

Aging Body

Health Sciences 3701B, 2018-19

Course Description

Aging Body course examines the complexities of aging from a physiological perspective and provides students with active learning opportunities to examine normal and abnormal aging, theories of aging, common conditions associated with aging, compression of morbidity, the concept of frailty, aging as a developmental process, and the complex interaction of disease, disability and function with advancing age. The Aging Body course has a service-learning component of student engagement where all students in the class work together to showcase a Mobile Aging Simulation Lab to members of local community (e.g., Western's March Open House, high school students, staff and volunteers in London's senior centres).



Course Objectives

Upon completion of this course students will be able to:

1. Define and describe the nature of changes in the human body over time.
2. Explain determinants and consequences of the aging process and discuss main theories of biological aging.
3. Understand and demonstrate through simulation, how complex age-related changes influence daily function of older adults.
4. Engage in critical reflection, effectively work in teams, prepare and deliver public presentations.
5. Advocate for improved physical and social environments that would better fit abilities and needs of older adults, by evoking empathy and reducing ageism.

Course Instructor

Aleksandra Zecevic, Ph.D.

Health Sciences Building, Room 336, 519-661-2111 x80455, azecevi2@uwo.ca

Office Hours: Thursdays 4:30-5:30 pm, or if necessary by appointment. Professor will be available every week during tutorials. Each team must meet with the professor for 30 min (during office hours) at least one time during the semester to discuss their presentation ideas. It is recommended to schedule this meeting early.

Teaching Assistant

Nicolette Lappan (nlappan@uwo.ca)

To schedule office hours please email the TA directly. In all communication with professor or TA please indicate "HS3701" in subject line.

Course format

Lecture: Thursday 2:30-4:30 pm, Room: FNB 2220 (WALS FLEX), 2 hours

Tutorial: Tuesday 1:30-2:30 pm, FNB 2220 (WALS FLEX), 1 hour teamwork on simulations

Each student will be asked to sign a Consent Form to approve future use of materials generated in this course (i.e., simulation descriptions and activities, reflections, and presentations) by the course instructor.

Required readings and videos

- Textbook: Saxon, S. V., Etten, M. J., Perkins, E. A. (2015). *Physical Change and Aging: A Guide for Helping Professions*, 6th Edition. New York: Springer Publishing Company, LLC.

Articles and videos:

- Aldwin, C.M, & Gilmer, D.F. (2013). What is Optimal Aging?, Chapter 14 in *Health, Illness and Optimal Aging. Biological and Psychosocial Perspective*. Second Edition. New York, NY: Springer Publishing Company LLC, (p. 295-311)
- Fried, L.P., Ferrucci, L., Darer, J., Williamson, J.D., & Anderson, G. (2004). Untangling the concepts of disability, frailty and comorbidity: Implications for improved targeting and care. *Journal of Gerontology: MEDICAL SCIENCES*, 59(3), 255-263.
- Vanlaere, L., Timmermann, M., Stevens, M., & Gastmans, C. (2012). An explorative study of experiences of healthcare providers posing as simulated care receivers in a 'care-ethical' lab. *Nursing Ethics*, 19(1), 68-79.
- Varkey, P., Chutka, D., & Lesnick, T. (2016). The aging game: Improving medical students' attitudes toward caring for the elderly. *JAMDA*, 7, 224-229.
- Compulsory Video: *The Human Body* Documentary video series with 7 episodes, BBC Documentaries. Episodes 1 (http://www.dailymotion.com/video/xrhiza_bbc-the-human-body-1of7-life-story_creation), 6 and 7 will be discussed in class. Students are encouraged to watch all episodes of this fascinating story about changes of human body over the lifespan.

Course Evaluation

Grade components	Evaluator
Individual performance 60%	
15% Class and tutorial participation (attendance, discussion)	TA
25% Weekly in-class mini quizzes	Professor
20% Reflections	TA/Professor
Team performance 40%	
15% In-class team teaching presentation	70% prof/TA, 30% class
10% Peer evaluation for contributions to the team	Team members
5% Weekly in-class team quizzes	TA/Professor
10% Simulation station delivery/video/infographics	TA/Professor

Note: For team performance grades the same mark is assigned to all students in the group. Team participation peer evaluation is used as a coefficient that is multiplied with an average grade for in-class team teaching presentation, weekly team quizzes and team delivery of simulation lab/video/infographics. It determines % of team grade retained for ALL team activities.

All due dates are highlighted in red in the Class Schedule and Content on pages 3-6.

Course website

Log into your OWL account using Mozilla Firefox browser (<http://www.mozilla.org/en-US/firefox/new/>) as Explorer might not display some graphics in custom-made modules. Course information, readings, grading forms, assignment links and ample other helpful resources for teamwork and reflection are uploaded on OWL.

Class Schedule and Content

	Date	Tutorials	Date	Lecture
Week 1	Jan 8	None	Jan 10	<p>Preparation BEFORE first lecture:</p> <ul style="list-style-type: none"> • Read syllabus • Review a Reflection module and Teamwork module on OWL <p>Introduction, Working in Teams & Reflecting, Body Life Story</p> <ul style="list-style-type: none"> • Welcome, introductions • Syllabus overview, expectations, review of the Simulation Lab, readings, OWL resources, evaluations, consent forms, course dynamics, online team selection, Q&A • Empathy Scale PRE • Quiz 0
Week 2	Jan 15	<p>Team formation.</p> <p>Learning how to work in teams, roles assignment.</p> <p>Mandatory informal team social (get to know your team members!)</p>	Jan 17	<p>Quiz 1</p> <p>Learning Empathy</p> <ul style="list-style-type: none"> • Reading: Vanlaere, L., Timmermann, M., Stevens, M., & Gastmans, C. (2012). An explorative study of experiences of healthcare providers posing as simulated care receivers in a 'care-ethical' lab. <i>Nursing Ethics</i>, 19(1), 68-79; and • Reading: Varkey, P., Chutka, D., & Lesnick, T. (2016). The aging game: Improving medical students' attitudes toward caring for the elderly. <i>JAMDA</i>, 7, 224-229. <p>Perspectives on Aging and Theories of Aging</p> <ul style="list-style-type: none"> • Readings: Saxon et al. (2015), chapters 1 and 2 <p>Homework: The Human Body: Body Life Story, episode 1, BBC Documentary http://www.dailymotion.com/video/xrhiza_bbc-the-human-body-1of7-life-story_creation (49 min)</p> <p>Team Quiz 1</p>
Week 3	Jan 22	<p>Learning how to work in teams: Group storming and norming exercises, agree on norms and roles, ways of communication, cohesion and active listening.</p>	Jan 24	<p>Quiz 2</p> <p>TEAM 1. Skin, Hair, Nails and Skin senses</p> <ul style="list-style-type: none"> • Team 1 presentation, activities, Q&A • Reading: Saxon et al. (2015), chapter 3 <p>TEAM 2: Musculoskeletal System</p> <ul style="list-style-type: none"> • Team 2 presentation, activities, Q&A • Reading: Saxon et al. (2015), chapter 4 <p>Agnes Suit - Class discussion</p> <p>Team Quiz 2</p>
Week 4	Jan 29	<p>Evoking Empathy Lab intro, exploring simulation stations and materials.</p> <p>Groups vs. Stations</p>	Jan 31	<p>Quiz 3</p> <p>TEAM 3: Nervous system - central and peripheral</p> <ul style="list-style-type: none"> • Team 3 presentation, activities, Q&A • Reading: Saxon et al. (2015), chapter 5

		Room setup. Reflection 1 due Jan 29 @ 2:30 pm		TEAM 4: Dementia and Delirium <ul style="list-style-type: none"> • Team 4 presentation, activities, Q&A • Reading: Saxon et al. (2015), chapter 6 12 minutes of Alzheimer’s Disease video – class discussion Team Quiz 3
Week 5	Feb 05	Learn your simulation station.	Feb 07	Quiz 4 TEAM 5: Vision, Hearing and Vestibular System <ul style="list-style-type: none"> • Team 5 presentation, activities, Q&A • Reading: Saxon et al. (2015), chapter 7 • Class discussion Team Quiz 4
Week 6	Feb 12	Teach your simulation and learn other stations. Reflection 2 due Feb 12 @ 2:30 pm	Feb 14	Quiz 5 TEAM 6: Cardiovascular System & Respiratory System <ul style="list-style-type: none"> • Team 6 presentation, activities, Q&A • Reading: Saxon et al. (2015), chapters 8 and 9 • Class discussion • Student feedback for first half of the term Team Quiz 5 Homework: The Human Body: As Time Goes By , episode 6, BBC (49 min)
Week 7	Feb 19	NO CLASS	Feb 21	READING WEEK - NO CLASS
Week 8	Feb 26	Bring all simulations together. Full Lab delivery practice. Visit all journeys. Take photos for your video Peer feedback. Reflection 3 due Feb 26 @ 2:30 pm	Feb 28	Quiz 6 TEAM 7: Taste and Smell, Gastrointestinal System <ul style="list-style-type: none"> • Team 7 presentation, activities, Q&A • Readings: Saxon et al. (2015), chapters 7 and 10 TEAM 8: Nutrition <ul style="list-style-type: none"> • Team 8 presentation, activities, Q&A • Reading: Saxon et al. (2015), chapter 19 • Class discussion Team Quiz 6

Week 9	Mar 05	Revise simulations delivery based on lessons learned; plan and practice for showcases. Final practice.	Mar 07	<p>Quiz 7</p> <p>TEAM 9: Urinary & Reproductive Systems</p> <ul style="list-style-type: none"> Team 9 presentation, activities, Q&A Readings: Saxon et al. (2015), chapters 11 and 12 <p>TEAM 10: Endocrine & Immune System</p> <ul style="list-style-type: none"> Team 10 presentation, activities, Q&A Readings: Saxon et al. (2015), chapters 13 and 14 Class discussion Complete and submit presentation grades at the end of class <p>Final preparation for Open House</p> <p>Team quiz 7</p>
Special Event, Saturday March 9 2019 (in lieu of tutorials on Jan 8, April 2 & 9)			<p align="center">SHOWCASE 1: MARCH BREAK OPEN HOUSE</p> <p align="center">(approximately 9 am-2 pm)</p>	
Week 10	Mar 12	Preparation for showcase 2 Simulation Station Video draft due	Mar 14	<p>Quiz 8</p> <p>TEAM 11: Comorbidities, Frailty, Medications & Special Topics: Alcoholism, Falls, Pain, Foot care</p> <ul style="list-style-type: none"> Team 11 presentation, activities, Q&A Reading: Fried, L.P., Ferrucci, L., Darer, J., Williamson, J.D., & Anderson, G. (2004). Untangling the concepts of disability, frailty and comorbidity: Implications for improved targeting and care. <i>Journal of Gerontology: MEDICAL SCIENCES</i>, 59(3), 255-263. Reading: Saxon et al. (2015), chapters 16 and 20 Class discussion <p>Team quiz 8</p> <p>Homework: The Human Body: End of Life, episode 7, BBC (49 min)</p>
Week 11	Mar 19	<p align="center">SHOWCASE 2</p> <p align="center">(in-tutorial)</p> <p align="center">High School students visit</p> <p align="center">Setup 1:00-3:00 pm</p>	Mar 21	<p>Quiz 9</p> <p>DEBATE - OPTIMAL AGING IN MODERN WORLD: POSSIBLE OR NOT?</p> <ul style="list-style-type: none"> Reading: Aldwin, C.M., & Gilmer, D.F. (2013). Health, Illness and Optimal Aging. Biological and Psychosocial Perspective. Second Edition. New York, NY: Springer Publishing Company LLC, (p. 295-311) <p>Team quiz 9</p> <p>Blue Zones: Don Buettner, How to live to be 100+ https://www.youtube.com/watch?v=4owTPHcs2ZE</p>
Week 12	Mar 26	Simulation Station Video due @ 2:30 Post on OWL Forum None	Mar 28	<p>SHOWCASE 3</p> <ul style="list-style-type: none"> TBD (on/off campus, transportation might be required) Set-up at 2 pm, showcase 2:30-4:00 pm, clean-up 4:00-4:30 pm

Week 13	Apr 2 & 9	None	Apr 4	<p>COURSE OVERVIEW & CELEBRATION</p> <p>Reflection 4 (course experience) due in class</p> <ul style="list-style-type: none"> • Empathy Scale - POST • Peer evaluations • Review of course objectives, final feedback • Teams re-forming, celebrate successful completion of the course • What is next? Guest speakers: Gero in Practice words of wisdom • Course evaluations (in-class) – bring your laptop!
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1. Required Readings and Videos

To be able to participate in class discussion you have to complete required readings before the lecture. We will also discuss required videos in class. Textbook chapters, videos and selected articles are aligned with simulation lab modules and described in the *Class Schedule & Content* table. Weekly quizzes contain questions from all required information sources.

2. Class Participation

Active student involvement is the essence of this course. You are expected to attend ALL classes and tutorials, come to class on time (don't be late or you may miss a quiz!), be prepared to participate in discussion, contribute original ideas, listen attentively, debate respectfully and persuasively, suggest strategies, work through differences to complete tasks, evaluate ideas and arguments of others, work collaboratively, and contribute to the learning of your classmates. If you attend the class you get 50% of participation grade. If you make meaningful contribution through a comment or brief discussion, you will get 75%. If your comment is substantial, for example if you identify an error and provide a correction, or answer a question nobody else in the class can, you will get 100% for a given lecture/tutorial. Disruptive behaviour, such as ringing cell phones, text messaging, use of Facebook or Twitter, consumption of food or drink, littering, listening to music, or e-mailing are not acceptable during the class. Class participation tips are available on OWL.

3. In-class Individual and Team Mini Quizzes

In active learning, it is imperative to prepare for each class to be able to contribute meaningfully. Hence, 9 **open-book** mini quizzes will be conducted during class time. You have to be in the classroom to do the quiz! Each mini quiz will have 10 questions randomly selected from a larger question pool. Question types can include: multiple choice, true/false, and fill-in the blank. The order of appearance of each question is randomized, as is the order of multiple choice options. Each mini quiz will be open on OWL for 8 min at the beginning of the class between 2:30 and 2:45 pm. Although we use open-book testing, the quizzes are created to evaluate your competence on the topic, not your ability to find an answer in the reading. Therefore, you are **not allowed to use FIND or SEARCH functions** on your computer or you will **automatically get zero on the quiz**. Quizzes will be graded automatically in OWL and **8 will count for the final grade**, meaning that the lowest quiz grade will be dropped. Mini quiz 0 will give you an idea what quizzes look like and it will not be graded. Check *Class Schedule and Content* for topics that will be covered in each mini quiz.

To improve content retention, at the end of each lecture you will have a **closed book** Team Quiz. Your team will have 5 minutes to answer 5 questions on a content taught that day. Team members are encouraged to discuss possible answers and must come to consensus before submitting the final answer. **Only ONE team member will submit Team quiz answers on OWL**. All members of the team will get the same grade for a Team Quiz.

4. Reflections

Make sure you familiarize yourself with all aspects of the Reflection module available on OWL, especially 4 “C”s of Critical Reflection: Connected, Continuous, Challenging, and Contextualized. Reflections will help you develop meaningful **connections** between the course content and your perceptions of your own body, bodies of others and changes the body goes through over the lifetime. Reflections are **continuous** as you continually reflect on new learnings over the length of the course. Reflections will **challenge** you to question pre-existing assumptions and interpretations, think in new ways, raise new questions and solve problems; reflection is much more than just reporting on experiences. Reflections are **contextualized** as you can reflect both on the academic content and practical component of creating a simulation lab. There will be 4 bi-weekly reflection assignments and all 4 will be graded. In the last assignment you will reflect on the overall course experience. Reflective narratives should be written in Word. A template for Reflective Narratives is available on OWL. To check authenticity, you will upload the file as an attachment to the Turnitin link on OWL before submission deadlines indicated in the course content table. For grading, you will submit a hard copy of your reflective assignment to the TA. Please note the narratives have to concur with the following criteria: student name, student number, team number, date, title, line spacing 1.5, Arial 11 font, margins 1” for all sides, max 450 words or ONE page only. The TA is instructed not to read more than one page. Anything you write beyond this limit will not be graded!

5. Team Work

Team sign-up is done on OWL on a first-come-first-serve basis (go to: Site Info, Groups you can join. For detailed instructions check How To’s on OWL). Teams will select a team leader to represent them in coordination of activities between teams (e.g., SOF applications, organization of the showcase...).

In the second tutorial, you will be instructed on how to work in teams. A Team Work Module on OWL has numerous tools to help you learn effective teambuilding strategies. Dividing the work according to team members’ talents and strengths is beneficial. You might consider assigning roles and primary responsibilities such as: researcher, fundraiser, team coordinator, presentation lead, implementation lead...

It is imperative that every student contributes the utmost of her/his talent to the final products: in-class presentations and the Mobile Simulation Lab. An article on how to deal with “couch potatoes in your team” is posted on OWL. **Roommates, best friends, or partners cannot be on the same team.** Remember, this is not a competition! Every student has a responsibility to facilitate the success of his or her own team, and the success of every other student in the course.

6. Team Teaching

Learning is a shared responsibility of students and faculty. Research shows that students retain 10% of content if they passively listen to a lecturer, but they retain 75% of the content if they teach it to others. Each team will present the content related to their simulation module and lead the class discussion on their topic. You should draw information from required readings, find and add information from other articles, book chapters or other reliable sources of information. Additional sources must be properly referenced. Student **presentations are 15 min** in length and include at least one team/class activity. Presentations will be followed by **10 min Q&A period**. Teams should make their lectures interesting, engaging and thought-provoking using active learning and learner-centered strategies. Each team will post a link to their Power Point presentation slides on OWL Forum at least 24 hours before the class.

In the presentation, you will identify the issue, introduce the topic, provide a brief background and the key findings from the literature, present challenges, limitations, and potential for simulation. Do not forget that every good presentation has an introduction, body, and conclusions. Presentation style is up to the team, but every student is expected to participate. Your team presentation will be evaluated by all other students in the class (30%) and the Prof/TA grade (70%). The final presentation mark will be given to all members of the team. The criteria for presentation evaluation are outlined on the Presentation Evaluation Sheet – posted on OWL. Links for grading will be available on OWL. It is your **responsibility to attend presentations of ALL teams**, grade

each and submit your grading sheet. Students who do not submit their presentation evaluations after the last student lecture (March 14, 2018, 11:59 pm) will lose 50% of their in-class participation marks.

7. A Mobile Aging Simulation Lab

Tutorials are based on interactive in-class activities exploring how to simulate changes experienced in an aging body. Students will work in small teams (3-4 students) to learn all stations on the Mobile Aging Simulation Lab, so each student can practically apply academic content and **deliver ANY simulation** during community-engaged showcases. The Mobile Simulation Lab has four precursor stations and nine thematic stations organized along three journeys. In preparation for community showcases of the Lab, your team will revise a **3-minute video** with voice over on how your simulation station works. Be creative! Consider combining video with photos, music, Power Point, Prezi ... anything that will help explain the simulators what the problem is, and how best to EXPERIENCE it. You will post the video file or link on OWL Forum before **March 26, 2019 @ 2:30 pm** deadline.

8. Simulation Lab Manual

The purpose of the Simulation Lab Manual is to describe all stations that make the Mobile Aging Simulation Lab. You will use the Manual created by students in previous years to learn about the Lab concept and delivery of each simulation. Make sure you **read the manual** as we move through the course content, learn the Lab concept, understand different simulation journeys, and **be ready to teach others**. You will be the content experts at your simulation station, but each student must have sufficient knowledge to mend any other simulation stations. At the end of the course, your team will create a ONE page summary of recommendations for the Manual improvements or corrections.

If you experience difficulties with any aspect of the course, please contact Dr. Zecevic immediately. If you notice that your team is dysfunctional don't suffer in silence – good communication can resolve many “impossible” problems. Do not hesitate to provide constructive feedback, comments and suggestions to the professor and Teaching Assistant as we go along.

Have a memorable and inspiring course!

Dr. Aleksandra Zecevic



Other Important Information

- **Plagiarism** – Plagiarism is a major academic offence (see: Academic Policies). DO NOT CHEAT OR PLAGIARIZE! It is not worth it!
- **Late assignments** – late submissions will NOT be accepted. A grade of zero will be assigned to any assignment submitted after the deadline. There will be no make-up assignments. It is your responsibility to attend all lectures and work effectively with your teams. Extenuating circumstances may be considered on a case-by-case basis. Please take up such issues with the professor. An official academic approval from your academic advisor is required for all accommodations.
- **Grading and Appeals** – All grades are sent to the School Director for approval. Faculty cannot release final grades until they have been reviewed by the Director.
- **Re-grading policy** – Disputes regarding grades should be taken up with the professor. If an assignment is to be re-graded the professor reserves the right to re-grade the entire body of work which might result in points lost.
- **Privacy** – SHS policy does not permit student grades to be e-mailed or discussed over the phone.

Statements Required by the School of Health Studies

Statement on prerequisite checking:

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites”

Statement on using plagiarism checking software:

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

on multiple choice exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating

Statement on use of electronic devices:

During Exams: *Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.*

During Lectures and Tutorials: *Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the*

material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Statement on Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement about accommodation for illness:

<http://www.westerncalendar.uwo.ca/2017/pg117.html>

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Support Services:

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness:

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>),

or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>. If you are in emotional or mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: https://uwo.ca/health/mental_wellbeing/education/module.html.

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

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

It is expected that the grades for this course will fall between 74-78%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, to bring the class average in line with school policy.