



Foundations of Nursing Practice

Nursing 1201A

Course Professor:

Ashley McKeown, RN, MN-ANP, CCNE

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Foundations of Nursing Practice Nursing 1201

A: Calendar Description

This course provides an introduction to the philosophical, theoretical and ethical tenets of the nursing profession. Students are introduced to the history, image and framework of nursing practice, self-regulation, nursing organizations, self-awareness and emotional intelligence, interprofessional collaboration, the nurse-client relationship, and professional communication.

Prerequisite(s): *Enrolment is limited to students in the Western the Compressed Time Frame BScN Program.*

Extra Information: *3 lecture hours*

Course weight: *0.50*

B: Expanded description

This course focuses on nursing students' beginning understanding of Registered Nursing practice. Professional standards, professional guidelines, nursing organizations and laws governing nursing practice will be carefully explored. The development of the nursing profession will be discussed using a critical lens and societal images of nursing will be critiqued and reflected upon. Approaches to client care, including, therapeutic communication, clinical judgment, critical thinking, strengths-based care, culturally sensitive care, family-centered care, evidence-based practice and interprofessional collaborative practice will be examined. Students will engage in self reflection related to how nursing theories, philosophies, ways of knowing, values and beliefs will inform their personal nursing practice. Finally, students will examine the health care system and the impacts of social determinants of health on achieving health equity, exploring the role of nursing in leadership and advocacy for health public policy.

Course Goals

1. Compare how professional standards, professional guidelines, professional competencies, and legislation contribute to the legal and regulatory framework required for Registered Nursing practice.
2. Critically examine historic and current societal perspectives of nursing practice that have impacted health and social outcomes in North America
3. Describe how nursing philosophies, theories, and approaches to nursing care are used in nursing practice.
4. Engage in critical reflection and develop self-awareness related to nursing values, beliefs, histories, current issues, theories, and philosophies and how these will inform their nursing practice.
5. Explain how healthcare is structured in Canada and the implications for this as a practicing nurse.
6. Compare the role of the nurse with other health care professionals and non-professional roles in the interprofessional team.
7. Practice approaches to client, intra-, and interprofessional communication to support effective therapeutic relationships and intra- and interprofessional collaborative practice.

8. Use evidence-based nursing research to describe how social determinants of health impact health outcomes across the lifespan.
9. Examine current challenges in achieving health equity in Canada and how nursing leadership and advocacy may support social justice issues.

***National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2019)
Addressed in the Course***

Clinician – 1.23

Professional – 2.1, 2.3, 2.4, 2.5, 2.6, 2.7 & 2.9

Communicator – 3.3, 3.4 & 3.5

Collaborator – 4.3, 4.4 & 4.5

Leader – 6.1, 6.2, 6.6, 6.7, 6.9 & 6.10

Advocate – 7.3, 7.4, 7.6, 7.7, 7.8, 7.10, 7.11, 7.13 & 7.14

Educator – 8.3

Scholar – 9.1, 9.3, 9.7 & 9.8

C: Course Communication & Course Process

If you have questions about course content or course assignments, please post them in the Discussions. A whole-class discussion, where you can post questions about the course content, is in Brightspace (Communications → Discussions) labeled ***Course Content Q&A***. Additionally, a whole-class discussion where you can post questions about assignments is in Brightspace (Communications → Discussions) labeled ***Assignments Q&A***. I also encourage you to read the Discussions, as the answers to questions you might have may be there. Please do your best to keep the Discussions organized by topic. For example, post your questions about week 1 content in the Course Content Q&A labeled week 1.

There is no Messaging function in Brightspace. **For individual issues, you will need to send emails to my UWO email address directly:**

Ashley McKeown (amckeow@uwo.ca)

If you are sending me an email, please be sure to include in the subject line:

- 1) **Course code (i.e. N1201)**
- 2) **Student number**

If you do not include this information in the subject line, I will respond by referring you back to the course communication process. When communicating with me via email, I will do my best to respond within 48-hours during weekdays; during weekends, please expect a response the following week. **Please make all attempts to communicate with me via the Discussions before you send an email.** Office hours by appointment. This course will be conducted in person. See Brightspace site for further information. This course will follow a weekly schedule, with Wednesdays being the course lecture and Fridays being the day that assignments are due and the next week's course content is released.

Additional assignment information, external to the syllabus, can be found in the *Assessments* → *Assignments* tabs of the Brightspace site. Coursework will be submitted in the *Assignments* tab. **Please familiarize yourself with this course's Brightspace site.**

D: Course Readings and Materials

There is no required text for this course. Your required readings are cited and/or hyperlinked within weekly course content. In the event that you do not see the files for required readings, use the citation information listed to retrieve the reading through UWO library databases. All course readings are accessible to UWO students through databases such as Scopus or CINAHL.

Recommended:

American Psychological Association. (2018). *Publication manual of the American Psychological Association* (7th ed., revised). American Psychological Associations

E: Weekly Schedule

Week (Lecture Date)	Topic of Focus	Important Dates
Week 1 (September 11 th)	What is a Registered Nurse in Ontario?	
Week 2 (September 18 th)	Power, Privilege, and Intersectionality: Exploring Personal and Professional Identities	PEP Module – Anti-Oppression
Week 3 (September 25 th)	Historical and Current Social Perspectives of Nursing	
Week 4 (October 2 nd)	Legislation and Standards in Nursing	
Week 5 (October 9 th)	Nursing Ethics & Code of Conduct	Juris Prudence Test
Reading Week (Oct. 14th – 18th)		
Week 6 (October 23 rd)	Values, Beliefs, and Approaches to Practice in Nursing	PEP Module – Reflection Guest Lecture – Western Libraries
Week 7 (October 30 th)	Philosophies and Theories that Guide Nursing Practice	
Week 8 (November 6 th)	The Nurse Client Relationship	Evidence-Based Research Assignment
Week 9 (November 13 th)	Interprofessional Collaborative Practice	PEP Module – Conflicts
Week 10 (November 20 th)	Nursing in the Canadian Health Care System	
Week 11 (November 27 th)	Canadian Social Determinants of Health	
Week 12 (December 4 th)	Leadership & Advocacy in Nursing Practice	Nursing Philosophy Assignment

F: Methods of Evaluation

Assignment	Percentage of Course Grade	Due Date
1. PEP Modules <ul style="list-style-type: none"> • Module – Anti-Oppressive Practices • Module – Reflective Practice • Module – Successfully Navigating Conflicts 	30% (10% Each – Completion Grade)	Anti-Oppression Due: Sept. 20 th at 11:55 pm Reflection Due: Oct. 25 th at 11:55 pm Conflicts Due: Nov. 15 th at 11:55 pm
2. Juris Prudence Quiz	10%	Opens: Oct. 7 th at 8:00 am Closes: Oct. 11 th at 6:00 pm
2. Evidence-Based Research Assignment <ul style="list-style-type: none"> • Annotated Bibliography & Resource List 	30%	Due: Nov. 8 th at 11:55 pm
3. Nursing Philosophy Statement	30%	Due: Dec. 6 th at 6:00 pm

1. Preceptor Education (PEP) Modules

There are **THREE** separate Preceptor Education Modules, each worth 10%, for a total of 30% of the course mark. To complete each module, go to <https://preceptor.ca/index.html> and click “Getting Started.” Select the module title that aligns with the modules that you have been asked to complete in this course.

Module	Due Date
Anti-oppressive Practices	Sept. 20 th at 11:55 pm
Reflective Practice	Oct. 25 th at 11:55 pm
Successfully Navigating Conflicts	Nov. 15 th at 11:55 pm

The purpose of completing each of these modules is to support your professional development in becoming a Registered Nurse. Each module should take about 30 – 45 minutes to complete.

This assignment includes 2 parts:

- 1) Module Completion – You will submit a copy of the course certificate in Brightspace *Assignments* and receive 5% of your course grade upon completion (This can be a PDF or Screenshot).
- 2) One-Page Reflection–You will submit a **one-page double-spaced, Times New Roman, size 12 font, non-scholarly (you can write in first-person) micro reflection** answering the question: “How has the content in this module changed the way I will approach my personal nursing practice in the future?” ***For this portion of the grade, you will receive either 2.5% (does not fully meet criteria) or 5% (meets criteria), if submitted.***

The PEP modules are a completion grade. Please exercise professional accountability and engage in a meaningful reflective process when completing this content. You are not being graded on the quality of your academic writing in this assignment, you are being asked to engage in critical

reflective practice. The rubric for the one-page reflection and further instructions for PEP Modules will be posted in the Assignments section of Brightspace.

2. **Juris Prudence Quiz (10% of Course Mark)**

The Juris Prudence Quiz will occur online on Brightspace (Access the Quiz via the **Assessment → Tests & Quizzes tab**). Quiz will be approximately 20 multiple-choice questions and focus on questions that you would see on the Juris Prudence Exam. The test will be open from Oct. 7th at 8:00 am and close on Oct. 11th at **6:00 pm**. Students will have 60 minutes to complete the quiz in ONE attempt only during the period the quiz is open.

3. **Evidence-Based Research Assignment (30% of Course Mark)**

The Evidence-Based Research Assignment is worth 30% of your course mark.

The purpose of the evidence-based research assignment is multifaceted. You will be developing your entry-to-practice skills as a scholar and communicator by developing your skills in evidence-based research. Moreover, you will be developing your scholarly writing skills, as you synthesize a resource list to guide your nursing practice.

The College of Nurses of Ontario *Entry to Practice Competencies* (2022) describes nursing scholarship as utilizing “best evidence to make informed decisions” that guide your nursing practice (pp. 8). As Registered Nurses, you have professional expectations to continually develop your research skills across the course of your nursing career and support research activities in your nursing practice.

The purpose of this assignment is for you to:

- Practice your research and scholarly writing skills by developing annotations
- Demonstrate identification of best evidence to guide your nursing practice using a lens of epistemic justice
- Identify continuous professional development opportunities to support your life-long learning

In this assignment, you will develop two annotations, create a reference list related to a specific nursing topic, and identify two professional development opportunities related to your selected topic area. The rubric and further instructions for the Evidence-Based Research Assignment will be posted in the *Assignments* section of Brightspace.

4. **Nursing Philosophy Statement (30% of Course Mark)**

A Nursing Philosophy Statement is a statement of your personal nursing philosophy, including, your values, beliefs, perspectives, and practices you intend to approach client care and nursing practice with.

The purpose of this assignment is for you to:

- Synthesize course content and the impacts of this information on your professional nursing practice

- Reflect on your personal journey of development as a nurse throughout this term
- Develop your own personal philosophy of self as a nurse

This is a scholarly paper. Please use 12-point Times New Roman font, size 12 font, double-space and format your work according to APA 7th edition (revised). Max 5-pages. Minimum 8 references in the reflection element of this assignment. You will submit:

- A max 2-page **Personal Nursing Philosophy Statement** that includes the following:
 - A definition of what nursing means to you
 - Personal values and skills that you plan to apply to your nursing practice (you may consider using a personal story to facilitate this section)
 - How you plan to address broad societal issues of health inequity in your personal nursing practice (This can be general, or you can choose to focus on a specific issue that you are passionate about.)
 - What qualities make a great nurse and how you will engage in continued professional development on your journey to becoming that person? (i.e., What kind of nurse do you want to be and how will you get there?)
- A max 3-page **reflection on the process of developing your personal nursing philosophy**. This is an explanation of how what you have learned across the course has impacted the development of your personal nursing philosophy. You will use a reflective framework to guide your critical reflective practice. In the reflection section, consider exploring the questions:
 - Why did I want to become a nurse? Why is nursing important to me?
 - How has your perspective of nursing changed or transformed over the course?
 - What are my personal values and beliefs about nursing and how do these align or not align with professional organizations, historical, and societal perspectives of nursing?
 - What have you learned about yourself as a nurse over the course? How has exposure to course content formed your professional development as a Registered Nurse?

Please see full details about this assignment in the *Assignments* section of Brightspace. Submit your work in the *Assignments* section of Brightspace

G: Inclusivity & Content Warning

I am dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, I aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create welcoming and inclusive classroom environments much like you would in practice.

Your peer group comes from a myriad of experiences and worldviews, all who deserve to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in

this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). **This course requires you to engage in critical reflection as you embark on your career as health professionals; at times this may be uncomfortable or even painful. I ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.**

As your instructor, I am committed to supporting you in navigating this course content. I am not perfect and may falter but will do my best to learn and grow when that happens. Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants. If you require support in navigating a challenging discussion, please reach out to me.

Content Warning: The content and discussion in this course will necessarily engage with potentially activating content, including subjects such as Sexual assault, Abuse, Child abuse, Self-harm and suicide, Eating disorders, body hatred, and fat phobia, Violence, Death or dying, Pregnancy/childbirth, Miscarriages/abortion, Mental illness and ableism, Racism, Sexism and misogyny, Classism, Hateful language direct at religious groups (e.g., Islamophobia, anti-Semitism, etc.), Transphobia and trans misogyny, Homophobia and heterosexism, etc. This content may be emotionally and intellectually challenging to engage with. We will flag especially graphic or intense content that discusses these topics and will our best to make this online classroom a space where we can engage bravely, empathetically, and thoughtfully with difficult content. If you have concerns about encountering anything specific in the course material that I have not already tagged and would like us to provide warnings, please send us an email. I will do our best to flag any requested triggers for you in advance. If you believe that a reading, video or lesson component will be traumatizing for you, you may choose to forgo it. You will still, however, be responsible for material that you miss, so please arrange to get notes from another student.

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 coursework 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, the PEP Modules and Evidence-Based Research Assignment have a 72-hour no-questions-asked late policy that applies. The Juris Prudence Quiz is timed but available over an extended period of time. The Philosophy Statement is due at the latest date and time possible, and therefore, the 72-hour no-questions-asked extension does not apply to the final assignment, as it would result in the assignment being due after the last day of class, which is against Western policies. 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 (**PEP Modules and the Evidence-Based Research Assignment 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 Friday, Sept. 20th at 11:55 pm, should you determine you require academic consideration, your new assignment deadline would be Monday, Sept. 23rd at 11:55 pm. **You are NOT required to email your course instructor in this course for a delayed submission of less than 72-hours.** 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 Friday, Sept. 20th at 11:55 pm and you submit your work 4-days late without an accommodation from your counsellor, 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 PEP Modules and the Evidence-Based Research Assignment. This policy does not apply to the Juris Prudence Quiz or the Nursing Philosophy Statement Paper.**

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 offenses 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_under_grad.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.**

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.

Brightspace

All course material will be posted to Brightspace: <https://westernu.brightspace.com/>. If students need assistance with 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 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.

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

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

be conducted online as determined by the course instructor

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

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.