



**Nursing 3910A**  
**Health Promotion and Caring: Clients with Health Challenges**  
**Fall 2024**

**Course Professor: Alexis Smith**

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## **N3910A Health Promotion and Caring: Clients with Health Challenges**

### **A: Calendar description**

This course provides students with opportunity to extend their understanding of health promotion to the care of adults and children experiencing acute and chronic health challenges.

### **B: Expanded description**

The acute care environment is complex, with the level of acuity in clients admitted to hospital becoming increasingly complex. Clients and families experience health and illness in many forms, and these are influenced by social, physical, and biological determinants of health. Building on program concepts and theories, this course provides opportunities for students to focus on client experiences with illness and how to promote health and healing through the exploration of acute, chronic, and complex health challenges. Students will develop an understanding of how acute illness develops, and how nurses can care for and promote the health of clients, utilizing client centred care. This will enable students to understand a client's experience of acute illness. This understanding includes insights into what can lead to hospitalization, resources available in managing health challenges, and how to develop leadership skills to promote health and social justice.

Learners will integrate knowledge of course concepts and content through weekly learning activities that include lectures, guest speakers, discussions, and class readings. Classes will introduce you to new and previously explored concepts from other nursing courses. These concepts have been intentionally threaded through each year of the concept-based BScN program curriculum. In this course, you will have the opportunity to apply curricular concepts in greater depth.

### **Course Goals:**

1. **Clinician:** Plan client-centered health promotion and nursing care, and justify decisions using evidence-based research, ethical principles, multiple ways of knowing, and strength-based nursing; Analyze and organize information relevant to health promotion and nursing care planning for clients with complex health challenges
2. **Professional:** Identify the ethical and professional components of health promotion and care for clients with complex health challenges. Engage in critical reflective thinking that enhances the application of theory to health promotion and nursing care planning.
3. **Communicator:** Examine role of therapeutic communication in caring for clients with complex health challenges
4. **Collaborator:** Apply inter-professional concepts when planning client-centered health promotion and care for clients with complex health challenges
5. **Coordinator:** Identify gaps in health care and social systems that support health and continuity of care for clients with complex health challenges
6. **Leader:** Explore the role of nurses in engaging in leadership in clinical practice

7. **Advocate:** Identify public policy needed to address health and social justice at local and national levels for clients with complex health challenges
8. **Educator:** Explore the role of nurses in providing health teaching to clients and families
9. **Scholar:** Engage in critical reflective thinking that enhances the application of theory to health promotion and nursing care planning

### **Major Course Concepts:**

Advocacy, alterations in homeostasis, caring, circulation and tissue perfusion, client-centered care, clinical judgement, comfort, communication, culture, determinants of health, endocrine balance, evidence informed practice, family, fluid and electrolyte balance, healing, health, health care system, health promotion, holistic care, illness, immunocellular alterations, interprofessional collaborations, leadership, neurocognition, personal meaning, safety, strengths-based nursing, teaching-learning, technology, time and transition, wellness.

### **National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2019)**

#### **Addressed in the Course:**

**Clinician:** 1.4-1.13, 1.21-1.23, 1.25; **Professional:** 2.2, 2.4, 2.5, 2.7, 2.10; **Communicator:** 3.7; **Collaborator:** 4.2, 4.3, 4.4; **Coordinator:** 5.2, 5.7, 5.8; **Leader:** 6.5, 6.10, 6.11; **Advocate:** 7.6, 7.7, 7.13; **Educator:** 8.3; **Scholar:** 9.1, 9.8

### **National Interprofessional Competencies (CIHC, 2010) Addressed in the Course:**

Role clarification; Patient/Client/Family Community-Centred Care

### **Nursing Informatics Competencies (CASN, 2012) addressed in the course:**

Note: competencies and associated indicators directly from Canadian Association of Schools of Nursing - Nursing Informatics Entry-to-Practice Competencies for Registered Nurses, 2012

- *Information and knowledge management* – Performs search and critical appraisal of on-line literature and resources (e.g., scholarly articles, websites, and other appropriate resources) to support clinical judgement, and evidence-informed decision making; critically evaluates data and information from a variety of sources (including experts, clinical applications, databases, practice guidelines, relevant websites, etc.) to inform the delivery of nursing care.
- *Professional and regulatory accountability* – Advocates for the use of current and innovative information and communication technologies that support the delivery of safe, quality care; recognizes the importance of nurses' involvement in the design, selection, implementation, and evaluation of applications and systems in health care.

### **How this course will contribute to your development as a professional nurse and an interprofessional team member:**

As part of the interprofessional team, nurses play an integral role in the care of acutely ill clients. In this course, students will continue to develop their clinical judgment and understanding of the health care system, with a focus on the hospital environment. Students will explore relevant acute illnesses, and how to care for clients in contexts that can change

suddenly and unpredictably. Interprofessional competencies will be discussed and applied in a variety of settings, which will create an understanding of how the healthcare team collaboratively establishes and achieves the client's health care goals. Students will continue to develop their abilities in providing evidence-informed, strengths-based, client-centered care using an across the lifespan and family-based approach.

The activities within this course will facilitate your competencies in acute care clinical practice settings. Course content will introduce you to new and previously explored concepts threaded through each year of the concept-based BScN program curriculum. In this course, you will have the opportunity to apply curricular concepts in greater depth.

Due to the significance of theoretical knowledge in developing competence, students are expected to demonstrate professional responsibility through regular engagement and participation in all online learning activities. Meaningful learning in this course will occur with diligent preparation related to course materials and active dialogue with colleagues in online discussion forums. Therefore, students are expected to engage weekly with online content.

### **How we will work together:**

Both faculty members and students will contribute to the learning in the course. All course participants have a responsibility to engage in discussion, share understandings, and collaborate with colleagues. The faculty member will guide the learning experiences through the online environment, with posting of weekly class material on the Brightspace OWL course site. Completion of assigned activities is expected and will contribute to success. Regular presence and visits to the course site are expected, as messages and updates are posted by the course instructor regularly. The faculty member will be available for individual and/or group consultation electronically. Respectful participation is expected of everyone. This means that all participants are responsible for completing readings, participating in the learning environment, giving full attention to class activities, and refraining from actions that are distracting to others.

### **Class Time, Online Course Location and Course Process**

**This course will include mandatory in-person learning weeks, and then weeks that will be offered simultaneously as in-person and online learning opportunities.**

<b>Week</b>	<b>Offering</b>
<b>1-6</b>	<b>In-Person ONLY</b>
<b>7-12</b>	<b>Hy-Flex; In-Person OR Online</b>

All students will complete weekly self-directed learning activities (ie. readings, watch videos, etc) that will be posted on the Brightspace OWL page. Weekly learning materials will be posted on Fridays at 1201am to Brightspace OWL for the following week. **All students in this course must familiarize themselves with this course's Brightspace OWL site. Please see the orientation video posted on OWL for more information.**

In-person lectures will take place on Thursdays every week. Information about the course location are available on Brightspace OWL. These lectures **will not** be streamed or recorded via Zoom.

Online lectures will be available in weeks 7-12 **ONLY** and will be conducted asynchronously. Weekly recorded lectures will be posted Thursday at 1200 to Brightspace OWL on the day of the in-person lecture.

For weeks 7-12; an effort will be made by the course instructor to deliver the same lecture content to both in-person and online learners, though it is important to note that class discussion from in-person lectures will not be captured for online learners. All content relevant to tests and assignments will be delivered to both in-person and online learners. All test and examinations will be **IN PERSON** for all learners.

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."

## Course Communication

**For questions about course content or tests/assignments, students can post in the Discussions Q&A.** These forums are anonymous to provide a safe space for students to raise questions. Questions can be answered either by peers in the course or the course instructor. Using the forum for questions about the course allows all students to review answers.

**For individual course concerns, all communication with the course instructor will occur via email.** When communicating with me via email, I will try my best to respond within 24 – 48 hours during weekdays; during weekends, please expect a response the following week. **Students must include their COURSE CODE in the subject of their email, or a response will not be provided.**

**All students are also welcome to attend instructor weekly office hours.** Office hours will be held **in-person** on Thursdays from 1100-1200, location as per the Brightspace OWL page. Zoom meetings are available by request. Requests can be made to course instructor via email.

## G: Course Readings and Materials

### Required Course Materials:

El Hussein, M., & Osuji, J. (Eds.). (2020). *Brunner & Suddarth's Canadian textbook of medical-surgical nursing* (4<sup>th</sup> ed.). Wolters Kluwer.

**Note:** The print version of your course text can be ordered through the UWO [Book Store's](#) website and shipped directly to you.

The e-text version is not available at the bookstore, but can be accessed through the following link: <https://lb.ca/cgi-bin/cgiwrap/additem.bbx?/Z109991/19781975108045>

Nurse Achieve: Access to the NurseAchieve platform in this course can be used for researching your patient's conditions, medications, and common case scenarios to support student's nursing practice.

### Weekly Schedule

Week	Topic	Course Goals	Important Dates
<b>Week 1</b> <b>Sept 5</b>	Fluid and Electrolyte Balance I	1-5, 8	<b>Nurse Achieve Quiz #1</b> Open: Sept 5 @ 0800 Close: Sept 11 @ 2355
<b>Week 2</b> <b>Sept 12</b>	Fluid and Electrolyte Balance II		<b>Nurse Achieve Quiz #2</b> Open: Sept 12 @ 0800 Close: Sept 18 @ 2355
<b>Week 3</b> <b>Sept 19</b>	Fluid & Electrolyte Balance III: Renal Dysfunction		<b>In-Person Case Study Activity</b> <b>Due Sept 19 @ 1520</b>
<b>Week 4</b> <b>Sept 26</b>	Endocrine Balance: Diabetes	1-5, 8	<b>Nurse Achieve Quiz #3</b> Open: Sept 26 @ 0800 Close: Oct 2 @ 2355
<b>Week 5</b> <b>Oct 3</b>	Perioperative Experience	1-9	<b>Nurse Achieve Quiz #4</b> Open: Oct 3 @ 0800 Close: Oct 9 @ 2355
<b>Week 6</b> <b>Oct 10</b>	Mid-Term Exam		<b>Exam IN PERSON for all learners</b> October 10 time & location as per OWL
<b>Reading Week</b> <b>Oct 17</b>	No Lecture		
<b>Week 7</b> <b>Oct 24</b>	Circulation & Tissue Perfusion I	1-5, 8	
<b>Week 8</b> <b>Oct 31</b>	Circulation & Tissue Perfusion II		<b>Nurse Achieve Quiz #5</b> Open: Oct 31 @ 0800 Close: Nov 6 @ 2355
<b>Week 9</b> <b>Nov 7</b>	Neurocognition I: Spinal Cord Trauma	1-5, 8	
<b>Week 10</b> <b>Nov 14</b>	Neurocognition II: Stroke		
<b>Week 11</b> <b>Nov 21</b>	Hepatic Disease & Pancreatitis	1-5, 8	<b>Nurse Achieve Quiz #6</b> Open: Nov 21 @ 0800 Close: Nov 27 @ 2355
<b>Week 12</b> <b>Nov 28</b>	Oncology	1-9	<b>PeerWise Activity</b> Closes Dec 4th @ 2355 for Question Creation and Response
<b>TBD December</b> <b>Exam Period</b>	Final Exam		<b>Exam IN PERSON for all learners</b>

## Opportunities to Demonstrate Learning

### *Summary of Opportunities to Demonstrate Learning*

OPPORTUNITIES TO DEMONSTRATE LEARNING	INDIVIDUAL / GROUP	VALUE	DUE DATE
<b>In-Person Case Study Activity</b>	<b>Group</b>	<b>10</b>	<b>Sept 19 at 1520 <i>in-class</i></b>
<b>Nurse Achieve Quizzes</b>	<b>Individual</b>	<b>15</b> 5% per quiz, choose/best of 3 of 6	<b>3 of 6 quizzes as per below</b>
• Fluid and Electrolytes I		Up to 5%	Open: Sept 5 @ 0800 Close: Sept 11 @ 2355
• Fluid and Electrolytes II		Up to 5%	Open: Sept 12 @ 0800 Close: Sept 18 @ 2355
• Endocrine		Up to 5%	Open: Sept 26 @ 0800 Close: Oct 2 @ 2355
• Peri-Operative		Up to 5%	Open: Oct 3 @ 0800 Close: Oct 9 @ 2355
• Circulation/ Tissue Perfusion		Up to 5%	Open: Oct 31 @ 0800 Close: Nov 6 @ 2355
• Neurocognition		Up to 5%	Open: Nov 21 @ 0800 Close: Nov 27 @ 2355
<b>Mid-Term Test</b>	<b>Individual</b>	<b>30*</b>	<b>October 10<sup>th</sup> IN PERSON time and location per OWL</b>
<b>Peer-Wise</b>	<b>Individual</b>	<b>10</b>	<b>Dec 4 at 2355</b>
• Question Creation		5	
• Question Response		5	
<b>Final Exam</b>	<b>Individual</b>	<b>35*</b>	<b>TBD during December Exam Period IN-PERSON</b>

**\* 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.**



**1. Case Study Activity-10% of course grade.**

**Due: Sept 19 at 1520 *in-class***

This activity will be an opportunity to complete a case study in-class and can be completed in collaboration with peers, and submitted independently or in groups up to a maximum of 5 students. Students **must** have an electronic device to complete—if this is not accessible, please connect with the instructor. The assignment will be submitted via Gradescope.

More information will be provided in class.

**Policies related to assessments/evaluations apply to this assessment. Please review these policies in the Policies section of this Course Outline below to familiarize yourself.**

**2. Nurse Achieve-15% of course grade**

**3 quizzes, worth 5% each**

**Students can choose to complete 3 of 6 quizzes for 5% each.**

**If you complete more than 3 quizzes, your highest 3 quiz grades will be recorded for your course grade.**

Quiz 1	<b>Fluid and Electrolytes I</b>	Open: Sept 5 @ 0800 Close: Sept 11 @ 2355
Quiz 2	<b>Fluid and Electrolytes II</b>	Open: Sept 12 @ 0800 Close: Sept 18 @ 2355
Quiz 3	<b>Endocrine</b>	Open: Sept 26 @ 0800 Close: Oct 2 @ 2355
Quiz 4	<b>Peri-Operative</b>	Open: Oct 3 @ 0800 Close: Oct 9 @ 2355
Quiz 5	<b>Circulation/ Tissue Perfusion</b>	Open: Oct 31 @ 0800 Close: Nov 6 @ 2355
Quiz 6	<b>Neurocognition</b>	Open: Nov 21 @ 0800 Close: Nov 27 @ 2355

Quizzes will take place via Nurse Achieve. Each quiz will be 10 questions. Quizzes will open and close as per the dates below and have a time limit of 45 minutes. Each student will have 1 attempt available for each quiz, accessible anytime during the open window.

Further instructions available on the **Nurse Achieve** tab on Brightspace OWL.

**Policies related to assessments/evaluations apply to this assessment. Please review these policies in the Policies section of this Course Outline below to familiarize yourself.**

**3. Mid-Term Test-30% of course grade  
October 10<sup>th</sup> time & location as per Brightspace OWL**

The purposes of the test are for you to:

- learn course material
- build your knowledge of health promotion and caring of clients with health challenges
- develop insight into how to answer multiple-choice questions
- apply nursing knowledge on NCLEX-style questions

This multiple-choice quiz includes content from weeks 1-5 and will occur on October - 10<sup>th</sup>. **This is an IN-PERSON test for ALL STUDENTS**, including those who have been participating primarily online.

This test will have 60 questions and you will 2 hours to complete, time and location as per Brightspace OWL. ***Please note that this date and time are pending approval from the Office of the Registrar.***

If a student is absent for the test, they are to contact the academic advisor and course professor as soon as possible. If an accommodation is warranted and granted, a make-up test will be arranged. If you require accommodated exams, please connect with [Accessible Education](#).

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 means your  $(\text{midterm grade} / 100) + (\text{final exam grade} / 100) / 2$  must equal a minimum of 65 to be successful in this course. This means even if your final course grade (with all elements included) is higher than 65%, but your average between these 2 exams is not 65, you will be unsuccessful in this course.

**Policies related to assessments/evaluations apply to this assessment. Please review these policies in the Policies section of this Course Outline below to familiarize yourself.**

**4. Peer-Wise Question Creation and Response-10% of course grade (5% for question creation, 5% for question response)**

**Due: Throughout term, closes Dec 4 at 2355**

**We will be using PeerWise as a place for you to create, share and evaluate assessment questions with your classmates. Your grade will be based on the number of questions you create – as well as your review of (and comments on) questions created by your peers.**

For full instructions on accessing our course in Peerwise, please navigate to the **Peerwise** tab on Brightspace OWL.

To access our course, "N3910", you will need to enter two pieces of information:

- 1) Course ID = **INSERT**
- 2) Identifier = **Please enter your identifier for this course (Your identifier is your UWO email address including "@uwo.ca")**

**Question Creation**

Each question you create is worth 0.5% up to a maximum of 5% (10 questions created totals 5%). Your question must include:

- a. Question stem
- b. Minimum of 4 potential responses (ie. Alternatives)
- c. Explanation
- d. Course tag (see OWL for course tags)

**Question Response**

Each question you respond to in Peerwise is worth 0.25% up to a maximum of 5% (20 questions created totals 5%). Correct answer not required.

This activity will create a bank of questions you may use to study for your course activities (midterm/final exam).

Further instructions available on the **Peerwise** tab on Brightspace OWL.

**Policies related to assessments/evaluations apply to this assessment. Please review these policies in the Policies section of this Course Outline below to familiarize yourself.**

**5. Final Exam-35% of course grade**  
**TBD during December Exam Period**

The purposes of the exam are for you to:

- learn course material
- build your knowledge of health promotion and caring of clients with health challenges
- develop insight into how to answer multiple-choice questions
- apply nursing knowledge on NCLEX-style questions

This multiple-choice quiz includes content from weeks 1-12 (this test will include an emphasis on content from weeks 7-12 (~70% of questions), with less content that was covered in weeks 1-5 (~30% of questions)). **This is an IN PERSON exam for ALL STUDENTS**, including those who have been participating primarily online.

This test will have 70 questions and you will have 2.5 hours to complete. ***Please note that this date and time will be released from the Office of the Registrar.***

If a student is absent for the exam, they are to contact the academic advisor and course professor as soon as possible. If an accommodation is warranted and granted, a make-up test will be arranged. If you require accommodated exams, please connect with accommodated education.

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 means your (midterm grade / 100) + (final exam grade / 100) / 2 must equal a minimum of 65 to be successful in this course. This means even if your final course grade (with all elements included) is higher than 65%, but your average between these 2 exams is not 65, you will be unsuccessful in this course.

**Policies related to assessments/evaluations apply to this assessment. Please review these policies in the Policies section of this Course Outline below to familiarize yourself.**

## Policies

Students are required to read the BScN Programs Manual and be familiar with its contents and affiliated policies. *Copies of these policies can be reviewed by students on the [Nursing Undergraduate Information](#).*

### 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](#)

### 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.

### ***Do not book personal/travel plans until the FINAL exam schedule is posted for December.***

Students who fail to appear for the final examination at the time set need to obtain permission to write the missed exam. Permission may be granted only on the basis of compassionate or medical grounds with appropriate supporting documents.

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.

## Policies Related to Assessments/Evaluations

### Academic Considerations and Absences from Lectures and Assessments

#### 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.

### **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, in the [Academic Calendar \(westerncalendar.uwo.ca\)](#).

### **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](http://www.turnitin.com)).

### ***Use of AI Tools***

Within this course, 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.

### ***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.

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

**Western Site:** <http://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals.

**Western Site: Undergraduate Student Academic Appeal**

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading\\_178](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_178)

### **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 OWL

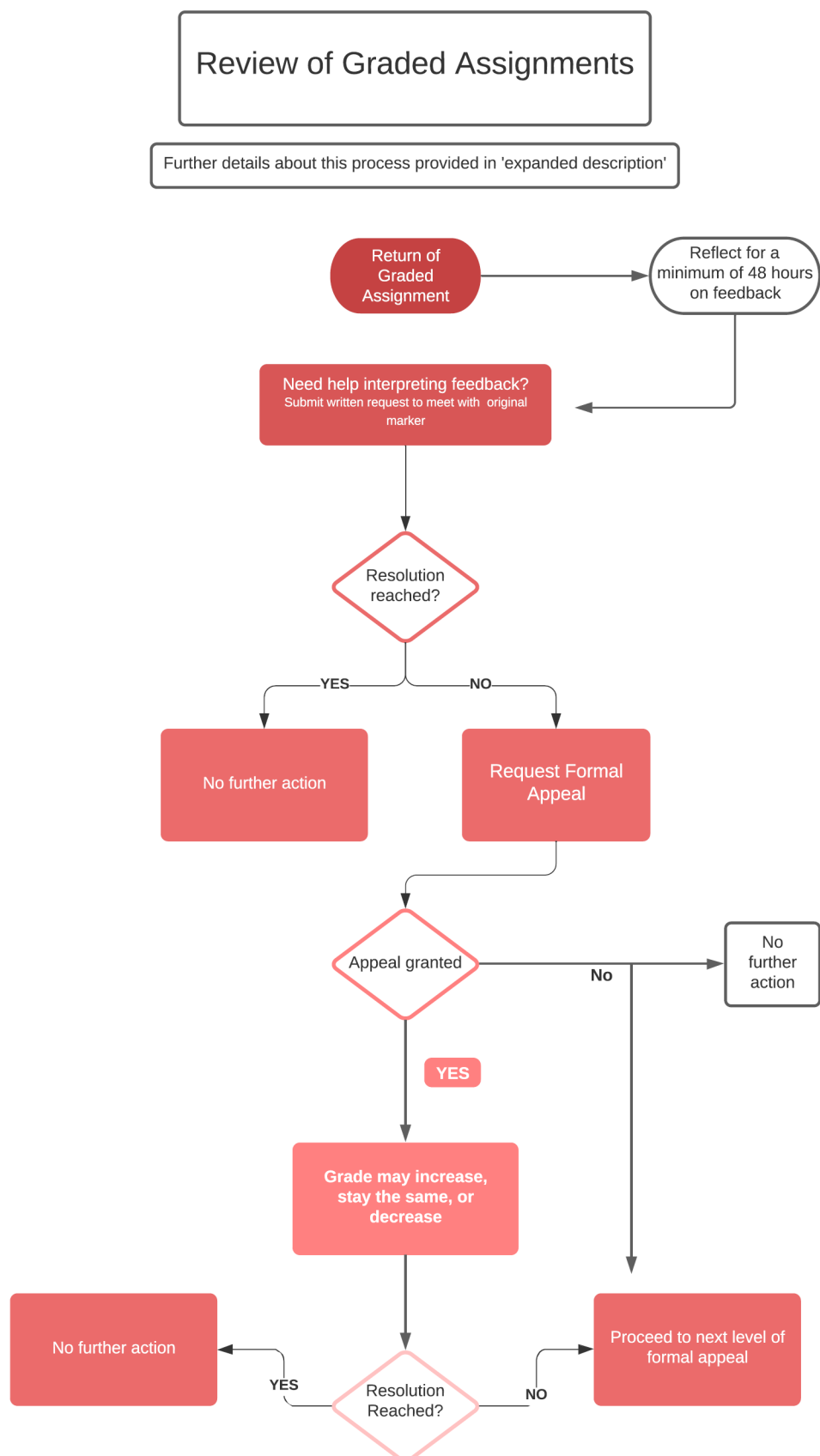
Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively,



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.

**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 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



## **Accessibility, Accommodation and Support Services at Western**

*Technical Support:* For Brightspace OWL support contact the WTS HelpDesk at <https://wts.uwo.ca/helpdesk/index.html>

### **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 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.

### **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](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>

### **Land Acknowledgement**

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada. We accept that as Registered Nurses and an employees of a public institution, we have the responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful

relationships with Indigenous communities through our teaching, research and community service.