THE IBS EXAM WEEK WORKBOOK

Study Smart. Stay Calm. Finish Strong.



Your week. Your options.

The IBS Exam Week Workbook
Study Smart. Stay Calm. Finish Strong.

A practical companion

Build a personal plan for midterms, finals, timed tests, and presentations. Connect the work you need to do with the campus details you need to know. Preparation can reduce last-minute decisions; it cannot guarantee a symptom-free week.

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Independently published. Campus IBS Ready and Campus Flare-Proof Method™ identify the educational project and framework.

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One focused role in your semester

Use the Semester Planner for recurring dates, this workbook for one exam week, and the Dining Hall Guide for detailed meal decisions. You do not need to enter the same information in every resource.

Begin with one upcoming assessment. A workable first plan is enough.

Planning has limits

This workbook provides educational planning tools. It does not diagnose IBS, provide therapy, prescribe treatment, or replace individualized care.

Keep your care plan with your clinician

Follow guidance from qualified healthcare professionals. Do not start, stop, or change medication, supplements, or a restrictive diet because of these pages. There is no single treatment or food plan that fits everyone with IBS. [1]

Know when planning is not enough

Seek medical advice for new, persistent, worsening, or concerning symptoms. Bleeding or unexplained weight loss needs prompt assessment. If symptoms are severe or you think you need emergency help, use local emergency services. In the U.S., call 911 for an emergency. Do not delay care to finish an exam. [2]

Your plan does not change exam rules

Confirm temporary-exit, re-entry, timing, and support arrangements with your institution. A personal Plan B does not authorize a break, extra time, or a make-up exam. Requests for formal adjustments follow the institution's process; outcomes and implementation vary. [3]

Protect your privacy

Keep health notes where you are comfortable storing them. Use only the detail needed for each conversation. This workbook is not a medical record or documentation for an accommodation request. Source links are on page 40.

Preparation supports participation; it is not a promise about symptoms or grades.

Make the workbook yours

Choose one exam week or one important assessment. Keep an untouched original and save a working copy with the course and date in its name.

Type, write, or print

FILLABLE: open the downloaded file in a reader that supports interactive PDF forms, such as Adobe Acrobat Reader. Tap inside the answer boxes and type short responses.
WRITE-ON: use your PDF annotation app's pen or text tool, or print the pages. This version has no interactive typing fields.

Use it on a phone or tablet

Use portrait view and zoom when needed. Tap INDEX or QUICK CARD at the bottom of a page to jump. On a phone, the Quick Card collects your essential details. A browser or messaging preview may not support typing or saving; open the downloaded file in a PDF app. [4]

Check saving before doing the work

Enter a short test response, save the file, close it, and reopen the same saved copy. Confirm the response is still visible. Menu names vary by app. Keep answers concise so they remain visible in the boxes; use your own notes for longer writing.

Choose the route that fits your time

A week ahead: start on page 7, resolve procedures early, then use pages 18-24. Less than 48 hours: start with exam facts (10), rules (11), route (13), Plan B (28), and Quick Card (39). Move to pages 25-26 when useful. Seek support early; seven days may not be enough for formal arrangements.

Leave a field blank if it does not help. An unanswered question can become your next action.

Find your next step

Tap a section to open it. Each page also has INDEX, QUICK CARD, and previous/next controls. Page numbers include the cover.

Start here	02-04
The method + your week	06-09
Exam foundations	10-13
Study, routines + materials	14-16
The seven-day path	17-24
Evening + morning	25-26
Plan A, Plan B + interruptions	27-30
Other assessments	31-33
Worked example	34-35
Recover + review	36-38
My Quick Card	39
Sources + project contact	40

Five phases, one exam

The Campus Flare-Proof Method™ connects symptoms, your academic calendar, campus geography, and a response plan. The name describes a preparation framework, not immunity from flare-ups.

MAP + ANTICIPATE

Find the room, usable restrooms, and relevant contacts. Identify the demanding moments: a timed test, a tight transfer, an unfamiliar venue, or several deadlines together.

PREPARE + NAVIGATE

Resolve the questions you can answer in advance. Make an academic plan and a campus plan. During the event, choose the next permitted action using the facts in front of you.

RECOVER

Address health needs first. Then preserve useful facts, confirm the academic next step, and carry forward one lesson rather than rebuilding the entire plan.

The event I am preparing for

Name one assessment and its date. What would better preparation let you do?

The first unknown to resolve

Choose a fact you can check, such as the room or exit procedure. Name the person or source to ask.

A plan should help you participate, give you options, or connect you with appropriate support.

See the whole week

Look at your official course schedule before planning. If a final uses a different room or time from normal class, record the exam details. Use your Semester Planner for recurring commitments.

Assessments and deadlines

List each event with its date, time, duration, and location. Keep to the week you are planning.

The tightest point in the week

Which two commitments compete for time? Include travel, check-in, group work, or a meal opportunity.

One priority and one movable task

What needs attention first? What can be rescheduled without missing a requirement?

Example

Tuesday: biology exam at 9:00 a.m., then lab at 11:00. The pressure point is the gap between buildings. Confirm the exam finish time and lab arrival rule before assuming the transfer will work.

Pick your first assessment for the detailed plan on pages 10-13.

Name the real stressor

Turn a broad worry into a specific question. You do not need to monitor every sensation or predict how your body will feel. Focus on what makes participation harder in this event.

> **From worry to a useful question**
>
> “What if I need the bathroom?” becomes “What is the temporary-exit procedure, and where is the restroom I can access?”
> “I am behind” becomes “Which exam topic needs my next focused study block?”

The situation that feels hardest

Name the moment: waiting outside, sitting through a timed test, crossing campus, or speaking to a proctor.

What I know / what I still need to check

Separate confirmed information from assumptions. One difficult past event does not predict this exam.

A practical step within my control

Write one question, preparation task, or support contact. Make it small enough to do today.

Use a brief planning check-in. Return to study or rest once the next step is clear.

Choose what to solve first

Some issues need action before others. Sort by consequence and lead time rather than by how loudly a worry demands attention. Review official deadlines before postponing anything.

Three useful categories

ACT EARLY: requests, deadlines, unresolved testing rules, or health concerns.
PREPARE NEXT: routes, materials, study priorities, and practical routines.
LEAVE FLEXIBLE: preferences that can change without undermining the event.

Act early

What needs a message, appointment, booking, or official answer? Record the deadline and contact.

Prepare next

Choose the one task that will remove the most avoidable uncertainty. Give it a realistic time slot.

Leave flexible

Name something that does not need another check today. What will you do with the time instead?

If formal support is needed, contact the appropriate office now rather than waiting for day one.

Confirm the exam facts

Use the syllabus, learning platform, testing-center instructions, or an official message. Record where the information came from so you can check a genuine change without starting over.

Event, date, and exact times

Course / assessment; date; start time; duration; required check-in or submission time.

Location and access

Building / room or online platform; entrance; ID requirements; who handles check-in.

Materials and instructions

What may you bring? What must be stored? Note equipment, permitted aids, and submission requirements.

Source and remaining question

Record the official source and date checked. What is still unknown, and who can confirm it?

If a fact changes, update the affected part of the plan. You do not need to rewrite every page.

Ask about the rules

Do not assume that a class break rule also applies to an exam. Ask early about temporary exits, re-entry, timing, and belongings. Record the answer accurately, including any restrictions.

> **A focused procedural question**
>
> “For the upcoming [exam], could you confirm what a student should do if a health issue requires a temporary restroom exit, including notification, re-entry, and how timing is handled?”

The confirmed temporary-exit procedure

Who do I notify, and how? What instructions apply before leaving and on return?

Timing, belongings, and access

Does the timer continue? Where do materials stay? What may I access? Record only confirmed details.

If the answer is missing or unclear

Who is the next appropriate contact, and when will I follow up? Keep the uncertainty visible in Plan B.

An unanswered request is not approval. Follow current instructions and seek clarification early.

Confirm the support route

An instructor can clarify course procedures. Formal disability-related adjustments follow your institution's process. If you need support, begin early; this workbook does not establish eligibility or guarantee an outcome. [3]

The office or person to contact

Find the official accessibility/disability services or testing contact. Record the name and contact route.

Current status and next step

Write: information requested, request pending, or approved. Note the deadline or next required action.

Implementation for this assessment

If support is approved, confirm the booking, location, break/timing procedure, and person responsible. If not approved, write “not confirmed.”

> **Keep disclosure proportionate**
>
> Ask the relevant office how sensitive documents should be submitted. An instructor may only need functional information or the approved notice. The Accommodation Preparation Checklist covers the wider request process; here, focus on this exam.

Keep a copy of the official reply where you can find it. Do not treat a personal note as authorization.

Walk the route on paper

Check the route at the time you will need it. A nearby restroom may be inside a locked building or on another floor. Use verified information and your Semester Planner's campus map as a starting point.

Arrival route and realistic timing

Starting point; entrance; check-in location; travel time; an arrival window that fits the official instructions.

Primary restroom

Building / floor / location; opening hours; ID or access limits; how to reach it from the exam room.

Alternative restroom and route

Choose another accessible option. If a building or path is closed, who can give current directions?

One proportionate check

A first visit or official confirmation can answer the important questions. Once you have reliable details, return to your day rather than repeatedly checking the route for reassurance.

Copy only the details you will need on the day onto the Quick Card, page 39.

Study with a clear finish

Make each study block produce something you can check. “Study biology” is vague. “Answer six practice questions, check the errors, and choose one topic to revisit” gives the block an end.

Build a block you can use

Choose a topic, a task, a realistic time window, and a finish point. Practice in the format of the assessment when suitable. Keep breaks and personal needs compatible with your established care and course requirements.

My highest-priority topic

What needs work, and what evidence tells me that? Use course objectives, feedback, or practice errors.

My next study block

When / where; task; finish point; what I need ready. Keep the task achievable in the time available.

If the block is disrupted

What smaller task can I do later? What can move, and which deadline still needs attention?

A disrupted block calls for a new schedule decision, not an all-night punishment session.

Protect ordinary routines

Fit study around realistic opportunities for sleep, meals, and your established health routine. Planning supports access and continuity; it cannot promise a particular physical response. For treatment decisions, use your clinician's guidance. [1]

A realistic sleep opportunity

When can I wind down and get up? Which task needs an earlier finish to make room?

Meal opportunities and one backup

Where can I get familiar, personally workable food? Check opening times, travel, storage, and budget.

Care routine and permitted access

What established routine do I need to plan around? If an item must be accessible during testing, who can confirm permission? Keep private details optional.

> **Keep the plan flexible**
>
> Use the Dining Hall Guide for detailed food decisions. Avoid using exam pressure as a reason to invent a stricter diet or change medication. If one night or meal does not go as planned, adjust the next opportunity rather than judging the whole week.

One workable alternative is more useful than trying to prepare for every possible disruption.

Pack what is permitted

Use the official instructions to decide what goes to the desk, what stays in storage, and what needs approval. A useful personal item is not automatically a permitted exam item.

Required academic materials

ID, writing tools, approved calculator or aids, device / charger, and any official paperwork needed.

Personal items and storage

List only items you normally use. Where will they be stored? How may you access an approved item?

A missing item or permission

What still needs charging, replacing, packing, or confirming? Record the next action and time.

Keep the bag practical

Avoid adding unfamiliar supplements, medicines, or food experiments for reassurance. A compact kit based on your established needs is easier to manage. Follow the venue's rules about bags, liquids, electronics, and access.

Check the materials once after the latest official instructions, then pack your working set.

A week with a purpose

Days -7 to -1 count backward from your selected exam. If you start late, use the remaining days and prioritize facts, rules, route, and materials. Do not try to catch up by filling every page.

7 — 6 — 5 — 4 — 3 — 2 — 1

Days -7 and -6 | remove unknowns

Confirm the exam facts and ask outstanding procedure questions. Identify a usable arrival route and restroom alternative. Support requests may need much more lead time than this workbook's seven-day path.

Days -5 and -4 | make time usable

Turn course priorities into focused study blocks. Fit them around ordinary meal, sleep, and care opportunities.

Days -3 and -2 | connect the plans

Do one practical rehearsal. Confirm outstanding details and how approved arrangements will be implemented.

Day -1 | close the planning loop

Pack permitted materials, choose a sensible study finish, and transfer essential facts to your Quick Card.

My start date and exam date

Which daily page fits today? What is the one essential task if I have less than a week?

Each day has one planning focus. You can still study, rest, and live your ordinary day.

Get the facts first

Start with the assessment you selected. Look at official instructions before choosing study times or an arrival plan. Send an early procedural question if you cannot find an answer.

7 — 6 — 5 — 4 — 3 — 2 — 1

Planning focus | facts and questions

Complete page 10. Identify one unanswered question from page 11 and send it to the correct contact. If support is needed, use page 12 now.

The fact I confirmed today

Include its source. What changed in my plan because I checked?

The question I sent / need to send

Recipient; exact question; next follow-up date. Write “pending” until a reply arrives.

Today's academic step

Choose one course priority, one study task, and a finish point. When will I do it?

Routine cue: give the study task a finish time that leaves room for your ordinary evening.

Make arrival workable

Use your campus map or a first visit to check the route. Plan around the exam's actual venue and opening hours, not the usual classroom. Keep the check limited to information you need.

7 — 6 — 5 — 4 — 3 — 2 — 1

Planning focus | route and access

Complete page 13. Confirm the entrance, check-in location, and a primary and alternative restroom. Check whether travel leaves enough time for the instructed arrival.

My usable route

Starting point; travel / check-in time; restroom details that matter. What is verified?

One access problem and next step

If an entrance or restroom is unavailable, which alternative can I use? Who can answer the question?

Today's academic step

Choose a topic and a concrete task. What smaller task could fit if travel takes longer?

Routine cue: include the travel time to a meal opportunity, not just the meal itself.

Choose the study priority

Separate the topics that need work from those you are repeatedly reviewing because they feel familiar. Use course requirements and practice feedback to decide where the next block belongs.

7 — 6 — 5 — 4 — 3 — 2 — 1

Planning focus | a block with an output

Use page 14. A useful block can end with corrected practice questions, a short explanation from memory, or a reviewed outline. Choose the format that fits your assessment.

The task and evidence

Topic; task; what I will produce; how I will check it against course materials.

The block and fallback

Time / place; finish point; one smaller task if the original block is interrupted.

The next topic to revisit

What did practice reveal? Choose one next step instead of rewriting the entire schedule.

Routine cue: choose the stop time before you start, then reassess if the task needs another block.

Fit study around your day

Look at the real gaps between classes, travel, and responsibilities. A gap on the calendar is not always enough time to eat or rest. Make the plan workable with the options you actually have.

7 — 6 — 5 — 4 — 3 — 2 — 1

Planning focus | ordinary routines

Use page 15. Choose practical sleep and meal opportunities and one alternative. Follow your established care plan rather than adding a new exam-week regimen.

A routine opportunity to protect

Sleep, meal, or care window; what competes with it; the adjustment I can make.

My realistic alternative

If the first opportunity disappears, when and where is the next one? Check availability.

Today's academic step

Which study task fits the remaining time? What can move without missing a requirement?

Routine cue: use familiar meal decisions; leave detailed dietary questions to your clinician or dietitian.

Rehearse the next step

Do one short rehearsal of the process, not a prediction of symptoms. You can practice opening the instructions, finding your materials, and stating the confirmed procedure in plain language.

7 — 6 — 5 — 4 — **3** — 2 — 1

Planning focus | one practical run-through

Choose one: describe arrival aloud, use a suitable timed practice task, rehearse a presentation transition, or locate the official exit instructions. A rehearsal must follow your care needs and approved arrangements.

What I rehearsed

Which sequence did I practice, and what did it reveal about materials, timing, or instructions?

One change worth making

Name the specific gap. What preparation or question will address it? Avoid adding unnecessary checks.

Today's academic step

What practice task remains useful? Set a finish point and leave the rehearsal complete.

Routine cue: uncertainty can remain after preparation. You do not need another rehearsal for every worry.

Close important gaps

At 48 hours, focus on facts that can still change the plan. Check official replies and any arrangements for this assessment. Repeatedly rereading a confirmed answer is not a new preparation task.

7 — 6 — 5 — 4 — 3 — **2** — 1

Planning focus | confirmation

Review date, room, check-in, temporary-exit rules, permitted materials, and any approved support. Record unresolved questions honestly. A last-minute request may not be arranged in time.

What is now confirmed

Record the reply or official source. Which part of Plan A or Plan B does it settle?

What remains unresolved

Contact; question; follow-up time; current instruction I will follow while it remains pending.

Today's academic step

Use the remaining time for a priority topic. What question can I practice and check?

Routine cue: once confirmed, move to study or rest unless official information changes.

Finish the preparation

Collect the decisions you have made rather than starting a new system. Keep the final study task bounded. Use pages 25-26 for the evening and morning sequence.

7 — 6 — 5 — 4 — 3 — 2 — 1

Planning focus | pack and transfer

Pack permitted materials, check the official location, and complete the Quick Card on page 39. Keep it stored where you can use it before the exam; it may not be allowed at the desk.

Materials ready / one missing item

What is packed and charged? What needs one final action, and when will I do it?

The final study task and stop time

Choose a limited review. What will signal that I am finished for the evening?

The essential detail on my Quick Card

Arrival; confirmed exit rule; support contact; next step. What uncertainty still needs to stay visible?

Routine cue: a completed plan can be imperfect. Prepare the next morning without demanding perfect sleep.

Close the evening gently

Your evening plan is a short sequence: finish the selected study task, set out permitted materials, confirm morning logistics, and leave room for your normal wind-down. It is not a test of perfect preparation.

My study finish and next start

Final task; stop time; what I will leave for after the exam or another planned block.

What I will set out tonight

Materials, clothes, ID, and the information needed for arrival. Use your packed list from page 16.

Morning logistics I already know

Wake / departure / check-in times; meal opportunity; route. Which alarm or reminder is actually useful?

If something is still uncertain

If it is essential, use the appropriate contact or official instructions. If it can wait, write a next step and stop researching for tonight. Keep following established care; one imperfect night does not automatically decide the exam result.

Leave the Quick Card ready. You do not need to sleep perfectly to use your preparation.

Use the plan you made

Start with current facts and your ordinary routine. If the morning changes, adjust the affected part of the plan. Avoid inventing new food, medication, or reassurance routines because the exam feels important.

My simple morning sequence

Routine / meal opportunity; take permitted materials; depart; use check-in instructions. Keep it short.

If I am running late

Which official contact or instruction applies? Record the next step rather than assuming late entry.

If symptoms change the morning

Follow your established care guidance. Who do I contact about health needs or the exam procedure?

At the venue

Use official information if the room has moved. Check in as instructed. Follow the confirmed arrangement for belongings and approved support. Your Quick Card is a preparation aid; bring it into the exam only if permitted.

Do the next useful step. You do not have to solve the entire exam before entering.

Plan A | the expected day

Plan A describes how the event normally works. Use concrete actions and confirmed details. It should be short enough to follow without consulting several pages.

Before I enter

Arrival and check-in; permitted materials; relevant routine or approved arrangement. Use actual times.

Once the exam begins

How will I read the instructions and start the academic task? Follow the assessment format and rules.

After the event

Where will I go next? What meal, rest, travel, or academic commitment needs a realistic place in the day?

Example

“Arrive at the testing center by the confirmed check-in time, store my bag as instructed, and begin with the exam directions. Afterward, get lunch before reviewing the next course.” This describes actions, not a promise about symptoms.

Pair this page with Plan B. An alternative adds options without predicting that something will go wrong.

Plan B | a change in the day

Write a response to the disruption most relevant to your event. Use confirmed procedures and distinguish an available option from a request that is still pending.

The disruption I am planning for

One situation, such as a temporary restroom exit, room change, delayed meal, or missed study block.

My next permitted action

Who do I notify? What instruction or approved arrangement applies? What remains unconfirmed?

If the first alternative is unavailable

Which official contact, accessible location, or next step can I use? Do not assume extra time or re-entry.

When Plan B is no longer enough

If health needs require care or you cannot continue, move to page 30. An exam plan must leave room to stop. You do not need to push through a health problem to prove preparation worked. [2]

Keep the alternative specific and proportionate. One useful branch is enough for a first plan.

If you need a temporary exit

Follow the procedure confirmed for this assessment. If an unexpected health issue arises, notify the proctor or designated staff as instructed and seek the assistance you need. Your wellbeing and the current instructions guide the next action.

Notice, orient, choose, act

NOTICE the current need without guessing the whole outcome.
ORIENT to the confirmed rule and available staff.
CHOOSE the next permitted action, then ACT.
REASSESS with current information. This is an organizational prompt, not a treatment technique.

Notification and belongings

Who / how do I notify? Where do papers, devices, and other items remain under the confirmed rules?

Timing and re-entry

What is the confirmed timing arrangement? How do I return? If unsure, what do I ask staff?

If I return

What helps me resume the academic task within the exam instructions? What factual detail may I need afterward?

A personal plan cannot authorize an exit or stop the clock. Keep the applicable instructions visible.

If you cannot continue

Stopping creates health needs and an academic follow-up. Address health and safety first. Ask staff for the applicable next step when you are able; do not assume a make-up, deadline extension, or particular outcome.

Health before paperwork

If you need urgent care, seek it. For an emergency in the U.S., call 911. If concerns are not urgent, use your clinician or campus health service as appropriate. The workbook cannot decide the cause or severity of symptoms. [2]

The first health or support action

Who can help, and how can I reach them? Keep private health details optional.

Facts to preserve when I am able

Event / date / approximate time; person notified; instructions received; what was interrupted.

The official academic next step

Who do I contact, through which channel, and by what deadline? What documentation, if any, is requested?

Ask what is required. Do not promise documentation you do not have or assume a specific decision.

Presentation day

Presentations need a delivery plan as well as a campus plan. Confirm order, duration, equipment, group responsibilities, and any agreed procedure for an interruption. A teammate's willingness is not course approval.

The event and delivery sequence

Date / room / duration / order; my opening; slides or materials; where the backup file is stored.

The practical access plan

Arrival / restroom / equipment check. Which procedure or approved adjustment needs confirmation?

An agreed pause or handoff

Who does what if I need to pause? What has the instructor approved? Keep private details limited.

A concise coordination message

“My section and backup slides are in [location]. Could we confirm the handoff procedure if one of us needs a brief pause? I will check any course requirements with [instructor].” Agree on a practical role, not a medical responsibility.

Rehearse the opening and any approved handoff once, then return to your content.

Online or proctored tests

A restroom in your own space does not automatically mean you may leave an online exam. Confirm camera, breaks, permitted items, technical support, and submission rules before the session.

Platform and technical readiness

Date / time / time zone; required device / browser; login; permitted test check; power and connection.

The confirmed break and room rules

Leaving camera view; notifying the proctor; timer; re-entry; permitted belongings or approved support.

If access or technology fails

Official support channel; what to report; submission deadline; how to preserve facts using permitted methods.

> **Keep records within the rules**
>
> Record times, messages, or incident references only in ways allowed by the provider. Do not photograph exam content, use another device, or leave the session on the assumption that a personal backup plan grants permission.

Resolve the procedure early. Technical rehearsal and approved support are separate preparation tasks.

When exams are close together

Plan the transition between assessments as carefully as the assessments themselves. Check official conflict procedures if schedules overlap. Do not assume that two buildings, two check-ins, and a meal fit inside a short gap.

Event one to event two

Finish time; next check-in; route; travel time; meal/restroom opportunity. What is actually feasible?

The conflict or pressure point

What cannot fit? Which course or testing office should I contact, and what official deadline applies?

A smaller study plan between events

Which task is useful and realistic? What review can wait until after the second assessment?

Protect the next decision

After event one, use the current facts: health needs, available time, and event two's instructions. A difficult first exam does not require a full debrief before the next one. Preserve any needed facts, then choose the next action.

Use a separate working copy or your own notes if another assessment needs its own full plan.

Jordan | prepare the week

Illustrative example: Jordan has a 90-minute biology midterm on Tuesday at 9:00 a.m. The restroom-exit policy is initially unclear. These campus details are fictional, not rules to apply to your own exam.

Days -7 to -6 | facts and route

Jordan confirms the date and room on the course platform and asks the instructor about notification, re-entry, and timing. A first visit identifies the correct entrance and two accessible restrooms. The policy remains marked “pending” until a reply arrives.

Days -5 to -4 | study and routines

Practice errors identify two topics to revisit. Jordan schedules one focused block for each and leaves a realistic lunch opportunity between classes. A familiar alternative is available if the usual dining location is closed.

Days -3 to -2 | connect the plans

Jordan practices a short set of course questions and checks the official reply. In this fictional exam, the reply says to notify the proctor, leave papers at the desk, and follow the re-entry instructions; the timer continues. Jordan records that exact limitation.

Day -1 | finish preparation

Jordan packs only permitted materials, chooses a final review stop time, and transfers arrival and procedural details to the Quick Card. The plan does not promise a symptom-free morning.

Notice how each day resolves a different question instead of repeating the same tracker.

Jordan | use and revise

The same fictional exam: Jordan needs a temporary restroom exit. The prepared plan supplies a next step, while the actual procedure and health needs still determine what happens.

Plan A

Arrive at the confirmed time, check in, store belongings as instructed, read the exam directions, and begin. After the exam, take the planned lunch opportunity before studying for the next course.

Plan B

Notify the proctor using the confirmed procedure. Follow instructions for papers and re-entry. Because the timer continues in this example, Jordan does not expect additional time. If continuing is not possible, notify staff and follow the official next-step process.

Recover

Afterward, Jordan addresses health needs and records the interruption facts without guessing what decision the instructor will make. If follow-up is needed, the message asks for the applicable process. The next study block is adjusted to the time and energy available.

What I would adapt for my own event

Which detail needs confirmation at my institution? Which part of Jordan's plan cannot simply be copied?

Borrow the planning structure, then replace every venue and procedure with your own confirmed facts.

Recover without losing the week

Address health needs first. When you are able, separate what happened from what you fear it means. Recovery can begin with one message or schedule adjustment; it does not require finishing every postponed task immediately.

My first recovery need

Rest, care, a meal opportunity, support, or another next step consistent with my established guidance.

The academic action that cannot wait

What deadline or instruction needs attention? Who needs a concise update, and through which channel?

My next manageable work block

Task; time; finish point. What can wait until I am able to do it without trying to repair everything at once?

Contain the review

Preserve necessary facts and choose the next action. Leave a fuller reflection for page 38. If symptoms or worry repeatedly disrupt participation, consider contacting the relevant healthcare or campus support professional.

A difficult event is information for the next plan, not a verdict on your semester.

Send a useful follow-up

If communication is required, use the designated channel and deadline. State the event, what you did, and the next-step question. Keep sensitive information limited and submit documents through the requested process.

Message you can adapt

Subject: Follow-up on [course / assessment / date]
Hello [Name],
A health issue interrupted my [assessment] at approximately [time]. I notified [person] and followed [instructions]. Could you confirm the next step under the applicable procedure and any deadline or documentation required?
Thank you, [Name]

Recipient, channel, and deadline

Who handles this issue? Check the syllabus, testing instructions, or official reply before sending.

Facts and one question

What does the recipient need to know? What outcome or instruction am I asking them to clarify?

Response and next action

When did I send it? What reply arrived? If needed, when and how will I follow up?

Keep the record factual. A request for review does not guarantee an extension or make-up.

Keep one useful lesson

Review when you have enough distance to make a practical decision. You do not need to score every symptom or replay the event. A prepared plan can be useful even when the day was difficult.

What preparation helped

Name one confirmed fact, routine, communication, or alternative that made a decision easier.

What needs one adjustment

Which detail was missing or changed? What would I update before the next assessment?

What I can stop checking

Which part of the plan is already reliable? Where can I reduce repeated monitoring or extra preparation?

Carry it into the semester

Update recurring dates, contacts, and routes in your Semester Planner. Save a fresh workbook copy for the next exam week. Use the Confidence Journal for deeper reflection; you do not need to turn this review into a second journal.

Choose one change and leave the review complete. Seek support when concerns exceed a planning tool.

My exam, at a glance

Keep this page easy to reach before the event. It is a personal planning aid and may not be permitted at the exam desk. Use only confirmed details and short answers.

Event + arrival

Course; date / time; room or platform; check-in; departure / route.

Restroom + confirmed exit rule

Primary / alternative; who to notify; belongings; timing and re-entry. Mark anything unconfirmed.

If the plan changes

My next permitted action; designated contact; first step if I cannot continue.

Afterward + one open question

Recovery / next commitment; any unresolved question and who can answer it.

Before the event: one quick review. During the event: follow current instructions and health needs.

Continue with good information

These sources support the general health, institutional-process, and PDF-use notes. The planning exercises are original educational tools. Sources were checked October 1, 2026; web pages and campus procedures can change.

[1] NIDDK | IBS treatment

Individualized care, lifestyle approaches, and treatment guidance. Discuss decisions with your clinician.

[2] NHS | IBS symptoms

General symptom information and signs that need medical assessment. U.K. service numbers are not U.S. contacts; use your own local care services.

[3] U.S. Department of Education

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities. Check your institution's actual request and implementation procedures.

[4] Adobe | PDF forms on mobile

Interactive AcroForms and supported mobile form behavior. App features, menus, and account requirements can change.

Campus IBS Ready

Taylor Westbridge | Companion to The College IBS Semester Survival Guide.
Project: campusibsready.com
Questions and permissions: info@campusibsready.com
Project contact is not a medical or emergency service.

Prepare your options. Use the next step. Keep participating.