

Western HealthSciences

School of Kinesiology
Winter 2026

KIN 4420B - Impact of Exercise During Pregnancy on Chronic Disease Risk

<p>Instructor: Dr. Michelle Mottola, Director R Samuel McLaughlin Foundation Exercise & Pregnancy Lab</p> <p>Office: Thames Hall Rm. 4187</p> <p>Email: mmottola@uwo.ca</p> <p>Phone: 519/661-2111 x85480</p> <p>Office Hrs: by appointment</p> <p>GTA: TBA</p> <p>Email:</p>	<p>Lectures (In person): Monday 2:30pm – 4:30pm</p> <p>Room: FNB 2220</p> <p>**Please note that if UWO restrictions are put in place we will move to live online activities.</p>
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Campus Supports

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to [Wellness & Wellbeing](#)
- Studying with disabilities, go to [Accessible Education](#)
- Writing skills, go to the [Writing Support Centre](#)
- Learning skills and strategies, go to [Learning Development & Success](#)
- Contacting the ombudsperson, go to the [Office of the Ombudsperson](#)



Your course coordinator can also **guide you** to available campus resources and/or services.

NOTE: All course material including grades, assignments outlines/rubrics, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements. If you need assistance visit [OWL Brightspace Help](#) or contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800.

Calendar Description (including prerequisites/anti-requisites):

Discussion of human pregnancy and the impact of exercise to prevent or treat cardiovascular disease, obesity and metabolic syndrome/type 2 diabetes will occur. The theory of the 'Thrifty phenotype' will be discussed and the mother/fetal link to chronic disease risk. Active living during pregnancy and exercise prescription will be emphasized.

Antirequisite(s): Kinesiology 4471B (if taken 2009-10).

Prerequisite(s): [Kinesiology 2222A/B](#) or [Health Sciences 2300A/B](#) or [Health Sciences 2330A/B](#) or [Anatomy and Cell Biology 2221](#) or the former Anatomy and Cell Biology 3319; and [Kinesiology 3337A/B](#).

Extra Information: 1 lecture hour, 1 seminar hour.

Course Format: One lecture hour, followed by one hour seminar discussion

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

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.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Course Description:

This course provides an overview of human pregnancy and the impact of exercise to prevent or treat cardiovascular disease, obesity and metabolic syndrome/type 2 diabetes. The theory of the “Thrifty phenotype” will be discussed and the mother/fetal link to chronic disease risk, including discussion of “Developmental Origins of Health and Disease”. Active living during pregnancy will be emphasized using the *2019 Canadian guideline for physical activity throughout pregnancy* and the *Get Active Questionnaire for Pregnancy* for low-risk pregnant individuals. In addition, exercise prescription for special populations of pregnant individuals across the exercise continuum including those with gestational diabetes or obesity will also be discussed.

Learning Objectives: Upon completion of this course students will:

- 1) Gain knowledge and understanding of different theories of fetal origins of adult diseases.
- 2) Gain knowledge and understanding of current research in the area of exercise during pregnancy for a low-risk pregnant population.
- 3) Gain knowledge and understanding of current research in the area of how exercise during pregnancy can prevent or be used to treat different disease states.
- 4) Engage in seminar discussions, present orally on a research paper to the class and to evaluate the research literature critically.
- 5) Create and implement an exercise and lifestyle intervention for active low risk pregnant individuals and pregnant individuals with disease risk.

Topics for Discussion:

- 1) The “Downside of Upright”
- 2) “Thrifty genotype” and “Thrifty phenotype” – developmental influences of adult diseases. DOHaD – Developmental Origins of Health and Disease.
- 3) DOHaD and adult diseases that may have origin from fetal life.
 - a. Cardiovascular disease
 - b. Obesity
 - c. Type 2 diabetes/Metabolic syndrome
- 4) Impact of exercise during pregnancy on chronic disease risk.
- 5) Importance of active living during pregnancy
 - a. *2019 Canadian Guideline for Physical Activity throughout Pregnancy* and the *Get Active Questionnaire for Pregnancy* – medical screening, exercise guidelines, and safety considerations for low-risk pregnant individuals
 - b. Promoting active living during pregnancy in low-risk individuals
- 6) Designing an exercise program for pregnant individuals across the exercise continuum – from activity restricted to recreational to elite athlete.
- 7) Using an exercise and lifestyle intervention to prevent excessive weight gain and gestational diabetes in pregnant individuals with risk factors.

Course Evaluation Summary:

- 1) Class participation – 5%
- 2) On-line discussion forum using OWL Brightspace – 20%
- 3) Paper Critique – Journal Article Review - 15% **(Due Monday Feb. 9th)**
- 4) Group presentation – 30% **(March 23rd, March 30th)**
- 5) Final exam - 30% (Held in person during scheduled exam period by ORR)

Class Participation:

This will be based on attendance, engaging with peers during class discussions, contributing to class discussion topics, and engaging as “group leader” for group discussions to report a summary of group discussions to the class. The quality of contributions made to class discussions should be relevant and promote thought with evidence of engagement with course material. Students should contact professor or GTA if absent from class to arrange alternative.

Discussion Forums on OWL Brightspace:

Students will be divided into groups of around 6 to form a discussion group forum on OWL relating to specific questions regarding special topics relating to the course. Students are expected to contribute to the weekly forums (there will be 10 forums in total) within their own group with two to three posts. Students are also expected to read and post one time in another forum group. Posts should include components of classroom discussion, lecture topics and/or readings to promote further discussion within the forum group. Posting should be done in a timely manner. If weekly postings are missed students will receive no credit for that week.

Paper Critique - Journal Article Review: (Due Monday Feb. 9th, 2026 at 11:55pm)

Each student will choose a paper from the literature (upon approval of Instructor) related to class and critically evaluate it in one page of assessment.

Group Presentations to the Class:

Each student will work with their group of 3 to choose one research paper from the literature (on approval of Professor) and present it to the class for 10 minutes, followed by 5 minutes of questions. The professor and GTA will evaluate the presentation. Each group of 3 students will pick a time to present on one of the following 2 days:

March 23rd and March 30th will be designated as Student presentation days.

Monday April 4th – Student practical experiential learning day

Course Evaluation:

Assignments are due as stated in the course syllabus and will not be accepted late, except under medical or other compassionate circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. Assignments are due on OWL before the date and time listed. However, there is a 5-minute grace period (i.e., if due at 11:55 pm, students who submit before 12:00 am will not be considered late). Assignments that are submitted late without accommodation will receive a grade of zero (0; i.e., those time-stamped 12:01 am and later will receive a grade of zero). Missing a group presentation without reason will result in a zero (0) grade to the individual who missed. If an academic accommodation/consideration has been granted for an individual who missed their group presentation, an alternative can be discussed with the professor. Acceptable reasons might include hospital stays, serious illness, family emergencies (like serious accidents, illness or death) or similar circumstances. Documentation is required for an academic consideration request.

General information about assessments

- ✓ All assignments are due at 11:55pm EST unless otherwise specified
- ✓ Students are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to a 0
- ✓ Written assignments will be submitted to Turnitin (statement in policies below)
- ✓ Students will have access to Turnitin reports before their submission is graded.
- ✓ A student might not receive the same grade as their group members if it is determined that the distribution of work was not equal
- ✓ After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days
- ✓ Any grade appeals on term work must be initiated with the instructor within 3 weeks of the grade being posted. See the [University Policy on Undergraduate Student Appeals](#) for more information

Mandatory Readings (*Preliminary List*): All required readings will be posted on OWL

Jan. 5, 2026 Topic – Introduction

Jan. 12, 2026 Topic - “Downside of Upright”

Reading(s):

- 1) Ackerman J. 2006. The downside of upright. National Geographic. 210(1):126-145.
- 2) Mitteroecker P, et al. 2016. Cliff-edge model of obstetric selection in humans. Proc Natl Acad Sci 113(51):14680–14685.
- 3) Grossman, R. 2017. Are human heads getting larger? Proc Natl Acad Sci 114(8):E1304. (Comment to Mitteroecker et al. 2016)
- 4) Mitteroecker P, et al. 2017 The role of natural selection for the increase of Caesarean section rates. Proc Natl Acad Sci . 114(8):E1305. (Comment to Grossman 2017)

Jan. 19, 2026 Topic – “Developmental Origins of Health and Disease (DOHaD); thrifty genotype and thrifty phenotypes”

Readings:

- 5) Prentice AM. 2005. Early influences on human energy regulation: Thrifty genotypes and thrifty phenotypes. Physiol. Behav. 640-645.
- 6) Hales CN and Barker DJP. 2001. The thrifty phenotype hypothesis. Br. Med. Bull. 60:5-20.
- 7) Alves J and Alves L. 2024. Early-life nutrition and adult-life outcomes. J Pediatrics 100(S1):S4-S9.
- 8) Barker DJP 2004. The developmental origins of adult disease. J. Am. Coll. Nutr. 23:588S-595S.

Jan. 26, 2026 Topic – “DOHaD and adult diseases that may have origin from fetal life” – Cardiovascular disease”

Readings:

- 9) Hanson MA, Gluckman PD. 2011 Developmental origins of health and disease: moving from biological concepts to interventions and policy. Int J Gynaecol Obstet. Nov;115 Suppl 1:S3-5.
- 10) Martin-Gronert MS, Ozanne SE. 2012 Mechanisms underlying the developmental origins of disease. Rev Endocr Metab Disord. Jun;13(2):85-92.
- 11) Wiener SL, Wolfe DS. 2021 Links between maternal cardiovascular disease and the health of offspring. Can J Cardiol 37(12):2035-2044.
- 12) Henry SL et al. 2012 Developmental origins of obesity-related hypertension. Clin. Exper. Pharm. Physiol. 39 (9), 799-806.

Feb. 2, 2026 Topic – “DOHaD and adult diseases that may have origin from fetal life” – Obesity”

Readings:

- 13) Martin-Gronert M, Ozanne SE. 2013. Early life programming of obesity. *Dev Period Med* 17:7-12.
- 14) Comas-Armangue G, Makharadze L, Gomez-Velazquez M, Teperino R. 2022. The legacy of parental obesity: mechanisms of non-genetic transmission and reversibility. *Biomedicines*. 10:2461-2482.
- 15) Scheidl et al. 2023. Maternal obesity and programming of metabolic syndrome in offspring: searching for mechanisms in the adipocyte progenitor pool. *BMC Med* 21:50-63.
- 16) Penkler et al. 2018. DOHaD in science and society: emergent opportunities and novel responsibilities. *J Dev Orig Health Dis* doi:10.1017/S2040174418000892.

Feb. 9, 2026 Topic – “DOHaD and adult diseases that may have origin from fetal life” – Type 2 diabetes/metabolic syndrome”

Readings:

- 17) Neilsen et al. 2014 Impact of fetal and neonatal environment on beta cell function and development of diabetes. *Acta Obst Gynecol Scand* 93:1109-1122.
- 18) Hajj et al. 2022 Epigenetics and life-long consequences of an adverse nutritional and diabetic intrauterine environment. *Reproduction* 148:R111-R120.
- 19) Armengaud et al. 2018. Offspring of mothers with hyperglycaemia in pregnancy: The short term and long-term impact. What is new? *Diab Res Clin Pract* 145:155-166.
- 20) Hattersley AT, Tooke JE. 1999. The fetal insulin hypothesis: an alternative explanation of the association of low birthweight with diabetes and vascular disease. *Lancet*. 353:1789-1792.

Feb. 23, 2026 Topic – “Impact of exercise during pregnancy on chronic disease risk”

Readings:

- 21) Wojtyła A, et al. 2012 Epidemiological studies in Poland on effect of physical activity of pregnant women on the health of offspring and future generations – adaptation of the hypothesis DOHaD. *Ann Agric Environ Med*. 19(2): 315-326.
- 22) Nagpal TS, Mottola MF 2020 Physical activity throughout pregnancy is key to preventing chronic disease. *Reproduction* 160:R111-118.
- 23) Weissgerber T, Wolfe L, Davies G, Mottola MF. 2006. Exercise in the prevention and treatment of maternal-fetal disease: a review of the literature. *Appl Physiol Nutr Metab* 31:661-674.

Mar. 2, 2026 Topic – “Importance of active living during pregnancy and evidence-based exercise guidelines”

Readings:

- 24) Bo K, et al. 2016. Exercise and pregnancy in recreational and elite athletes: 2016 evidence summary from the IOC expert group meeting, Lausanne. Part 1 - Exercise in women planning pregnancy and those who are pregnant. *Br J Sports Med* 50:571–89
- 25) Mottola MF, Davenport MH, Ruchat SM et al. 2019 *Canadian guideline for physical activity throughout pregnancy*. *Br J Sports Med* 2018;52:1339–1346.
- 26) *Get Active Questionnaire for Pregnancy* and companion document *Health Care Provider Consultation Form for Prenatal Physical Activity*
<https://csep.ca/2021/05/27/get-active-questionnaire-for-pregnancy/>
- 27) Hassan et al. Modify, don't stop! Time to reconsider the 'relative' and 'absolute' contraindications to physical activity in pregnancy: an opinion piece. *BJOG* 2022;129:331-335.

Mar. 9, 2026 Topic “Designing an exercise program across the continuum – from activity restricted to recreational to the elite athlete and using exercise and lifestyle interventions to prevent excessive weight gain and gestational diabetes in pregnant women with risk factors”

Readings:

- 28) Palacio M, Mottola MF. 2023. Activity restriction and hospitalization in pregnancy: Can bed-rest exercise prevent deconditioning? A narrative review. *Int J Environ Res Public Health* 20:1454-1464.
- 29) Mottola, MF 2015. Pregnancy, physical activity and weight control to prevent obesity and future chronic disease risk in both mother and child. *Curr Wom Health Rev* 11:31-40.
- 30) Schlegel P. From caution to guidance: a narrative review of CrossFit during pregnancy. 2024; *Human Movement* 25(2):1-11.
- 31) Bø K, Artal R, Barakat R et al. 2018. Exercise and pregnancy in recreational and elite athletes: 2016/2017 evidence summary from the IOC expert group meeting, Lausanne. Part 5. Recommendations for health professionals and active women. *Br J Sports Med* 52(17):1080-1085.

March 16th, 2026 Topic: “Investigating research gaps regarding exercise during pregnancy”

Readings:

- 32) Davenport MH, Steinback CD, Borle KJ, Matenchuk BA, Vanden Berg ER, de Freitas EM, Linares AM, O'Halloran KD, Sherpa MT, Day TA. 2018. Extreme pregnancy: maternal physical activity at Everest Base Camp. *J Appl Physiol* 125: 580–585.
- 33) Wowdzia JB, Hazell JT, Vanden Berg E, Labrecque L, Brassard P, Davenport MH. Maternal and fetal cardiovascular responses to acute high-intensity interval and moderate-intensity continuous training exercise during pregnancy: A randomized crossover trial. 2023. *Sports Med.* 53:1819-1833.
- 34) Davenport MH. Championing motherhood: Exercise and the pregnant athlete. 2024. *Sports Sciences Exchange.* 37(258):1-7.

Academic Policies and Statements

1. Support Services

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

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#) If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

2. Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the policy on [Scholastic Discipline for Undergraduate Students](#).

A) Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com (www.turnitin.com).

B) Use of Artificial Intelligence for the Completion of Course Work

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, **it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives.** The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. **Assignments should reflect your own thoughts and independent written work.** By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

C) Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

3. 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 electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is zero on the test or exam.**

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.**

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. 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.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

4. Academic Considerations and Absences from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the [central academic consideration portal](#). Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your accessible education counsellor regarding your missed course work.

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy.

Appealing a Grade Within this Course

You have the right to request relief from any grade within this course. The grounds for a request for relief may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Requests based on procedural unfairness generally proceed in this order:

1. Course instructor (informal consultation)
2. Chair of the School offering the course (submission of written request)
3. Associate Dean of the Faculty offering the course (submission of written request)

Requests based on extenuating medical or compassionate circumstances generally proceed in this order:

1. Academic Advisor in your Home Unit
2. Associate Dean for your Home Faculty

A request for relief against a mark or grade must be initiated as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by June 30th (for second-term half courses).

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm or assignment.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

4. The table below outlines University-wide grade descriptors.

Table 1: University-wide grade descriptors

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

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. **This practice will not occur here.** The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

5. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.