

Nursing and Family Health

Nursing 3500

Course Professor:

Jennifer Mayer, RN, MN-LPNP

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Nursing and Family Health N3500

Class time: Thursdays 0930-1230
LECTURE In Person/HyFlex

During weeks 7-12, lectures will be offered in a **hyflex** format. In-person lectures will continue as scheduled (Thursdays 0930-1230), and recordings of these lectures will be posted on Brightspace via the Content tab on Thursdays at 1700 for students unable to attend due to placement.

(NOTE: In-Person Midterm Thursday Oct 23rd at 9:30 am & Final Exam TBA)
Course Location: SSC-2050

A: Calendar Description

Nurses support individuals and families from conception through adolescence. In this course, the nursing role in improving immediate and longer-term health outcomes through health promotion, protection, and prevention of illness in the context of individual and family development is presented.

***Prerequisite(s):** Registration in Year 2 of the Western-Fanshawe Collaborative BScN program, or the Compressed Time Frame BScN program*

***Extra Information:** 3 lecture hours*

***Course weight:** 0.50*

B: Expanded Description

In this course, we will explore wellness and health challenges that influence individuals and families from conception through adolescence. The concepts of health promotion, social determinants of health, health inequity, ethics, advocacy, empowerment and trauma and violence-informed care, are explored from the perspectives of people from conception through adolescence. Students will develop knowledge of obstetric and pediatric assessment skills and evidence-informed nursing interventions relevant to pregnant and pediatric populations. Learners will explore the role of interprofessional team members in supporting individuals and families from conception through adolescence. This course will facilitate the development of clinical judgment and attention toward current trends in diverse hospital and community settings across Canada.

Course Goals

1. Analyze health promotion concepts, theories, and social determinants of health as they apply to pregnant people, and from infancy through adolescence.
2. Identify the normal physiological, emotional, and social changes that occur throughout pregnancy, and from infancy through adolescence.

3. Identify health risk factors for pregnant people, and infancy through adolescence.
4. Describe the roles and responsibilities of the nurse and the standards of practice when providing perinatal and pediatric care.
5. Apply principles of family-centered care, health promotion, health protection, and disease prevention when providing perinatal and pediatric care.
6. Explore the social and ethical implications of health care policies on perinatal and pediatrics.
7. Recognize the various roles and responsibilities of the interprofessional team in the care of perinatal and pediatric clients.

National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2020) addressed in the course.

- *Clinician* – 1.1, 1.3-1.5, 1.7, 1.11, 1.13, 1.19, 1.21-1.23, 1.25 & 1.26
- *Professional* – 2.5 & 2.7
- *Communicator* – 3.3 & 3.5
- *Collaborator* – 4.1, 4.3 & 4.5
- *Coordinator* – 5.8
- *Leader* – 6.1, 6.6, 6.7, 6.9-6.11
- *Advocate* – 7.3, 7.4, 7.6-7.8, 7.11
- *Educator* – 8.1-8.5
- *Scholar* – 9.1-9.3, 9.7 & 9.8

C: Course Communication & Course Process

All course-related questions about content or assignments must be posted in the **Discussion Forums on Brightspace** under Communications → Discussions:

- **Course Content Q&A** – for weekly lecture or reading-related questions
- **Assignments Q&A** – for questions about assignment instructions or expectations

Please help keep things organized by posting your questions under the correct week or topic. Check the forums first before posting—your question may already be answered there.

General course-related questions sent by email will not receive a response or be redirected to the Discussion Forums. **Email communication should be used for personal course-related matters only** (e.g., accommodations and academic concerns specific to you). For these personal concerns only, email your instructor directly: Section 001: Jennifer Mayer Email: Jennifer.mayer@uwo.ca. Use this subject line format: N3500 | Your Student Number | Brief Topic. Response time is within 72 hours on weekdays. Weekend emails will be answered the following week. Office hours are by appointment.

D: Course Readings and Materials

Required Course Textbook

Webster, J., Sanders, C., Ricci, S.S, Kyle, T., & Carman, S. (2020). *Canadian Maternity and Pediatric Nursing*. Philadelphia, PA: Wolters Kluwer.

Note Regarding Textbook Availability: The required course textbook is currently unavailable for purchase through the campus bookstore in print. It is available as an e-book if you wish to purchase. Students who can obtain a personal copy elsewhere are encouraged to do so. However, the required readings have been requested at no cost through Western Libraries and will be linked to the course site in the Course Readings tab.

Recommended

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed., revised). American Psychological Associations

E: Weekly Schedule

Week (Lecture Dates)	Topic of Focus	Suggested Evaluation Progression
Week 1 (Sept 4th)	Enacting Reproductive and Youth Justice & Culturally Safe Trauma-Informed Family-Focused Care	
Week 2 (Sept 11th)	Management of Pre-conception & Fertility Health	UBC CPD: Gender-Affirming Perinatal Care
Week 3 (Sept 18th)	Management of Antenatal Health (1 st and 2 nd Trimester)	UBC CPD: Choice
Week 4 (Sept 25th)	Management of Antenatal Health (3 rd Trimester)	
Week 5 (Oct 2nd)	Management of Antenatal Health Challenges	<i>Nurse Achieve Quiz- Antenatal</i>
Week 6 (Oct 9th)	Management of Obstetrical & Neonatal Health During the Intrapartum Period	Assignment Option A
Week 7 (Oct 16th)	Management of Obstetrical & Neonatal Emergencies During the Intrapartum Period	ASYNCHRONOUS <i>Nurse Achieve Quiz - Intrapartum</i>
Oct 23rd	Midterm	IN-PERSON SSC-2050 930am
Week 8 (Oct 30th)	Management of Postpartum Health	
Nov 6th	Reading Week	NO CLASS
Week 9 (Nov 13th)	Management of Neonatal Health & Infant Feeding	<i>Nurse Achieve Quiz- Postpartum/Neonatal</i>

Week 10 (Nov 20th)	Care of Infants & Growth & Development	Assignment Option B
Week 11 (Nov 27th)	Care of Toddler, Pre-School, and School-Aged Children	UBC CPD: PEWS
Week 12 (Dec 4th)	Care of Adolescence & Pediatric Medication Administration	<i>Nurse Achieve Quiz-Pediatric Foundations</i>

F: Methods of Evaluation

Assignment	Percentage of Course Grade	Due Date
1. Nurse Achieve	10%	See Chart Below
2. Continuing Education (UBC CPDs)	15% (5% each)	Gender Affirming Care: Sept 18th at 9:00 am Choice: Sept 18th at 9:00 am PEWS: Nov 27th at 9:00 am
3. Midterm	25%	Oct 23rd at 9:30 am
4. Practice Application Assignment Option A OR Option B	15%	Option A: Oct 9th at 9:00 am OR Option B: Nov 20th at 9:00 am (Choose your due date from Option A or B)
5. Final Exam	35%	During Exam Period: TBA

To pass this course, you must earn at least 65% on your combined midterm and final exam grades. This is calculated using **only** your midterm and final exam scores. Even if your overall course grade (including Nurse Achieve, UBC CPDs and practice application assignment) is at least 65%, **you will not pass the course** unless your weighted midterm and exam average meets this requirement.

How to Calculate Your Weighted Midterm and Exam Average

- Step 1: (# of correct answers on the midterm ÷ total midterm questions) × 25 =
- Step 2: (# of correct answers on the final exam ÷ total final exam questions) × 35 =
- Step 3: Add the results from Step 1 and Step 2 together, divide by 60, then multiply by 100%.

Example 1 – Failing Scenario

- Midterm: 50 questions, 28 correct
 - Final exam: 70 questions, 31 correct
- Step 1: $28 \div 50 = 0.56 \rightarrow \times 25 = 14.00$
Step 2: $31 \div 70 = 0.44 \rightarrow \times 35 = 15.40$
Step 3: $(14.00 + 15.40) \div 60 = 0.49 \rightarrow \times 100 = 49.0\%$
Result: Fail – exam average below 65%.

Example 2 – Passing Scenario

- Midterm: 50 questions, 35 correct
 - Final exam: 70 questions, 48 correct
- Step 1: $35 \div 50 = 0.70 \rightarrow \times 25 = 17.50$
- Step 2: $48 \div 70 = 0.69 \rightarrow \times 35 = 24.15$
- Step 3: $(17.50 + 24.15) \div 60 = 0.693 \rightarrow \times 100 = 69.3\%$
- Result: Pass – exam average above 65%.

Recognizing that students in this course have complex clinical placement schedules, the assignment structure and deadlines have been designed to support flexibility. Please plan ahead and manage your time so you can complete the assignments successfully. The workload cannot be completed in a single day, so **pacing yourself throughout the term will be necessary.**

1. Nurse Achieve (10% of Course Grade)

Quizzes will take place via Nurse Achieve. Each quiz will have 10 questions. Quizzes will open and close as per the dates below and have a time limit of 45 minutes. Each student will have a maximum of 2 attempts at the quiz and the highest score will be recorded. **Best 2 of 4 quizzes, worth 5% each.** If you complete more than 2 quizzes, your highest 2 quiz grades will be recorded for your course grade.

Quiz 1	Antenatal	Open: Oct 2 nd at 1700 Close: Oct 9 th at 0900
Quiz 2	Intrapartum	Open: Oct 16 th at 1700 Close: Oct 30 th at 0900
Quiz 3	Postpartum and Neonatal	Open: Nov 13 th at 1700 Close: Nov 20 th at 0900
Quiz 4	Pediatric Foundations	Open: Nov 20 th at 1700 Close: Dec 5 th at 0900

Further instructions available on the *Nurse Achieve* will be shared in the Announcements in Brightspace.

2. Continuing Education: UBC CPD (15% of Course Mark)

This assignment is for completion. Upon completing the UBC-CPD e-learning modules, download the certificates of completion and submit them to the *Assignments* tab in Brightspace. Submit the certificates and receive 5% per certificate (15% total) on your course grade. **Completion of these modules is a time commitment.** You do not need to complete the e-learning modules in a single attempt. Follow the instructions for creating a user account here: <https://ubccpd.ca/> Once you have created an account, search for the e-learning modules you plan to complete by title.

By **Sept 18th at 9:00 am** you must submit **two** certificates:

- I. **Gender-Affirming Perinatal Care: Safe, Respectful, and Celebratory Care AND**
- II. Your Choice of **ONE** the Following:
 - **Sexually Transmitted and Blood-borne Infections: Barriers to Screening**
 - **We All Have a Role to Play: Increasing Access to Abortion Care in Canada**
 - **The 5As of Healthy Pregnancy Weight Gain**
 - **Strengthening Kangaroo Care for Preterm Infants in British Columbia**
 - **Pediatric Nutrition Guidelines**

By Nov 27th at 9:00 am you must submit **one** certificate:

- **BC Pediatric Early Warning System (PEWS) for Inpatient and Emergency/Urgent Care Settings**

NOTE: You may consider selecting an UBC-CPD that aligns with the Practice Application Assignment that you select. Also, be sure to add these certificates to your resume in a “Professional Development” section. Also, consider exploring other free UBC CPD learning modules to further develop your competencies and expand your professional development.

3. **Midterm (25% of Course Grade)**

The midterm exam will occur **IN PERSON** on **Thursday, Oct 23rd at 9:30am. Location SSC-2050** The exam will consist of approximately 50 multiple-choice NCLEX-style questions that focus on higher-order thinking. The midterm will cover Week 1 to Week 6 of course content. If you require accommodation, please arrange this in advance.

4. **Practice Application Assignment (15% of Course Mark)**

Due Date – Choose ONE of the following options:

- **Option A: Due Oct 9th at 9:00 a.m.**
- **Option B: Due Nov 20th at 9:00 a.m.**

You are only required to complete **ONE** Practice Application Assignment for this course. To give you flexibility, you can choose **when** you submit it (Oct or Nov) and **which assignment type and topic focus** you prefer. Both due date options use the same assignment formats (see below), but the **case study content will differ** based on the portion of the course it aligns with:

- **Option A** will cover content from the **first half of the course**
- **Option B** will cover content from the **second half of the course**

Assignment Formats (Choose ONE of the following formats):

- a. Virtual Visit with a Public Health Nurse (recorded video of a role-play) and follow-up email (1-page written)
- b. Critical Reflection on Implementing Trauma and Violence Informed Care (4-page written)

Regardless of whether you choose Option A or Option B, you'll select **only one of the two assignment formats** above and submit your completed assignment to the appropriate **Brightspace Assignments folder** by the due date.

If you submit **Option A**, you do **not** submit Option B.

If you submit **Option B**, you do **not** submit Option A.

You are encouraged to choose the option that best suits your **learning interests** and **personal schedule**. I hope this flexibility allows you to engage meaningfully with the content in a way that reflects your passion and professional goals.

a. Virtual Visit with a Public Health Nurse

Facilitating client-centered learning is a foundational competency for Registered Nurses. The goal of this assignment is to give you experience in developing and delivering client-centered teaching based on a case study scenario.

You will be provided with a **variety of case studies** to choose from-each aligned with key course content. These case studies are available for **both Option A and Option B**, and you will choose **one case study** as the basis for your assignment.

Your selected case study will determine the **topic** and **client context** you focus on for your assignment

The purpose of this assignment is for you to:

- Identify topics related to client teaching from conception to adolescence.
- Determine case-specific priority teaching areas for the client.
- Practice client-centered health teaching.
- Demonstrate client-centered **evaluation** of learning.

This assignment will involve you role-playing a client's virtual visit with a public health nurse. You will be in the role of a public health nurse, and a volunteer of your choice (peer, friend, yourself, etc.) will be in the role of the client. You will be enacting client-centered health teaching during a virtual visit based on a case study provided.

The submission will involve two parts: 1) a video recording that is a maximum of 10 minutes in length and 2) a follow-up email including references. You may choose to submit an mp4 file OR submit a hyperlink (preferred) of the video recording into the *Assignments* drop box. The drafted client education follow-up email (maximum 1 page) must contain 3 relevant community resources (**specific to London, ON**) and a description of services based on the content discussed in your client assessment video. The email and reference list can be submitted in a Word.doc. The rubrics and further instructions for the Virtual Visit with a Public Health Nurse can be found in the *Assignments* section of Brightspace.

b. Critical Reflection on Implementing Trauma Violence Informed Care

Trauma-and violence-informed nursing care is grounded in the understanding of, and responsiveness to, the impact of trauma and/or violence on the client. Nurses can provide trauma and violence-informed care by emphasizing physical, psychological, and emotional safety for survivors, remaining strengths-based to rebuild a sense of control and foster experiences of empowerment for clients (Hopper, Bassuk, & Olivet, 2010). The goal of this assignment is to develop your role as a clinician, specifically related to implementing principles of trauma-informed care in a perinatal and pediatric health contexts.

The purpose of this assignment is for you to:

- Critically reflect on how you can apply the trauma and violence-informed care (TVIC) model in your nursing practice (Recall and apply your EQUIP Learnings)
- Identify **case-specific** approaches to integrating TVIC into nursing practice
- Explore how you might create a sense of safety, facilitate informed-choice, and rebuild a sense of control in relation to a specific client scenario
- Appraise how you might adapt TVIC principles to other care areas in your nursing practice

Critical reflective practice is a strategy to examine one's actions and experiences to gain new understandings and appreciations of situations and develop one's practice and clinical knowledge. Students will be provided with case scenarios (choose one) about the client lived experiences across the course [NOTE: The cases are based on the *Patient Lived Experience Videos* that have been shared over the course]. This will be a departure point for your written 4-page critical reflection on providing trauma and violence-informed care (TVIC) in your nursing practice. The Critical Reflection must contain 2-3 relevant resources and can be submitted in a Word.doc. The rubrics and further instructions for the Critical Reflection can be found in the *Assignment* section of Brightspace.

5. Final Exam (35% of Course Grade)

The final exam will occur **IN PERSON** during the scheduled exam period. Date and time To Be Announced (TBA). The exam will consist of approximately 70 multiple-choice NCLEX-style questions that focus on higher-order thinking. The exam will test **ALL** content in the course with a slight focus on material from Week 7- Week 12 of course content. If you require accommodations, you must arrange this in advance.

G: Inclusivity & Content Warning

My goal is to create a respectful, inclusive, and supportive learning space where all students feel safe to engage, reflect, and grow. As future healthcare professionals, it's essential that we practice openness to diverse perspectives, worldviews, and lived experiences—both in the classroom and in your future practice.

We each bring unique experiences, and all voices deserve to be heard with empathy and respect. Harmful or hateful language has no place in this space. Please remember that what feels like a

discussion topic to one person may feel deeply personal to another. Let's approach this course with humility, curiosity, and care-for each other and for ourselves.

Some course content will include sensitive topics such as mental illness, pregnancy and loss, birth, trauma, death, and violence. These discussions may be emotionally difficult. I will flag especially intense material and do my best to make this an environment where we can engage bravely and thoughtfully. If there's a topic you'd like me to give a specific content warning for, please reach out if you feel comfortable.

You're always welcome to take care of yourself by stepping away from material that may be triggering. If you do, please arrange to get notes from a classmate, as you're still responsible for the course content. We're in this together-thank you for helping build a community rooted in respect and empathy. If you ever need support, don't hesitate to reach out.

H: Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#).

Assignments and Exams

Please refer to the Undergraduate BScN Programs Manual for UWO academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. The Undergraduate BScN Programs Manual is found at [School of Nursing Policies](#)

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 Registrar 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.

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.

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>

Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

Please visit the SON SharePoint site for further information about this and other school policies: [Undergraduate Program Site](#)

Absence 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).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

In this course, UBC-CPDs and Practice Application Assignments have a 72-hour no-questions-asked late policy that applies (See below). Flexibility has been built into your course assignments.

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.

72-hour No Questions Asked Late Work Policy

For **assignments (UBC CPDs and Practice Application Assignments ONLY)** in **this course ONLY**, you may have a **zero penalty 72-hour extension** from the time of the original due date for use at your discretion. For example, if the assignment is due on Thursday, Sept 11th at 9:00 am, should you determine you require academic consideration, your new assignment deadline would be Sunday Sept 14th at 9:00 am. **You are NOT required to email your course instructor in this course for a delayed submission of less than 72-hours (PLEASE DO NOT EMAIL ME).** If you submit your work within 72-hours of the original due date, you will not have any grade deduction. The purpose of this specific course policy is to support students with last-minute unforeseen circumstances (internet issues, sick kids, Roger's outage, etc.), assuming that the majority of the assignment is complete and will be submitted within 72-hours. If unforeseen circumstances last **beyond 72-hours** and you have not consulted with your academic counsellor for accommodation, upon submission of the assignment **a late penalty will be applied to the date of the ORIGINAL deadline.** For example, if the assignment is due on Thursday, Sept 11th at 9:00 and you submit your work 4-days late without an accommodation from your academic advisor, you will have 20% of your grade deducted from your assignment (This is in accordance with the 5%/day late work policy, up to a maximum of 10 days, after which you will receive a zero). **This policy ONLY applies to the UBC CPDs and Practice Application Assignments.** **This policy does not apply to the Nurse Achieve Quizzes, Midterm or Final Exam.**

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.

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.

Academic Offences

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

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).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

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.

Use of Statistical Pattern Recognition on Multiple Choice Exams

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

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

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.

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 receive an automatic grade of zero on the test or exam.**

Brightspace

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

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.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Social Media

Students who post information on social media related to their clients and/or laboratory experiences will be reported to the Associate Dean of Health Sciences as this demonstrates a breach of client privacy and confidentiality and violates the Student Code of Conduct. Such behavior may compromise a student's standing in the program.