# VETM*4530 Health Management III

Fall 2020
Section(s): C01

Department of Population Medicine
Credit Weight: 0.50
Version 1.00 - September 07, 2020

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# 1 Course Details

## 1.1 Calendar Description

The course will contribute to students' achievement of greater depth in selected elements of graduating competency in the context of health management in species of their choice. The primary emphasis is directed towards developing species-specific skills, knowledge and attitudes that will permit the entry-level veterinarian to assess and advise on animal production and performance and evaluate the necessity for, and implementation of, health management programs. The course is constructed of a series of species-based modules. Students will be required to take two of the modules.

**Pre-Requisites:** All Phase 2 courses.
**Co-Requisites:** All Phase 3 courses.

## 1.2 Course Description

**Prerequisites for Phase 4 Stream Priority Rotations/Electives**

Successful completion (by either Credit or Audit) of certain modules is a prerequisite for some of the stream-priority rotation offerings in the Food Animal Stream in Phase 4. This also applies to students in other streams who take these SPRs as electives. No HM3 module is a pre-requisite for a core rotation although it is strongly recommended that for food animal core rotations, the corresponding module be taken for audit / credit.

**Beef Cattle Module Description**

The beef cattle module will contribute to students' achievement of selected Phase 3 health management learning objectives in the context of the cow calf and feedlot industries. The primary emphasis is directed towards developing the skills, knowledge and attitudes that will permit the entry-level veterinarian to assess and advise on animal production and performance and evaluate the necessity for, and implement health management programs.

**Who should take this module:** This module is intended for those students intending to enter a mixed or food animal practice.

**NOTE:** This module is a prerequisite (via credit or audit) for the Phase 4 Ruminant Health Management II Beef elective.

**Teaching Strategies:**

The prime modes of presentation will be lectures and several case-based discussions.

**Companion Animals Module Description**

The companion animal module will contribute to students' achievement of selected DVM2000 elements of competency in the context of the maintenance of health of dogs and cats. The primary emphasis is directed towards developing the skills, knowledge and attitudes that will permit the entry-level veterinarian to assess and advise on health and performance and evaluate the necessity for, and implement health management programs.

**Who should take this module:** The student planning on a predominantly small or mixed animal practice career.

**Teaching Strategies:**

The prime mode of presentation will be lectures supplemented with case discussion and laboratory sessions.

**Dairy Module Description**

The Dairy Module will contribute to students' achievement of selected elements of competency in the context of the dairy industry. The primary emphasis is directed towards developing the skills, knowledge and attitudes that will permit the entry-level veterinarian to assess and advise on animal production and performance and evaluate the necessity for, and implement health management programs.

**Who should take this module:** This module is intended for those students intending to enter a rural (mixed species) or predominately dairy cattle practice.

**NOTE:** This module is a prerequisite (via credit or audit) for the Phase 4 Dairy electives

**Teaching Strategies:**

The prime mode of presentation will be lectures and case-based discussions.

**Horses Module Description**

The horse module will contribute to students' achievement of selected DVM2000 elements of competency in the context of horse industries. Primary emphasis is directed toward developing the skills, knowledge and attitudes that will permit the entry-level veterinarian to assess and advise on horse production and evaluate the necessity for, and implement health management programs.

**Who should take this module:** Candidates contemplating entry into full-time horse practice and those entering mixed practices in which a significant component of the caseload involves interaction with horses and the horse industry. **NOTE:** This module is highly recommended to students considering the Equine Stream in Phase 4.

**Teaching Strategies:**

The primary mode of presentation will be presentations and interactive discussions with each session focusing on specific, pre-announced topics. Self-study assignments will involve communication by participants with industry representatives. A summative evaluation will be based on the presentation and discussion material. For purposes of completing self-study assignments, participants self-identifying as having horse industry experience will be paired with those who identify themselves as having little experience.

**Laboratory Animals Module Description**

The Laboratory Animal Medicine Module will contribute to students' achievement of selected Phase 3 Health Management learning objectives in the context of oversight and care of research animals. The primary emphasis is directed towards developing the skills, knowledge, and attitudes that will permit the entry-level veterinarian to assess and advise on research animal production and performance, and evaluate the necessity for, and implement health management programs.

**Who should take this module:** This module is intended for students interested in gaining a better understanding of the clinical veterinarian's role in research animal care and health management.

**Teaching Strategies:**

The material will be presented using a combination of lecture, group problem-solving exercises, student presentations, discussions, and research facility visits (University of Guelph).

**One Health Module Description**

The One Health Module will contribute to students' achievement of selected Phase 3 Health Management learning objectives. The primary emphasis is directed towards developing the skills, knowledge, and attitudes that will permit the entry-level veterinarian to recognize the interconnections between human, animal and environmental health, to work with other disciplinary specialists to advise on and develop solutions to complex health challenges, and to acknowledge the various roles that veterinarians may play in public health, agricultural production, conservation and more.

**Who should take this module:** This module is intended for students interested in gaining a better understanding of One Health and how the approach can be applied in veterinary practice. This module is required for students enrolled in the combined DVM/MPH program.

**Teaching strategies:** The material will be presented as a combination of interactive lectures, group-based exercises, student presentations, and discussions.

**Poultry Module Description**

The poultry module will contribute to students' achievement of selected elements of competency in the context of the poultry industry. The primary emphasis is directed towards developing the skills, knowledge and attitudes that will permit the entry-level veterinarian to assess and advise on animal production and performance and evaluate the necessity for, and implement health management programs.

**Who should take this module:** This module is intended for those students intending to enter a rural (mixed species) or commercial poultry practice (private or industry).

**NOTE:** Successful completion of this module (via credit or audit) is a pre-requisite for the Phase 4 Poultry Health Management rotation.

**Teaching Strategies:**

The material will be presented using a combination of lectures (including guest lecturers and student presentations), discussions, and applied time spent in the post-mortem room and on-farm. Students will raise their own virtual flock of broiler chickens and solve a series of management and disease issues with their flock.

**Small Ruminants Module Description**

The small ruminant module will contribute to students' achievement of selected Phase 3 health management learning objectives in the context of the sheep and goat industries. The primary emphasis is directed towards developing the skills, knowledge and attitudes that will permit the entry- level veterinarian to assess and advise on sheep and goat production and performance and evaluate the necessity for, and implement health management programs.

**Who should take this module:** This module is intended for veterinary students planning to take either the **Rural Community Practice** or **Food Animal** streams. Sheep and goats are an increasingly larger part of the rural large animal practitioner's caseload. With growing flock / herd sizes and increasing demands on productivity, both industries require educated veterinarians to assist them in maintaining health and improving productivity.

**NOTE:** Successful completion of this module is a prerequisite (via credit or audit) for the Phase 4, RHM II Small Ruminant and RHM II Lambing and Lamb Survival Stream Priority / Elective Rotations.

**Teaching Strategies:**

The prime mode of presentation will be lectures and case based discussions.

**Swine Module Description**

The swine module will contribute to students' achievement of Phase 3 learning objectives in the context of the swine industry. The primary emphasis is directed towards developing the skills, knowledge and attitudes that will permit the entry-level veterinarian to assess and advise on animal production and performance and evaluate the necessity for, and implement health management programs.

**Who should take this module:** This module is intended for those students intending to enter a mixed to predominately food animal practice.

**NOTE:** This module is not a prerequisite for Phase 4 Swine core rotations but is strongly recommended.

**Teaching Strategies:**

The prime mode of presentation will be based on a case presentation with seminar discussion. Each stage of production will be examined on the basis of production targets and causes of lower than expected performance and strategies for remedying the situation. The overall health management program on the farm will be evaluated at the conclusion of the module.

**Wildlife Module Description**

The Wildlife Health Module will contribute to students' achievement of selected Phase 3 Health Management learning objectives. The primary emphasis is directed towards developing the skills, knowledge, and attitudes that will permit the entry-level veterinarian to assess and advise on wildlife disease and population health management, as well as recognition of the various roles veterinarians may play in wildlife health management.

**Who should take this module:**

This module is intended for students interested in gaining a better understanding of the veterinarian's role in wildlife health management. This module will not cover material related to individual-animal wildlife medicine.

**Teaching strategies:**

The material will be presented as a combination of interactive lectures, group-based exercises, student presentations, and discussions.

## 1.3 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

## 1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

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# 2 Instructional Support

## 2.1 Instructional Support Team

**Instructor:** Jessica Gordon
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Beef Cattle

**Instructor:** Cathy Gartley
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Companion Animal

**Instructor:** David Renaud
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Dairy Cattle

**Instructor:** Daniel Kenney
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Equine

**Instructor:** Janet Sunohara-Neilson
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Lab Animal

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One Health

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One Health

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Poultry

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Small Ruminant

**Instructor:** Robert Friendship
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Swine

**Instructor:** Claire Jardine
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Wildlife

**Course Co-ordinator:** Jessica Gordon
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**Office:** OVCS 2541

# 3 Learning Resources

Recommended resources vary by moudle. Refer to individual module outlines for specific details. Individual module outlines will be posted on the Courselink site.

# 4 Learning Outcomes

The goal of this course is to present information and concepts necessary for the student to be able understand and apply the principles of **health management** and to participate in and deliver health management programs in the species / industries of their choosing.

**HEALTH MANAGEMENT: DEFINED**

Health management is the **promotion of health and prevention of disease** in animals within the economic/business framework of the animal owner/industry, while recognizing the issues of animal welfare, human safety and environmental impact.

**HEALTH MANAGEMENT: PRINCIPLES**

- Promote optimal health.
- Accommodate business/economic realities.
- Promote animal welfare.
- Promote human and food safety.
- Consider potential environmental impact.

**HEALTH MANAGEMENT: DELIVERY**

Health Management is a dynamic process in which selected management areas of importance to the industry and the animal owner are identified and monitored. Decisions are made and plans are developed and implemented. The outcomes are then measured and evaluated. This process is called the ***Health Management Cycle***.

## 4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Analyze health and production data accurately and systematically, at the herd/flock/colony level to relevant industry norms (Animal Industries).
2. Building on previous *Health Management* objectives delivered, be able to recognize when norms in animal husbandry, production and performance are not being met, in the

Canadian context and within the context of that production system (Animal Industries).

3. Apply knowledge of the scope, structure and function of the relevant animal industries, including production norms, and inputs and outputs to the analysis of herd/flock/colony problems (Animal Industries).
4. Recognize important zoonotic, environmental and food-borne issues and those *Health Management* practices that mitigate risk to animals and people (including prudent drug usage) for relevant animal industries (Public Health).
5. Recognize when intervention is required to meet industry, veterinary profession, and legal expectations with respect to the well being of relevant animals as it relates to current Codes of Practice and applicable legislation (Animal Welfare).
6. Recognize what constitutes appropriate intervention (Animal Welfare).
7. Explain how the principles of animal welfare for relevant species are incorporated into the development and application of health management programs (Animal Welfare).
8. Recognize, describe and advise on the interaction between the behavioural biology of the relevant animal and the animal management practices common to Canada. Identify and explain the differences between normal, abnormal, and problem behaviour (Animal Behaviour).
9. Identify and explain the differences between normal, abnormal, and problem behaviour (Animal Behaviour).
10. Explain methods for prevention and treatment of related management practices that affect behaviour of relevant species. (Animal Behaviour).
11. Describe potential factors that may account for deviations from norms of health and production objectives (e.g., management, environmental, behavioral, infectious, genetic, nutritional, and interactions) for the relevant species (Evidence-Based Decision Making in the Promotion of Health and Prevention of Disease).
12. Develop plausible hypotheses and list means to test hypotheses regarding deviations in health and productivity (Evidence-Based Decision Making in the Promotion of Health and Prevention of Disease).
13. Develop differential diagnoses, and identify and recommend appropriate strategies for promotion of health, and prevention and control or eradication of disease to correct deviations

    - Strategies may include the following health promotion measures: vaccination, metaphylactic or prophylactic medication, biosecurity, environmental management, nutritional management, housing and ventilation, nutrient management including deadstock management (Evidence-Based Decision

Making in the Promotion of Health and Prevention of Disease).

14. Identify the variety of issues that affect the cost of optimizing health and production and where appropriate profitability (Evidence-Based Decision Making in the Promotion of Health and Prevention of Disease).
15. Identify key measures that will monitor outcomes or actions taken to correct deviations in health and productivity at the group level (Evidence-Based Decision Making in the Promotion of Health and Prevention of Disease).
16. Identify industry/government *Health Management* programs for individuals or groups that are available and effectively communicate recommendations to the client (Evidence-Based Decision Making in the Promotion of Health and Prevention of Disease).

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# 5 Teaching and Learning Activities

Health Management Modules

| | |
|---|---|
| Beef Cattle | One Health* |
| Companion Animals | Poultry |
| Dairy Cattle | Small Ruminant |
| Equine* | Swine** |
| Laboratory Animals | Wildlife** |

*The Equine and One Health modules run simultaneously, so students may only enroll in one of these modules.

**The Swine and Wildlife modules run simultaneously, so students may only enroll in one of these modules.

Schedule for Lectures and Examinations by Module

| Module | Last Drop/Add Date | Start Date | End Date | Exam Date | Coordinator |
|---|---|---|---|---|---|
| Companion Animals | Aug 25 | Sep 8 | Sep 25 | Sep 28 | Gartley |
| Small Ruminant | Sep 16 | Sep 30 | Oct 19 | Oct 23* | Winder |
| Dairy | Oct 9 | Oct 23* | Nov 9 | Nov 11** | Renaud |
| Swine | Oct 28 | Nov 11** | Nov 30 | Dec $2^{+}$ | Friendship |
| Wildlife | Oct 28 | Nov 11** | Nov 30 | Dec $2^{+}$ | Jardine |

| | | | | | |
|---|---|---|---|---|---|
| Laboratory Animals | Nov 18 | Dec 2[+] | Dec 16 | Jan 6[#] | Sunohara-Neilson |
| Equine | Dec 18 | Jan 6[#] | Jan 27 | Jan 29 | Kenney |
| One Health | Dec 18 | Jan 6[#] | Jan 27 | Jan 29 | Clow/Parmley |
| Poultry | Jan 18 | Feb 1 | Feb 24 | Feb 26 | Guerin |
| Beef | Feb 15 | Mar 1 | Mar 17 | Mar 26 | Gordon |

*Dairy lecture 1 is on the same day as the Small Ruminant exam - Oct 23, 2020

**Swine & Wildlife lecture 1 are on the same day as the Dairy exam - Nov 11, 2020

[+]Swine & Wildlife exams and Lab Animal lecture 1 are on the same day - Dec 2, 2020

[#]Lab Animal examination is AFTER the break between fall and winter semesters - Jan 6, 2021. This is also the same day as Equine & One Health lecture 1.

**Drop/Add Information**

**Important:**

- A student may either drop or add a module **up to 14 days** in the academic calendar prior to the start of that module (see schedule under Activities with applicable dates). The intent is to allow students whose career choices change over the summer, to adjust their module choices.
- All changes must be submitted to the course coordinator using the provided registration form.
- It is expected that few students will “drop / add” a module(s) after the start of the academic year.

**What is Not Permitted:**

1. A module may **not be dropped or added after the drop/add date has passed**, regardless of whether the student is registered as a Credit or Audit.
2. A module’s **Audit/Credit status may not be changed** after the drop/add date has passed.

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# 6 Assessments

**Requirements for Successful Completion of the Course (Credit Modules)**

1. A passing grade of 50% or better in **each of the two modules selected for Credit** is required to pass this course. The final grade in the course will be the simple average of the grades from two modules that the student selected to take for credit.
2. For Academic Consideration for any missed assessments, please contact the Associate Dean, Students and Academic (ovc.dvmacademics@uoguelph.ca).
3. In the case where a student passes one module and fails to achieve a grade of 50% in the other module, the student will receive a grade of **49%.**
4. In the case of a student failing both modules, the student will receive a grade of **39%.**

**Requirements for Successful Completion of an Audit Module**

- For successful completion of a module for Audit the student will demonstrate commitment by attendance, participation and successful completion of all assignment(s), assessment(s) and project(s) as detailed in the outline for specific module being taken for audit.
- Module coordinators will determine whether Audit students are required to sit the final examination in that module.

**Registering in a Module - Credit or Audit**

- Students must register using the **registration form provided by the course coordinator**, and indicate whether the module is for **Credit or Audit**.

  The course coordinator (not the module coordinator) will be the contact for all aspects of the registration process, which will occur before the conclusion of Phase II.
- To attend a given module, a student must be registered in that module at least 14 days prior to its start, either a Credit or Audit status, **i.e. "sitting in for interest" will not be permitted.**
- Each module is scheduled into 8 sessions of 2 concurrent lecture slots for a total of 16 hours of contact time. The examination for that module will take place at 8:00 am **on the next module day**.
- It is the student's responsibility and part of expected professional conduct of a student in a professional program to **record and know which modules he/she is enrolled in** and to attend those modules. Students may register in (Audit) as many modules as their interests permit.
- **It is expected that as a student in a professional program, that if signed up for a module he/she will attend and be an engaged learner.**

**Prerequisites for Phase 4 Stream Priority Rotations/Electives**

Successful completion (by either Credit or Audit) of certain modules is a prerequisite for some of the stream-priority rotationofferings in the Food Animal Stream in Phase 4. This also applies to students in other streams who take these stream-priority rotations as electives.

Currently, this stipulation relates to the following Phase 4 rotations (see the individual module descriptions):

| | |
|---|---|
| RHM II Beef | RHM II Dairy Herd Problem Solving |
| RHM II Small Ruminants | RHM II Dairy Nutrition |
| RHM II Lambing and Lamb Survival | Poultry Health Management |
| RHM II Dairy | |

No Health Management III module is a pre-requisite for a core rotation although it is strongly recommended that for food animal core rotations, the corresponding module be taken for audit / credit.

**Use of Turnitin Software**

In this course, some instructors in some modules will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## 6.1 Assessment Details

**Module Assessments Vary (0%)**

The assessment and evaluation methods will vary depending on the module. Refer to module outlines on Courselink for details. Each module will have a final one-hour (summative) assessment, which will take place on the next module day after the conclusion of the instructional component of the module.

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# 7 Course Statements

## 7.1 COVID-19 Contingency Plan

In the case of a lockdown due to COVID-19, all in person class sessions will be converted to online offerings. Please refer to the specific module outlines on Courselink to determine how that may impact the module you are enrolled in. You will still be required to successfully complete 2 modules for credit and each module will be worth 50% of your grade in this course. Please note, you WILL NOT be able to retroactively use one of your audit grades as credit. You must sign up for 2 modules for credit before the deadline for those modules.

## 7.2 Statement on Session Recordings:

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other “live” course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session
4. use the chat function to pose questions

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

## 7.3 Netiquette Statement Regarding Online Behaviour:

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services

- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password
- Recording lectures without the permission of the instructor

# 8 University Statements

## 8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

## 8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Graduate Calendar - Grounds for Academic Consideration
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions
https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml

## 8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Graduate Calendar - Registration Changes
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml

Associate Diploma Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml

## 8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## 8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
https://www.uoguelph.ca/sas

For Ridgetown students, information can be found on the Ridgetown SAS website
https://www.ridgetownc.com/services/accessibilityservices.cfm

## 8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

Graduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

## 8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## 8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars
https://www.uoguelph.ca/academics/calendars

## 8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

## 8.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

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