

Nursing and Family Health

Nursing 3500

Course Professor:

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Nursing and Family Health N3500

Class time: Asynchronous Format

(NOTE: In-Person Midterm Wednesday, June 17th at 10:00 am & Final Exam TBA)

Course Location: Asynchronous Online

A: Calendar Description

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

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

Extra Information: 3 lecture hours

Course weight: 0.50

B: Expanded Description

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

Course Goals

1. Analyze health promotion concepts, theories, and social determinants of health as they apply to pregnant people, and from infancy through adolescence.
2. Identify the normal physiological, emotional, and social changes that occur throughout pregnancy, and from infancy through adolescence.
3. Identify health risk factors for pregnant people, and infancy through adolescence.
4. Describe the roles and responsibilities of the nurse and the standards of practice when providing perinatal and pediatric care.
5. Apply principles of family-centered care, health promotion, health protection, and disease prevention when providing perinatal and pediatric care.
6. Explore the social and ethical implications of health care policies on perinatal and pediatrics.

7. Recognize the various roles and responsibilities of the interprofessional team in the care of perinatal and pediatric clients.

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

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

C: Course Communication & Course Process

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

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

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

General course-related questions sent by email will not receive a response or be redirected to the Discussion Forums. **Email communication should be used for personal course-related matters only** (e.g., accommodations and academic concerns specific to you). For these personal concerns only, email your instructor directly: Section 650: Ashley McKeown – amckeow@uwo.ca. Use this subject line format: N2440-650 | Your Student Number | Brief Topic. Response time is within 72 hours on weekdays. Weekend emails will be answered the following week. Office hours are by appointment. **There is more than one Ashley McKeown on campus. Please be sure you are using the email address provided.**

D: Course Readings and Materials

Required Course Textbook

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

The maximum number of readings has been requested **free** of charge through Western Libraries and will be linked to the course site in the **Course Readings** tab.

Recommended

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

E: Weekly Schedule

Week (Lecture Dates)	Topic of Focus	Suggested Evaluation Progression
Week 1 (May 4th to 10th)	Enacting Reproductive and Youth Justice & Culturally Safe Trauma-Informed Family-Focused Care	
Week 2 (May 11th – 17th)	Management of Pre-conception & Fertility Health	UBC CPD: Gender-Affirming Perinatal Care & Choice
Week 3 (May 19th to 24th) NOTE: May 18 th is a Holiday	Management of Antenatal Health (1 st and 2 nd Trimester)	
Week 4 (May 25th – 31st)	Management of Antenatal Health (3 rd Trimester)	
Week 5 (June 1st – 7th)	Management of Antenatal Health Challenges	<i>Nurse Achieve Quiz</i> Assignment Option A
Week 6 (June 8th – 14th)	Management of Obstetrical & Neonatal Health During the Intrapartum Period	
Week 7 (June 15th – 21st)	Management of Obstetrical & Neonatal Emergencies During the Intrapartum Period	<i>Nurse Achieve Quiz</i> IN-PERSON Midterm June 17th at 10 am
Week 8 (June 22nd – 28th)	Management of Postpartum Health	
Week 9 (June 29th – July 5th) NOTE: July 1 st is a Holiday	Management of Neonatal Health & Infant Feeding	<i>Nurse Achieve Quiz</i>
Week 10 (July 6th – 12th)	Care of Infants & Growth & Development	Assignment Option B
Week 11 (July 13th – 19th)	Care of Toddler, Pre-School, and School-Aged Children	UBC CPD: PEWS
Week 12 (July 20th – 24th)	Care of Adolescence & Pediatric Medication Administration	<i>Nurse Achieve Quiz</i>

F: Methods of Evaluation

Assignment	Percentage of Course Grade	Due Date
1. Nurse Achieve	10%	See Chart Below
2. Continuing Education (UBC CPDs)	15% (3.75% each)	Gender Affirming Care & Choice from List 1: June 5th at 4:00 pm PEWS & Choice from List 1: July 17th at 4:00 pm
3. Midterm	25%	June 17th at 10:00 am
4. Practice Application Assignment Option A or Option B	15%	Option A: June 5th at 4:00 pm or Option B: July 17th at 4:00 pm (Choose your due date from Option A or B)
5. Final Exam	35%	During Exam Period: TBA

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

To calculate your weighted midterm and exam average:

Step 1: (# of correct answers on the midterm ÷ total midterm questions) x 25 =

Step 2: (# of correct answers on the final exam ÷ total final exam questions) x 35 =

Step 3: Add the results from Step 1 and Step 2 together, divide by 60, and then multiply by 100%

If your final number is **65% or higher**, you passed this course. If it is **less than 65%**, **you do not pass the course—even if your grade is higher when including the other assessment components (i.e., case studies and practice application assignment).**

EXAMPLE:

Let's say:

- Your **midterm** had **50 questions**, and you got **28 correct**
- Your **final exam** had **70 questions**, and you got **31 correct**

Step 1: $28 \div 50 = 0.56 \rightarrow \times 25 = 14.00$

Step 2: $31 \div 70 = 0.44 \rightarrow \times 35 = 15.40$

Step 3: $(14.00 + 15.40) \div 60 = 0.49 \rightarrow \times 100 = 49.00\%$

Result: You would fail this requirement because your exam average is below 65%.

In recognition that students in this course have complex clinical placement schedules, the assignment structure and deadlines in this course have been simplified to support your scheduling flexibility. Please execute professional accountability and **self-direction** in completing the assignments in this course. **Do not leave everything to the last minute.** You will not be able to complete this work in one day.

1. Nurse Achieve (10% of Course Grade)

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

Quiz 1	Antenatal	Open: June 1 st at 9:00 a.m. Close: June 5 th at 4:00 p.m.
Quiz 2	Intrapartum	Open: June 15 th at 9:00 a.m. Close: June 19 th at 4:00 p.m.
Quiz 3	Postpartum and Neonatal	Open: June 29 th at 9:00 a.m. Close: July 3 rd at 4:00 p.m.
Quiz 4	Pediatric Foundations	Open: July 20 th at 9:00 a.m. Close: July 24 th at 4:00 p.m.

You are encouraged to **collaborate with peers** by discussing questions, reasoning, and clinical judgment. Research shows that **collaborative testing** can **improve understanding, strengthen memory retention, and reduce test anxiety**. A suggested approach is to complete your **first attempt independently** to identify knowledge gaps, then **consult with classmates** before your second attempt. You may also review course materials between attempts.

These quizzes are designed as **practice for your midterm and final exams**, using NCLEX-style questions to help you become familiar with the format.

Quizzes are **not proctored**. While you may choose to use AI tools, I strongly encourage you to engage authentically with the process outlined above to ensure you are well prepared for your exams.

Further instructions on Nurse Achieve are available in Brightspace.

2. Continuing Education: UBC CPD (10% of Course Mark)

This assignment is for completion. Upon completing the UBC-CPD e-learning modules, download the certificates of completion (PDF File) and submit them to the *Assignments* tab in Brightspace. Each submitted certificate is worth 3.75% of your course grade (15% total).

Completion of these modules is a time commitment. You do not need to complete the e-learning modules in a single attempt. Follow the instructions for creating a user account here: <https://ubccpd.ca/>. Once you have created an account, search for the e-learning modules you plan to complete by title.

Consider selecting a UBC-CPD that aligns with the Practice Application Assignment that you select (For example, one of the assignments is about abortion, so you may choose to complete the UBC CPD about abortion care). Also, be sure to **add these certificates to your resume in a “Professional Development” section.** Consider exploring other free UBC CPD learning modules to further develop your competencies and expand your professional development.

By **June 5th at 4:00 p.m.**, you must submit **two** certificates:

1. **Required:** Gender-Affirming Perinatal Care: Safe, Respectful, and Celebratory Care (3 hours) and
2. Your Choice of **one** of the following:
 - We All Have a Role to Play: Increasing Access to Abortion Care in Canada (1.5 hours)
 - Abortion Care After the First Trimester: A Hospital-Based Guide for Health Professionals (2 hours)
 - The 5As of Healthy Pregnancy Weight Gain (1 hour)

By **July 17th at 4:00 p.m.**, you must submit **two** certificates:

1. **Required:** BC Pediatric Early Warning System (PEWS) for Inpatient and Emergency/Urgent Care Settings (30 mins)
2. Your choice of **one** of the following:
 - Latching On: How Family Physicians Can Support Breastfeeding Patients (1.5 hours)
 - Strengthening Kangaroo Care for Preterm Infants in British Columbia (1.5 hours)
 - Preventing Food Allergies in Infants: Early Introduction to Allergenic Solids (1 hour)
 - Supporting Children and Youth Who Use Substances (3 hours)
 - Not Just the Blues: Perinatal Depression and Anxiety (1.5 hours)

3. Midterm (25% of Course Grade)

The midterm exam will occur **IN PERSON** on **Wednesday, June 17th at 10:00 a.m.** Location TBA. The exam will consist of approximately 50 multiple-choice NCLEX-style questions that focus on higher-order thinking. The midterm will cover Week 2 to Week 6 of the course content. If you require accommodation, please arrange this in advance.

If a student is absent for the test, they are to contact the academic advisor and submit a request in the [Student Absence Portal](#) as soon as possible. **This is a designated assessment that requires supporting documentation for academic consideration.** 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 reweighed to the final examination, or the assessment may be completed during the next offering of the course, at the discretion of the course instructor. If you require accommodated exams, please arrange this in advance with Accessible Education.

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

Step 1: Choose **one** of the following due dates:

1. **Option A:** Due **June 5th at 4:00 p.m.**, or
2. **Option B:** Due **July 17th at 4:00 p.m.**

You are only required to complete **one** Practice Application Assignment for this course. To give you flexibility, you can choose **when** you submit it (choose from the June or July deadline above).

Step 2: Choose which assignment **type** you prefer:

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

Step 3: Pick a case study within your selected deadline and assignment type. Both due date options use the same assignment formats (i.e., Virtual Visit or TVIC Reflection, but the **case study content within each of these assignment types will differ:**

- **Option A** deadlines selection will result in case study options that are discussed in the course content from the **first half of the course**
- **Option B** deadlines selection will result in case study options that are discussed in the course content from the **second half of the course**

Submit your completed assignment to the appropriate **Brightspace Assignments folder** by the due date.

If you submit **Option A on June 5th**, you do **not** submit Option B in July.

If you **do not** submit **Option A on June 5th**, you must submit Option B on July 17th, which focuses on topics discussed in the second half of the course.

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

a. Virtual Visit with a Public Health Nurse

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

You will be provided with a **variety of case studies** to choose from—each aligned with key course content. Various case studies are available for **both Option A (June deadline) and Option B (July Deadline)**, and you will choose **one case study** as the basis for your assignment based on the deadline you have selected.

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

The purpose of this assignment is for you to:

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

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

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

b. **Critical Reflection on Implementing Trauma Violence Informed Care**

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

The purpose of this assignment is for you to:

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

- Appraise how you might adapt TVIC principles to other care areas in your nursing practice

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

5. Final Exam (35% of Course Grade)

The final exam will occur **in person** during the scheduled exam period. **The date and time will be released by the Office of the Registrar.** The exam will consist of approximately 70 multiple-choice NCLEX-style questions that focus on higher-order thinking. The exam will test **Weeks 2 - 12** of course content, with a greater focus on material from Weeks 7-12 (after the midterm).

If a student is absent from the exam, they are to contact the academic advisor and submit a request in the [Student Absence Portal](#) as soon as possible. If academic consideration is warranted and granted, a make-up test may be arranged. If you require accommodated exams, please arrange this in advance with [Accessible Education](#).

G: Inclusivity & Content Warning

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

We each bring unique experiences, and all voices deserve to be heard with empathy and respect. Harmful or hateful language has no place in this space. Please remember that what feels like a discussion topic to one person may feel deeply personal to another. Let's approach this course with humility, curiosity, and care—for each other and for ourselves.

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

You're always welcome to take care of yourself by stepping away from material that may be triggering. If you do, please arrange to get notes from a classmate, as you're still responsible for

the course content. We're in this together—thank you for helping build a community rooted in respect and empathy. If you ever need support, don't hesitate to reach out.

H: Policies

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](#)

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 by regularly attending and participating in all course learning activities. Students are expected to organize their schedules such that weekly preparation for class is completed, and weekly lessons are engaged with consistently. **Do not book personal/travel plans until the Final Exam schedule is posted for Summer exam period.** Students who fail to appear for the final examination at the scheduled time must obtain permission to write the missed exam. Permission may be granted only on the basis of compassionate or medical grounds with appropriate supporting documents.

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

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

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

In this course, UBC CPDs, Nurse Achieve, and the Professional Practice Assignment have a 72-hour no-questions-asked late policy that applies (See below). Flexibility has been built into your course assignments. The midterm exam is the designated assessment that requires supporting documentation.

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

72-hour No Questions Asked Late Work Policy

For assignments (UBC CPDs, Nurse Achieve, and Practice Application Assignments only) in **this course only**, you may have a **zero penalty 72-hour extension** from the time of the original due date for use at your discretion. For example, if the assignment is due on Friday, June 5th at 4:00 p.m., should you determine you require academic consideration, your new assignment deadline would be Monday, June 8th at 4:00 p.m. **You are not required to email your course instructor in this course for a delayed submission of less than 72-hours (Please do not email me).** If you submit your work within 72-hours of the original due date, you will not have any grade deduction. The purpose of this specific course policy is to support students with last-minute unforeseen circumstances (internet issues, sick kids, Roger's outage, etc.) assuming that the majority of the assignment is complete and will be submitted within 72-hours. If unforeseen circumstances last **beyond 72-hours** and you have not consulted with your academic counsellor for accommodation, upon submission of the assignment **a late penalty will be applied to the date of the original deadline.** For example, if the assignment is due on Friday, June 5th at 4:00 p.m., and you submit your work 4-days late without an accommodation from your academic advisor, you will have **20% of your grade deducted** from your assignment (This is in accordance with the 5%/day late work policy, up to a maximum of 10 days, after which you will receive a zero). **This policy only applies to the UBC CPDs, Nurse Achieve, and Practice Application Assignments. This policy does not apply to the Midterm or Final Exam.**

Accommodation for Religious Holidays

Students should review the policy for Accommodation for Religious Holidays. Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than **two weeks prior to writing the examination/term test**. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Academic Offences

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

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from

another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, 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 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.**

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

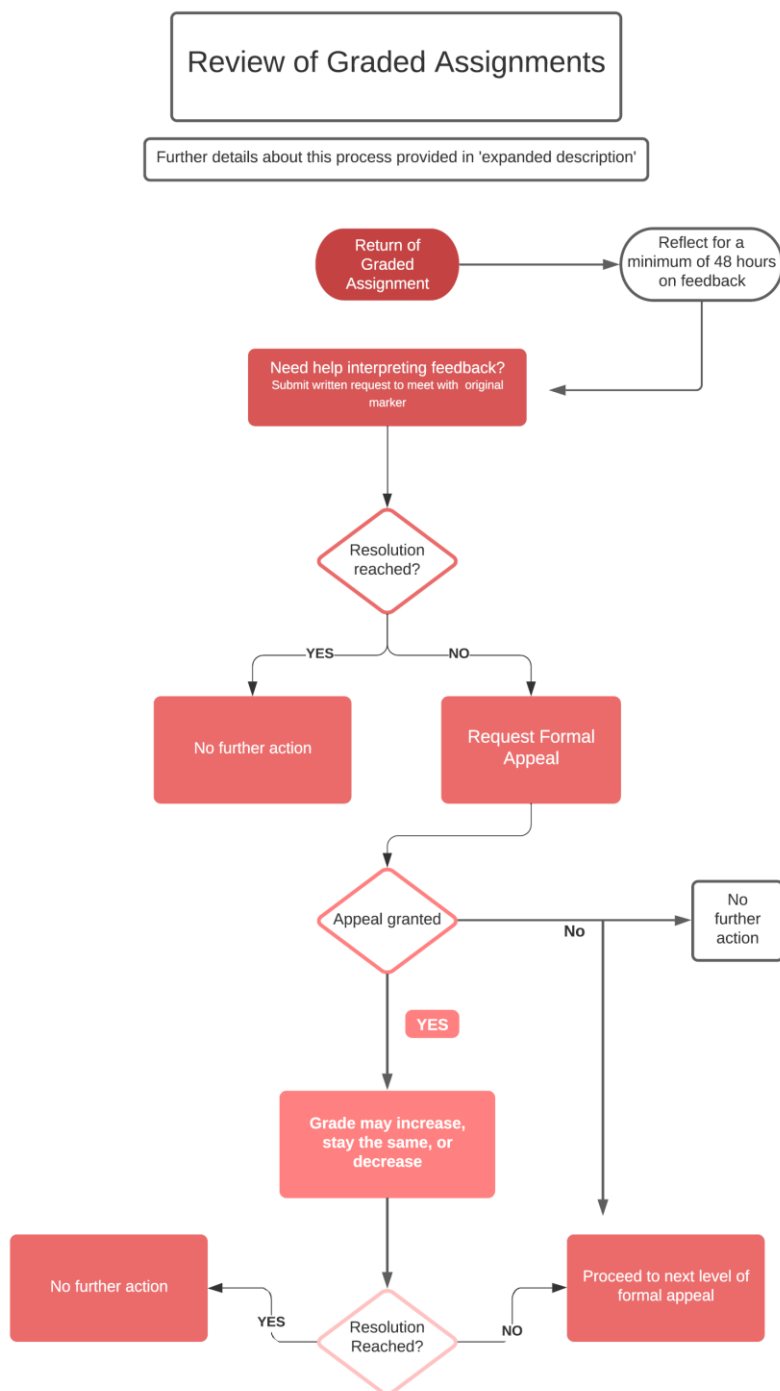
After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, **after 48 hours of reflection**, they may submit a written request to the original marker (e.g., TA or course instructor) 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



Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams, unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices must either be left at home or with your belongings at the front of the room. They must not be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

Brightspace

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

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

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.

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.