learning Environment

The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate and respectful manner. Policies governing UM community behaviour include:

- [Respectful Work and Learning Environment](https://umanitoba.ca/about-um/respectful-work-and-learning-environment-policy) (<https://umanitoba.ca/about-um/respectful-work-and-learning-environment-policy>)
- [Student Discipline](https://umanitoba.ca/governance/governing-documents-students#student-discipline) (<https://umanitoba.ca/governance/governing-documents-students#student-discipline>)
- [Violent or Threatening Behaviour](https://umanitoba.ca/governance/governing-documents-students#violent-or-threatening-behaviour) (<https://umanitoba.ca/governance/governing-documents-students#violent-or-threatening-behaviour>)

The UM website, [Engaging in Respectful Conduct](https://umanitoba.ca/student-supports/respectful-conduct) (<https://umanitoba.ca/student-supports/respectful-conduct>), includes more details about expectations for behaviours related to university activities.

### Sexual Violence Policies

The UM has several policies and procedures that deal with the rights and responsibilities of the University community with regards to all forms of sexual violence. For a comprehensive list of policies and associated resources, visit the [Sexual Violence Resource Centre's information page](https://umanitoba.ca/student-supports/sexual-violence-support-and-education/sexual-violence-get-informed) (<https://umanitoba.ca/student-supports/sexual-violence-support-and-education/sexual-violence-get-informed>). Please note that there are many supports available in addition to these policy documents (see UM Learner Supports).

### Voluntary Withdrawal

Voluntary withdrawal (VW) is a way for students to leave a class without academic penalty once the Registration Revision Period has ended. If you opt to voluntarily withdraw from a course, you will not be eligible for a refund and, if applicable, will still be required to pay any outstanding tuition fees for the course. On your transcript, the course you have withdrawn from will be listed; however, "VW" will appear in lieu of a grade. If you do not drop a course before the VW deadline, you will receive a final grade in the course on your transcript.

Please note that there are separate deadlines for dropping a course early in a term during the Registration Revision Period. Dropping a course means you are removing that course from your schedule, will not be charged tuition fees for that course, and the course will not appear on your transcript.

The Registrar's Office website, [Withdraw from a Course](https://umanitoba.ca/registrar/withdraw-course) (<https://umanitoba.ca/registrar/withdraw-course>), includes more information on the different ways in which you can withdraw from a course and important dates and deadlines to do so.

### **Academic Integrity:**

Each student in this course is expected to abide by the University of Manitoba [Academic Integrity principles](#). Always remember to reference the work of others that you have used. Also be advised that you are required to complete your assignments independently unless otherwise specified. If you are encouraged to work in a team, ensure that your project complies with the academic integrity regulations. You must do your own work during exams. Inappropriate collaborative behavior and violation of other Academic Integrity principles, will lead to the serious [disciplinary action](#). Visit the [Academic Calendar](#), [Student Advocacy](#), and [Academic Integrity](#) web pages for more information and support.

Refer to specific course requirements for academic integrity for individual and group work such as:

- I. Group projects are subject to the rules of academic dishonesty;
- II. Group members must ensure that a group project adheres to the principles of academic integrity;
- III. Students should also be made aware of any specific instructions concerning study groups and individual assignments;
- IV. The limits of collaboration on assignments should be defined as explicitly as possible; and
- V. All work should be completed independently unless otherwise specified.

### **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 online 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.

### **Examination 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.

### **Attendance at Class and Debarment**

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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.

### **UM Learner Supports**

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Below you will find a select list of important supports for learners at the UM, both academic supports and otherwise. For a complete listing of all learner supports at the University of Manitoba, visit the [Student Supports website](https://umanitoba.ca/student-supports) (<https://umanitoba.ca/student-supports>).

#### **Academic Advising**

Contact an [Academic Advisor](https://umanitoba.ca/student-supports/academic-supports/academic-) (<https://umanitoba.ca/student-supports/academic-supports/academic->

advising) for support with degree planning and questions about your academic program and regulations.

### Academic Learning Centre (ALC)

The [Academic Learning Centre](https://umanitoba.ca/student-supports/academic-supports/academic-learning) (https://umanitoba.ca/student-supports/academic-supports/academic-learning) offers one-to-one tutoring, groups study sessions and workshops, as well as video and tip-sheet resources to help you throughout your academic program. All Academic Learning Centre programming, supports, and services are free for UM students.

Make an appointment for [free one-to-one tutoring](https://umanitoba.ca/student-supports/academic-supports/academic-learning/tutoring-group-study#individual-tutoring) (https://umanitoba.ca/student-supports/academic-supports/academic-learning/tutoring-group-study#individual-tutoring). **Content tutors** (over 90 UM courses) can help you understand concepts and learn problem-solving strategies. **Study skills tutors** can help you improve your skills such as time management and goal setting, reading and note-taking, as well as learning and test-taking strategies. **Writing tutors** can give you feedback on your academic writing, whether you are just getting started on a written assignment or already have a draft. **English as an Additional Language** specialist, Antoanela Denchuk, is available for one-to-one tutoring to help you improve your English-language academic writing skills. Use the drop-down menu, read the tutor biographies, and make an appointment for tutoring on the [Academic Learning Centre schedule](https://manitoba.mywconline.com/) (https://manitoba.mywconline.com/).

Attend [Supplemental Instruction \(SI\)](https://umanitoba.ca/student-supports/academic-supports/academic-learning/tutoring-group-study) (https://umanitoba.ca/student-supports/academic-supports/academic-learning/tutoring-group-study) sessions in historically difficult courses (including Chemistry, Engineering, and Computer Science). These free weekly review sessions are facilitated by a peer mentor who has previously taken the course and provide an opportunity to discuss course content, ask questions, compare notes, solve practice problems, and develop study strategies. See online for a list of SI courses and meeting times.

Register for an [Academic Success Workshop](https://umanitoba.ca/student-supports/academic-supports/academic-learning/academic-success-workshops) (https://umanitoba.ca/student-supports/academic-supports/academic-learning/academic-success-workshops), where you can learn strategies to improve your writing and studying. More information on topics, dates, and registration, are found online.

Register for [Faculty of Graduate Studies Grad Steps Workshops](https://umanitoba.ca/graduate-studies/student-experience/graduate-student-workshops) (https://umanitoba.ca/graduate-studies/student-experience/graduate-student-workshops). These workshops are specifically designed for students working towards **Master's degrees or PhDs**. More information on topics, dates, and registration can be found online.

Access the Academic Learning Centre's collection of [videos and tip sheets](https://umanitoba.ca/student-supports/academic-supports/academic-learning#tip-sheets-for-writing-and-study-skills) (https://umanitoba.ca/student-supports/academic-supports/academic-learning#tip-sheets-for-writing-and-study-skills) to help you with many of the academic tasks you'll encounter in university.

**Contact the Academic Learning Centre** by calling 204-480-1481 or emailing [academic\\_learning@umanitoba.ca](mailto:academic_learning@umanitoba.ca). Bannatyne students can contact the Bannatyne Student Services office at 204-272-3190.

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### Basic Needs

It can be difficult to learn and succeed in courses when you are struggling to meet your or your family's basic needs. Several UM and community resources are listed below if you would benefit from support with regards to housing, food, finances, and/or childcare:

- *Housing*
  - [UM Housing](https://umanitoba.ca/housing) (<https://umanitoba.ca/housing>)
  - [Winnipeg Rental Network](https://www.winnipegrentnet.ca/) (<https://www.winnipegrentnet.ca/>)
  - [Manitoba Residential Tenancies Branch](https://www.gov.mb.ca/ccs/rtb/) (<https://www.gov.mb.ca/ccs/rtb/>)
  - [HOPE End Homelessness Winnipeg Services & Supports](https://umanitoba.ca/housing) (<https://umanitoba.ca/housing>)
- *Food*
  - [U of M Food Bank](https://umanitoba.ca/financial-aid-and-awards/u-m-food-bank) (<https://umanitoba.ca/financial-aid-and-awards/u-m-food-bank>)
  - [Food Matters Manitoba](https://foodmattersmanitoba.ca/find-emergency-food-in-winnipeg/) (<https://foodmattersmanitoba.ca/find-emergency-food-in-winnipeg/>)
- *Finances*
  - [UM Financial Aid and Awards](https://umanitoba.ca/financial-aid-and-awards) (<https://umanitoba.ca/financial-aid-and-awards>)
  - [Manitoba Student Aid](https://www.edu.gov.mb.ca/msa/) (<https://www.edu.gov.mb.ca/msa/>)
- *Child Care*
  - [UM Child Care](https://umanitoba.ca/about-um/child-care) (<https://umanitoba.ca/about-um/child-care>)
  - [Manitoba Child Care Subsidy](https://bit.ly/3yG3ijy) (<https://bit.ly/3yG3ijy>)
  - [Manitoba Child Care Association](https://mccahouse.org/looking-for-child-care/) (<https://mccahouse.org/looking-for-child-care/>)

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### English Language Centre

The [English Language Centre \(ELC\)](https://umanitoba.ca/english-language-centre) (<https://umanitoba.ca/english-language-centre>) provides courses, tests, accommodations and individual support to students whose first language is not English in order to support academic success and participation in the University of Manitoba community.

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### Health and Wellness

Physical, mental, emotional, and spiritual health and wellness play a critical role in student success. See all of UM's resource on their [Health and Wellness](https://umanitoba.ca/student-supports/student-health-and-wellness) (<https://umanitoba.ca/student-supports/student-health-and-wellness>) website, and make note of several specific UM and community supports listed below.

#### Winnipeg Urgent Physical and Mental Health Care

If you are an adult experiencing a mental health or psychosocial crisis, contact the [Klinik Community Health](https://klinik.mb.ca/crisis-support/) (<https://klinik.mb.ca/crisis-support/>) 24/7 crisis line at 204-786-8686, visit the [Crisis Response Centre](https://sharedhealthmb.ca/services/mental-health/crisis-response-centre/) (<https://sharedhealthmb.ca/services/mental-health/crisis-response-centre/>) located at 817 Bannatyne Avenue, or contact the Mobile Crisis Service at 204-940-1781.

To speak with a nurse for guidance on what health-care path to take for the issue you are facing or for general information about health resources available in Manitoba, contact [Health Links](https://misericordia.mb.ca/programs/phcc/health-links-info-sante/) (<https://misericordia.mb.ca/programs/phcc/health-links-info-sante/>) at 1-888-315-9257 (toll free).

If you need urgent medical care, visit the Winnipeg Regional Health Authority's [Emergency Department & Urgent Care Wait Times](https://wrha.mb.ca/wait-times/) webpage (<https://wrha.mb.ca/wait-times/>) for a list of locations and current wait times.

### Student Counselling Centre (SCC)

The [Student Counselling Centre](https://umanitoba.ca/student-supports/student-health-and-wellness/student-counselling-centre-scc) (<https://umanitoba.ca/student-supports/student-health-and-wellness/student-counselling-centre-scc>) provides free counselling and mental health support to UM, English Language Centre, and International College of Manitoba (ICM) students. We are open year-round, Monday through Friday from 8:30 am to 4:30 pm. Our commitment is to offer a support service to every student who contacts us.

Visit the SCC's [For Urgent Help](https://umanitoba.ca/student-supports/student-health-and-wellness/student-counselling-centre-scc#for-urgent-help) (<https://umanitoba.ca/student-supports/student-health-and-wellness/student-counselling-centre-scc#for-urgent-help>) webpage or the urgent care resources listed above if you require immediate support.

Visit the SCC's [Our Services](https://umanitoba.ca/student-supports/student-health-and-wellness/student-counselling-centre-scc#for-urgent-help) (<https://umanitoba.ca/student-supports/student-health-and-wellness/student-counselling-centre-scc#for-urgent-help>) webpage for more information on accessing a variety of services including individual counselling, counselling workshops and groups, support resources, and learning disability assessment services.

The SCC is located at 474 UMSU University Centre (Fort Garry Campus).

### Health and Wellness Office

Students often juggle multiple demands, and we recognize that it can be difficult to find balance. For any changes you want to make to your health and wellness, the Health and Wellness Office at the University of Manitoba would like to support you in your journey. We are here to help you take control of your own health and make your own decisions. We are a judgment-free space and we avoid labels whenever possible. For more information, please visit the [Health and Wellness Office](https://umanitoba.ca/student-supports/health-wellness) (<https://umanitoba.ca/student-supports/health-wellness>) website.



### Spiritual Care and Multifaith Centre

Spiritual care services are available to all, whether you identify as spiritual, atheist, religious or agnostic. [Spiritual Services](https://umanitoba.ca/student-supports/spiritual-services) (<https://umanitoba.ca/student-supports/spiritual-services>) also offer specific denominational support for certain religious groups and by Indigenous Elders-in-Residence.

### Student Support Case Management (SSCM)

Contact the [Student Support Case Management team](https://umanitoba.ca/student-supports/academic-supports/student-advocacy/case-management) (<https://umanitoba.ca/student-supports/academic-supports/student-advocacy/case-management>) 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.

### University Health Service (UHS)

The [University Health Service](https://umanitoba.ca/student-supports/health-wellness/university-health-service) (<https://umanitoba.ca/student-supports/health-wellness/university-health-service>) offers a full range of medical services to students, including psychiatric consultation, via two health clinics:

- Fort Garry Campus: (204) 474-8411, ACW-Lot temporary trailer (behind the Isbister building)
- Bannatyne Campus: (204) 474-8411, P309 – Pathology Building

### Student Services at Bannatyne Campus

Student Services at Bannatyne Campus (SSBC) offers a full range of mental health supports to students and residents in the Rady Faculty of Health Sciences, along with other academic and personal supports. Visit the [SSBC website](https://umanitoba.ca/student-supports/student-services-bannatyne-campus) (<https://umanitoba.ca/student-supports/student-services-bannatyne-campus>) for a list of services available.

### Indigenous Students

Staff, faculty and Elders are well-equipped to ensure your university experience is as beneficial, accessible, and successful as possible. Visit the Indigenous [Student Experience](https://umanitoba.ca/indigenous/student-experience) (<https://umanitoba.ca/indigenous/student-experience>) website for more information on the supports and services available.

### International Students

The transition to a new country and a new academic system can be both exciting and overwhelming. The International Centre (IC) is here to help you settle into life at University of Manitoba. Visit the [International Students](https://umanitoba.ca/current-students/international) website (<https://umanitoba.ca/current-students/international>) for more information.

### Sexual Violence Support and Education

Sexual violence affects people of all ages, sexual orientations, genders, gender identities, abilities and relationship statuses. At the U of M, we are committed to ensuring a respectful work and learning environment for all. We want to build a safe and inclusive campus community where survivors of sexual violence know they can receive the supports they need to succeed, both academically and personally.

The [Sexual Violence Resource Centre](https://umanitoba.ca/sexual-violence) (<https://umanitoba.ca/sexual-violence>), located at 537 UMSU University Centre (Fort Garry campus) provides support, resources, information and referral services for any student, faculty or staff member who has been affected by sexual violence.

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### Student Accessibility Services (SAS)

The University of Manitoba is committed to providing an accessible academic community. [Student Accessibility Services](https://umanitoba.ca/student-supports/accessibility) (<https://umanitoba.ca/student-supports/accessibility>) offers 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 health, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation. SAS is located at 520 University Centre (Fort Garry Campus).

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### 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](http://bit.ly/WcEbA1) (<http://bit.ly/WcEbA1>) can be found by subject.

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 [UM Libraries and Departments](https://libguides.lib.umanitoba.ca/c.php?g=298526) (<https://libguides.lib.umanitoba.ca/c.php?g=298526>) webpage. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the [University of Manitoba Libraries' homepage](https://umanitoba.ca/libraries/) (<https://umanitoba.ca/libraries/>)

The Academic Learning Centre (ALC) offers writing and learning supports to help you throughout your academic program. These supports are offered online during the Covid-19 pandemic.

Make an appointment with an ALC 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. The ALC also has an English as an Additional Language (EAL) specialist available to work with students on improving their English-language academic writing skills.

Consult an ALC learning specialist or attend an academic skills workshop to improve your time management, learning strategies and test-taking strategies. Get support in select courses by making an appointment with an ALC content tutor. The ALC also offers peer-facilitated study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In SI study groups, students ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format. In addition to one-to-one and group sessions, you can also find writing and study tip sheets and videos on the ALC website.

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/>

Contact the Academic Learning Centre by calling 204-480-1481 or emailing [academic\\_learning@umanitoba.ca](mailto:academic_learning@umanitoba.ca). Bannatyne students can contact the Bannatyne Student Services office at 204-272-3190.

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## Your Rights and Responsibilities

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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) <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 the:

### **Student Advocacy**

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[Student Advocacy](https://umanitoba.ca/student-supports/academic-supports/student-advocacy) (<https://umanitoba.ca/student-supports/academic-supports/student-advocacy>) is a safe place for students. We help you navigate university processes and advocate for your rights as a student at UM. If anything in your personal or academic life is affecting your studies, contact our confidential intake assistant by phone (204-474-7423) or email ([stadv@umanitoba.ca](mailto:stadv@umanitoba.ca)).

### **COVID-19 HEALTH & SAFETY**

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The University of Manitoba (the “UM”) is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic or other campus-wide emergency, it is possible that this course will move to a fully remote delivery format. Should the instructor be required to stay at home for an extended period and an alternate instructor not be available, the course may move temporarily to a remote delivery format.

#### **Mask Wearing**

In a face-to-face environment, our commitment to safety requires students to observe all Covid guidelines set by the University (<https://umanitoba.ca/coronavirus> ) While on campus and in class, you must wear masks as stipulated in current University policies, procedures, and guidelines. The University highly recommends the use of KN-95 masks; the minimum requirement is a ATSM Level 2 Medical mask. Both mask types are available at many locations on campus. Students who fail to comply are subject to disciplinary action in accordance with the Student Discipline Bylaw and the Non-Academic Misconduct and Concerning Behaviour Procedure.

If you do not follow masking requirements, you will be asked to leave the learning space and may only return to the class already in progress when you have complied with this requirement. Repeated issues will result in disciplinary action as previously noted.

Students should not eat or drink during class time.

#### **Illness**

Remember: STAY HOME IF YOU HAVE SYMPTOMS OR ARE ILL. If you become ill we highly recommend that you self-isolate; you should notify your instructor by email so you can develop a plan to complete the course learning outcomes while you are absent.

What to do if you become ill while at UM:

1. Leave the classroom, lab, or workspace immediately. Continue to wear your mask while leaving the premises and/or while waiting for transportation.

2. Perform hand hygiene (soap and water or hand sanitizer) and avoid contact with others and minimize contact with the physical environment. 3. Once at home, complete the MB self-assessment and follow the directions that are provided.

4. Inform your instructor(s) or, if in residence, the appropriate individual.

5. Please remain off-campus and all UM facilities until cleared to return in accordance with self-assessment, testing results, and UM recommended isolation procedures.

Recommended transportation options (in order): 1. Drive yourself home.

2. Pick-up by family or friend – remember to keep your mask on and to distance as much as possible, and where possible, open a window to improve ventilation.

3. Pickup by taxi/Uber:

- Remain masked and perform hand hygiene before entering the vehicle.

- o Avoid touching the inside of the vehicle

- o Keep your mask on for the duration of the ride

- o Where possible, open a window to improve ventilation.

4. Winnipeg Transit buses – We recommend that you do not use Winnipeg Transit in this situation.