Introduction to Health Informatics within Nursing

Nursing 1140 [Western] / Nursing 7115 [Fanshawe]

Course Professors

Western Site	**Fanshawe Site**
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Office Hours: By appointment	

Winter 2026

Introduction to Health Informatics within Nursing
Nursing 1140 (Western)/Nursing 7115 (Fanshawe)

Class Time and Location:

> **Western Site:** Wednesdays from 11:30am – 2:30pm; Location: TC-141

> **Fanshawe Site:** Please refer to Fanshawe Syllabus

Calendar Description:

In this course students have an opportunity to develop foundational knowledge, skills, and competencies related to the use, application, and evaluation of technology across all domains of nursing practice. The influence and implications of technology on clients, families, communities, society, the nursing profession, and nursing practice will also be explored.

Expanded Description:

This course introduces the knowledge, skills and attitudes necessary for the use of information technology by nurses in relation to client care, health care administration, client teaching, nursing education and research. This course is designed to also inform students of the professional, legal and ethical issues associated with the use of informatics within nursing. Students will explore the professional application of information technology in nursing education, professional practice and research.

Course Weight: 0.5 FCE

Course Delivery: In-Person

Pre or Corequisites: Registration in Year 1 of the Western-Fanshawe Collaborative BScN Program or the Compressed Time Frame BScN Program

Antirequisite(s): Nursing 2240F/G

Important Note regarding Statement on Prerequisite Checking:

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees if you are dropped from a course for failing to have the necessary prerequisites. If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic advisor.

Technical Requirements*: Stable Internet Connection;
Laptop/Computer (with functioning microphone and camera)
*For access to course content, learning activities, and evaluation

Note: All course material will be posted to:

- Western Site: OWL Brightspace
- Fanshawe Site: FanshaweOnline (FOL)

OWL Brightspace: If students require 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.

Course Learning Outcomes:

Students will:

1. Understand and apply informatics principles, information and communications technology (ICT) examples, technology frameworks, and information literacy knowledge and skills to analyse, critique, and inform personal and professional nursing practice.
2. Consider and analyse how information technology has shaped and will continue to shape nursing practice, education, leadership, policy, and research.
3. Critically reflect on how information and communications technology influences nursing and health (care) issues including social determinants of health, social justice, and health equity.
4. Identify how regulatory, professional, and organizational practice standards and guidelines related to information technology and informatics help to guide and support safe, competent, effective, and evidence-informed nursing practice to promote health and well-being of clients.
5. Recognize the potential benefits, consequences, and implications related to the use, integration, and evaluation of information and communications technology (ICT) within nursing practice and healthcare.
6. Explain the how the components of the socio-technological relationship that exists in the health care system impacts the nursing profession and clients.

7. Demonstrate how information technology is used in relation to the personal and professional context to develop the skill set required to establish an online professional presence for ongoing professional development.
8. Demonstrate awareness of professional organizations and professional development opportunities in nursing informatics.

Major Concepts in the course:

-Client	-Interprofessional Collaborative Practice	-Ethical Practice
-Context/Culture	-Health Care System	-Communication
-Health	-Caring	-Critical Reflection
-Health Promotion	-Client-Centred Care	-Evidence-Informed Practice
-Technology/Informatics	-Social Justice	-Health Information Literacy
-Safety	-Professionalism	-Political Influences

Entry-to-Practice Competencies (CNO, 2019) addressed in the course:

- Clinician: 1.1, 1.2, 1.4, 1.7, 1.21, 1.22
- Professional: 2.1-2.9, 2.12
- Communicator: 3.3, 3.5-3.8
- Collaborator: 4.1, 4.3, 4.4, 4.5
- Coordinator: 5.1, 5.4, 5.6,
- Leader: 6.2-6.5, 6.10, 6.11
- Advocate: 7.1, 7.6-7.14
- Educator: 8.2-8.5
- Scholar: 9.1-9.8

Interprofessional Competencies (CIHC, 2010) addressed in the course:

- Interprofessional communication
- Role clarification
- Patient/Client/Family/Community-centred care
- Team functioning

Nursing Informatics Competencies (CASN, 2025) addressed in the course:

- Integrates relevant data, information and knowledge into the delivery of evidence-informed patient care
- Integrates Information and Communication Technologies into practice in accordance with professional and regulatory standards and workplace policies.
- Integrates information and communication technologies that support nursing practice and the delivery of patient-centered care.

Learning Outcomes for Patient Safety in Undergraduate Nursing Curricula (CASN & CPSI, 2018)

- Domain 2: Work in Teams for Patient safety
  - Use evidence-informed team communication tools to facilitate the improvement of patient safety
  - Use appropriate shared clinical documentation to facilitate continuity of care
- Domain 3: Communicate effectively for patient safety
  - Uses team communication tools
- Domain 5: Optimize Human and Environmental Factors
  - Identify environmental factors such as light and sound, work interruptions and technology on personal and patient safety

How this course will contribute to your development as a professional nurse:

Health informatics in nursing will contribute to students' development as professional nurses by introducing students to the emerging importance of health(care) facilitated by information and communication technologies. Similarly, this course will provide students with the basis from which to critique how knowledge is generated and circulated with respect to information literacy. Students will learn how to effectively use social technologies to develop an online professional presence. Through engagement with course learning activities, students will begin to build their knowledge and vocabulary of health informatics for the nursing profession.

How this course will contribute to your development as an interprofessional team member:

This course will provide students with the basis to understand how health informatics and health information technologies are transforming participation and participants within the health care team. Through active engagement with course learning activities, students will begin to understand how health informatics and health information technologies are influencing how knowledge is generated, shared, and distributed within the interprofessional health team and consumers/patients/clients. Similarly, students will be

introduced to the professional practice benefits and challenges created by the intersection of health informatics, the media, vendors of technology, and the regulatory/government organizations. Other insights into how health informatics can be used to assist in interprofessional collaboration and sharing will also be considered and illustrated using case studies, and other learning materials and activities.

How we will work together:

In this course, learning and teaching are a **shared** responsibility. The instructor's role is to guide, facilitate and support your learning. As a student, it is expected that you will be prepared to actively engage in weekly dialogue and reflective, critical thought. The course and accompanying learning activities are designed to foster discussion, debate, and critical examination of concepts relevant to health informatics within nursing. Weekly engagement is expected to facilitate learning, and your active participation will support not only your own but your colleagues' learning. To create an interactive learning environment, students will be asked to share within groups, their understanding of course material, their experiences, and to engage in reflection on their learning. Completing assigned weekly readings / learning activities will enhance your success in the course.

Required Resources and Texts:

There is **no required textbook** for this course.

Required reading materials in the form of journal articles can be located electronically through the Western/Fanshawe library system. Other material shared electronically (e.g., podcasts, videos, images) will typically be available in the corresponding Weekly Learning Module in OWL Brightspace or FanshaweOnline (FOL).

Recommended Resources and Texts

American Psychological Association. (2020). Publication manual of the American Psychological Association. (7th ed.). Washington, DC: American Psychological Association. https://apastyle.apa.org/products/publication-manual-7th-edition-paperback

[Second-hand or digital copy **sufficient**; previous/older editions not sufficient]

Additional Resources and Texts

Any supplementary resources and readings will be outlined in the weekly learning activities.

Weekly Schedule

Please Note: *While unanticipated, weekly topics/lecture schedule may be subjected to changes.*
Any changes will be shared and communicated to students in advance.

Week (Dates)	Weekly Topic	Activities/ Assessments
Week 1 (Jan 7)	Course Overview and Introduction to Health Informatics	Group Charter
Week 2 (Jan 14)	Health Informatics: Policies, Regulations, and Social Justice	
Week 3 (Jan 21)	Health Informatics: Competencies and Professional Standards	In-Class Group Activity #1
Week 4 (Jan 28)	Health Informatics: Evidence-Informed Nursing Practice	In-Class Group Activity #2
Week 5 (Feb 4)	Health Informatics: Knowledge Dissemination Mid-Term Review	In-Class Group Activity #3
Week 6 (Feb 11)	**Midterm Exam** (In-Person During Class Time)	
Week 7 (Feb 18)	Winter Reading Week (Feb 16-22, 2026) **No Class or Learning Activities**	
Week 8 (Feb 25)	Digital Health Theories and Frameworks	Group Presentations
Week 9 (March 4)	Digital Health Technologies and Applications I	
Week 10 (March 11)	Digital Health Technologies and Applications II	
Week 11 (March 18)	Emerging Technologies and Applications in Healthcare	
Week 12 (March 25)	Future Directions for Nursing Informatics and More	
Week 13 (April 1)	Course Review	

Assessments and Evaluation

Please Note: *Students are responsible to review specific course and program policies regarding assessment completion/assignment submission, the expanded description for assessments/ evaluations, the use of plagiarism detection software, and academic consideration requests.*

ASSESSMENT/EVALUATION	VALUE	DUE DATE	COURSE GOALS
1. **Group Charter**	Pass/Fail	End of Class on Week 2	
2. **In-Class Group Activities** -Group Submission -Only one (1) submission per group required for each activity -Best 2 of 3	10%	By end of class on designated weeks **Flexibility Built-In**	1-8
3. **Mid-Term Exam***	30%	Week 6 – February 11 In-Class **Please see below regarding Midterm Exam Make-Up**	1-8
4. **Group Presentation (In-Class)** Part A: 10% Part B: 15%	25%	Weeks 8-11 In-Class **Documentation Required**	1-8
5. **Final Exam****	35%	During the University Final Examination Period In-Person	1-8
Total	**100%**		

Note: Students in this course must achieve a **minimum of 65% average** between the midterm and final exam (excluding all other course evaluations) in order to be successful in this course. This indicates that your midterm and final exam average must be a **minimum of 65% in order to be successful in this course**. Based on this course policy, students with a final course grade of 65% will continue to be unsuccessful in this course if the combined midterm and final exam average is less than 65%.

*Midterm Examination Make-Up: A single make-up midterm examination will be offered only to students with documented extenuating circumstances, as approved by both the academic advisor and the course instructor. Students who are unable to attend the scheduled make-up examination will not be granted an additional sitting. In such cases, the midterm examination may be reweighted to the final examination, or the assessment may be completed during the next offering of the course, at the discretion of the course instructor.

Date and time of the **In-Person Final Exam to be scheduled by the Office of the Registrar.

Assessments and Evaluation: Expanded Description

1. **Group Charter (Pass/Fail)**
   Due Date: By end of class on Week 2

   Students will be provided with an opportunity to connect and collaborate with all members of their **group (maximum six (6) students per group)** to complete and submit a group charter. Students will **remain in the same group** for all subsequent group work submissions, including all graded in-class group activities and the Group Presentation.

   This group charter will form the basis of all subsequent group work submissions that will be made during this course.

   Students will be provided with an extended time window to complete this assignment once the instructions have been provided during Week 1.

   Each group is only required to submit one (1) copy of the group charter via the online learning platform.

   Further information regarding this Group Charter activity, including prompts and specific requirements, will be provided during the course.

   Note: As flexibility (extended submission window) has been built-in for this assignment, any academic considerations may be denied.

   Note: To pass the course, and in addition to an overall final course grade of 65%, each student must also attain a "Pass" for this Group Charter assignment.

2. **In-Class Group Activities (10%)**
   Due Date: By the end of each class when a group activity submission is required

   During designated weeks as indicated on the Weekly Schedule, students will be provided with an opportunity to work collectively with their group **to complete and submit** an in-class group activity by the end of the class.

   Students will be provided with the necessary instructions and resources that will support their completion of the in-class activity during the class. Dedicated time within the class will be provided to students for their completion of the activity, and the course instructor will remain available during such time.

   Each group will be provided with an opportunity to submit **one (1)** copy of the completed activity prior to the end of class. The method of submission will be dependent on the specific activity assigned, which may include either an online submission or an in-person submission. Given the nature of this specific activity/assessment, **all submissions are required to be made prior to the end of class.** Further, any requests for extensions or alternative assignments/make-ups are unable to be provided.

   All students within each group that are present during the in-class activity will receive the **same grade** for the activity that has been submitted. Students must be in attendance and participate in-person with their group during the in-class activity in order to be given credit. Any student who is absent from the class and/or the activity will be asked to inform their group members, and such absence are required to be identified on the submission. Students are encouraged to revisit the group charter as needed, and are also reminded to review the course/program policy specifically on Professional Standards and Ethical Conduct, including mispresenting documents/ documentation.

   Recognizing the nature and any unexpected absences that may occur, **flexibility has been built–in and integrated** into the assignment. As such, only the **best two (2) of three (3) group submissions will be counted toward each of the student's grade.** As flexibility (best two of three scores) has been built-in for this assignment, any academic considerations may be denied. Further information regarding this assessment/evaluation activity will be provided to students during the course and during each designated week.

3. **Mid-Term Exam (30%)**
   Date and Time: In-Class during Week 6

   An **individual, in-person** mid-term exam will take place during scheduled class time on Week 6. The mid-term exam will cover course content from weeks 1 through 5, inclusive. The mid-term exam will provide an opportunity for students to demonstrate their understanding of course concepts and any relevant applications to nursing practice. The mid-term exam will be closed book and will be completed by each student independently.

   Note: Midterm Examination Make-Up: A single make-up midterm examination will be offered only to students with documented extenuating circumstances, as approved by both the academic advisor and the course instructor. Students who are unable to attend the scheduled make-up examination will not be granted an additional sitting. In such cases, the midterm examination may be reweighted to the final examination, or the assessment may be completed during the next offering of the course, at the discretion of the course instructor.

   Note: Students in this course must achieve a **minimum of 65% average** between the midterm and final exam (excluding all other course evaluations) to be successful in this course. This indicates that your midterm and final exam must average to a **minimum of 65% to be successful in this course**. Based on this course policy, students with a final course grade of 65% will continue to be unsuccessful in this course if the combined midterm and final exam average is less than 65%.

4. **Group Presentation (25%)**
   Date and Time: Weeks 8-11, in-class submission and presentation; submissions due on Mondays at 12pm prior to the <u>assigned week</u>

   The purpose of this group presentation assignment is for students to review, analyse, and critique a topic in this course. Your course instructor will provide specific information and guidance regarding potential topics for this project with each group. Working in your student group, and based on evidence found in the literature, the group will review, analyse, and critique the impact of the topic on health/health care, informatics/digital health, and the profession of nursing. This group project consists of two parts:

   > **Part A:** Annotated Bibliography and Reflection (10%)
   > **Part B:** An in-class Presentation (15%)

   Further information regarding this group presentation, including instructions and criteria for evaluation will be provided to students during the course.

   Note: The Group Presentation Assignment (inclusive of Parts A and B) is designated as an assessment/evaluation where **documentation is required** from students who request academic consideration.

   Note: As flexibility (flexible deadline window) is built-in for this assignment, any academic considerations may be denied.

5. **Final Exam (35%)**

    Date and Time: To be scheduled by the Office of the Registrar.

    An **individual, in-person** final exam will be scheduled by the Office of Registrar. The final exam will cover course content from weeks 1 through 12, inclusive. The final exam will provide an opportunity for students to demonstrate their understanding of course concepts and any relevant applications to nursing practice. This final exam will be "closed book" and will be completed by each student independently.

    Note: Students in this course must achieve a **minimum of 65% average between the midterm and final exam** (excluding all other course evaluations) in order to be successful in this course. This indicates that your midterm and final exam average must equal to a **minimum of 65%** in order to be successful in this course. Based on this course policy, students with a final course grade of 65% will continue to be unsuccessful in this course if the combined midterm and final exam average is less than 65%.

    The course instructor will endeavour to provide any relevant information regarding the final exam at the earliest opportunity. However, it is also the responsibility of the student to review any **University/School policies related to final examination** prior to the final exam. Student responsibilities and University/School policies regarding the final exam, including but not limited to the following:

    - Double checking the examination schedule for their courses
    - Ensure that any examination conflicts are dealt with ahead of time
    - Not make any travel plans until after the last day of exams, particularly before the final exam schedule is posted
    - Be aware that morning examinations are typically held at 9 a.m.; except Sundays, which are at 10 a.m.
    - Review policies and initiate contact with your professor and adamic advisor (Western) or year 1 coordinator (Fanshawe) regarding any conflicts with final exam, and/or accommodation requests
    - All other inquiries regarding the final exam should be made at the earliest opportunity

Academic Policies and Statements

Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed:

Western:

Requires login with UWO username and password: UWO Nursing SharePoint Site

Western University Academic Policies:
Academic Policies - University Secretariat - Western University

Western University Office of the Registrar:
https://www.registrar.uwo.ca

Fanshawe:

Under content on the Collaborative Nursing Program Homeroom site (NSG3-HR) on Fanshaweonline/FOL here (requires login to FOL):

Program Manual:
https://www.fanshaweonline.ca/d2l/le/content/101482/viewContent/12227152/View

School of Nursing Policies:
https://www.fanshaweonline.ca/d2l/le/content/101482/viewContent/13885634/View

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 or FOL, and to read emails generated in this way.

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.

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, in the Academic Calendar (westerncalendar.uwo.ca) or Academic Integrity Policy - Fanshawe

Scholarly Requirements

All scholarly writing will follow the 7th edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is **plagiarism.**

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to lead to a zero on the assignment in question, a zero in this course, and/or your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging and appropriately citing the author to whom the work belongs. You are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to them. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work.

All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University and College 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/Fanshawe College and Turnitin.com (www.turnitin.com). At the discretion of the instructor, you may be required to submit your work through **Turnitin.com** to verify originality **and are responsible for acting on the report generated**. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

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.

Artificial Intelligence (AI)

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

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.

Use of Electronic Devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency about use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

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 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.**

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless <u>explicitly</u> noted otherwise, you may <u>not</u> make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless <u>explicitly</u> noted otherwise, you may <u>not</u> 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.

Personal Response Systems ("clickers") may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade: The use of somebody else's clicker in class constitutes a scholastic offence; The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about:

- o Peers
- o Class activities/discussion
- o Clients
- o Agencies
- o Laboratories
- o Simulations
- o Communications with professors

Students will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behaviour may compromise a student's standing in the program.

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.

Professional Standards for All Nursing Students

Professional Standards and Ethical Conduct

All nursing students are expected to uphold the following principles from the College of Nurses of Ontario (CNO) Code of Conduct, Regulated Health Profession Act, or Nursing Act:

- **Respect for Dignity:** Treat patients and colleagues as individuals with inherent worth.
- **Safe and Competent Care:** Deliver care that meets professional standards.
- **Integrity and Trust:** Act honestly and ethically to maintain public confidence.
- **Collaboration:** Work respectfully and effectively with others.
- **Accountability:** Take responsibility for actions and decisions.
- **Public Confidence:** Conduct oneself in a manner that reflects positively on the profession.

Unprofessional Conduct

The following behaviors are considered unprofessional and may result in disciplinary action, including suspension or expulsion:

- **Breach of Privacy and Confidentiality**
  - Unauthorized access, use, or disclosure of personal health information.
  - Failure to follow the Personal Health Information Protection Act (PHIPA).
  - Sharing patient information on social media or in public forums.
  - Taking audio/video/photographic images in any setting including but not limited to: clinical settings, including lab and simulation, for any reason.
  - Recording theory classes without expressed permission from the class professor/instructor.
  - Posting class content or communications from course professors/instructors online.
- **Forgery or Falsification of Documents**
  - Altering, fabricating, or misrepresenting documents including but not limited to: clinical records, academic documents, pre-placement documents, or official forms in the clinical or academic setting.
  - Misrepresentation of clinical hours, assessments, or evaluations.

- **Discriminatory Behaviour**
  - Use of racist, misogynistic, homophobic, or other discriminatory language or actions.
  - Harassment or bullying
  - Violations of the Harassment and Violence Prevention Policy and Human Rights Policy.
- **Unsafe or Inappropriate Clinical Practice (lab, simulation and clinical settings)**
  - Demonstrating lack of knowledge, skill, judgment, professionalism or fitness to practice.
  - Engaging in behavior that jeopardizes patient safety or violates ethical standards.
  - Engaging in clinical practice while impaired by any substance.
- **Abuse or Misconduct**
  - Physical, emotional, verbal, or sexual abuse.
  - Breaches of the therapeutic nurse-client relationship.
  - Any behaviour that would be deemed professional misconduct by the CNO

Sanctions

Unprofessional conduct may lead to:

- **Oral or Written Reprimand**
- **Suspension** from clinical or academic activities
- **Expulsion** from the nursing program
- **Mandatory Remedial Education**
- **Revocation of Clinical Privileges**

Determination as to whether misconduct is sufficiently egregious as to warrant sanction rests with the Director (or designate) of the School of Nursing.

Academic Considerations and Absences from Lectures and Assessments

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.

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact Western's

[Accessible Education or Fanshawe's Accessibility Services](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

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](#)

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student "was seen for a medical reason" or "was ill.").

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

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).

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.

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 or year one coordinator (Fanshawe site). 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.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as "heavy load" conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty. In the case of online tests and examinations, use of a "Conflict Room," wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

Late Assignments, Re-Grading of Assignments, and Protocol for Missed Exams
Please refer Undergraduate Programs Manual for (via Western or Fanshawe online portals) additional and specific information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams.

Students who need assistance with their writing skills should contact on-campus resources for support:

Western: (http://writing.uwo.ca/)

Fanshawe: (select Fanshawe Library Learning Commons): https://www.fanshawec.ca/students/support/academic-support

Review of Graded Assignments
After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (https://www.uwo.ca/ombuds/ **or** http://www.fanshawec.ca/appeals).

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation. Please also review the flow chart regarding **Review of Graded Assignments** which is included in this syllabus.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair/ Year One Coordinator (Fanshawe) (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department/Year One Coordinator within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses).

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

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

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

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 and Fanshawe College, 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 or Fanshawe College Student Code of Conduct

Statement on Gender-Based and Sexual Violence

Western and Fanshawe College are 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.

Fanshawe's Counselling Services

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 or https://www.fanshawec.ca/students/support/academic-support/advisors
2. Wellness and Well-being - https://www.uwo.ca/health/ or https://www.fanshawec.ca/students/support/health-wellness/services
3. Registrar's Office -- http://www.registrar.uwo.ca/ or https://www.fanshawec.ca/contact-us
4. Ombuds Office -- http://www.uwo.ca/ombuds/ or https://www.fanshawec.ca/students/support/academic-support/office-ombuds

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

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

Fanshawe Health and Wellness https://www.fanshawec.ca/students/support/health-wellness/counselling for a complete list of options for obtaining help.

Review of Graded Assignments

Further details about this process provided in 'expanded description'

Return of Graded Assignment → Reflect for a minimum of 48 hours on feedback

Need help interpreting feedback?
Submit written request to meet with original marker

Resolution reached?

YES → No further action

NO → Request Formal Appeal

Appeal granted

No → No further action

YES

Grade may increase, stay the same, or decrease

Resolution Reached?

YES → No further action

NO → Proceed to next level of formal appeal