



Pathophysiology

Nursing 2440A

Course Professors:

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Pathophysiology N2440

Class time: Asynchronous Format
Course Location: Asynchronous Online
Midterm and Final Exam: In Person

A: Calendar Description

Students will analyze the development of human disease by exploring common health related problems including the age-related, genetic, environmental, and behavioural influences on disease development. While further developing critical thinking in nursing care, changes to the structure and function of tissue and organs and resultant clinical manifestations will be examined.

Antirequisite(s): Pathology 2420A/B

Prerequisite(s): One of Nursing 1330A/B, Kinesiology 1060A/B, Kinesiology 2222A/B, Health Sciences 2300A/B, Anatomy, and Cell Biology 2200A/B; AND one of Physiology 1020, Physiology 1021, Physiology 2130, Physiology and Pharmacology 2000. OR Enrolment in the Western the Compressed Time Frame BScN Program.

Extra Information: 3 lecture hours

Course weight: 0.50

B: Expanded description

The objectives of this course are to provide you with the background of disease and disease processes and mechanisms to prepare you for patients you may encounter in clinical practice. Understanding pathophysiology equips nurses with the knowledge to assess and interpret signs and symptoms accurately and timely intervene to provide safe client care. The content of this course forms the basis for clinical reasoning and decision-making, empowering nurses to anticipate potential complications, devise appropriate care plans, and evaluate patient responses to treatment.

Knowledge of pathophysiological processes enhances nurses' ability to educate clients and families about their conditions, promoting health literacy. As such, this course will analyze common manifestations of normal body functioning resulting from genetic, environmental, behavioural, or stress-related maladaptations. Students will learn about the etiology of common health conditions, their pathogenesis, and the resulting morphological changes at a cellular and organ level. This course will have a particular focus on the clinical significance or the functional consequences of these morphological changes, focusing on assessment findings, laboratory investigations, diagnostic testing, and pharmacological treatments.

Course Goals

1. Identify the etiology of common health conditions, including genetic, environmental, behavioral, and stress-related factors.
2. Explain the pathogenesis of common health conditions, detailing the sequence of events leading to disease development.
3. Analyze the morphological changes occurring at cellular and organ levels in response to pathological processes.

4. Utilize clinical reasoning skills to anticipate potential complications associated with specific pathophysiological conditions.
5. Evaluate laboratory investigations and diagnostic testing results to inform nursing interpretations of health conditions.
6. Assess the clinical significance of morphological changes and their impact on client assessment findings.
7. Develop client education strategies to promote health literacy and enhance clients' understanding of their conditions.

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

Clinician – 1.1, 1.4, 1.7, 1.21 & 1.23

Professional – 2.2 & 2.8

Communicator – 3.3 & 3.6

Coordinator – 5.7 & 5.8

Leader – 6.6

Educator – 8.2 & 8.3

Scholar – 9.1, 9.2 & 9.4

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. You will be redirected to the Discussion Forums. **Email communication should be used for individual personal course-related matters only.** For individual personal concerns only, email your instructors directly:

Section 650: Amanda McIntyre (amcint7@uwo.ca)

Section 651: Ashley McKeown (amckeow@uwo.ca)

Use this subject line format: N2440-650 | Your Student Number | Brief Topic. Response time is within three (3) business days. If you do not include this information in the subject line, we will respond by referring you back to the course communication process.

When communicating with us via email, we will do our best to respond within 72-hours during weekdays; during weekends, please expect a response the following week. **Please make all attempts to communicate with us via the Discussions before you send an email.**

Office hours by appointment.

D: Course Readings and Materials

Required Course Textbook

Power-Kean K, Zettel S, El-Hussein MT, Huether SR, McCance KL. (2023). *Huether and McCance's Understanding Pathophysiology, Canadian Edition - Elsevier eBook on VitalSource, 2nd Edition*. Elsevier.

NOTE: The e-book version is available at the [UWO Bookstore](#). The maximum number of readings have been requested for **free** through Western libraries, and these will be linked to course content.

E: Weekly Schedule

Week (Lecture Dates)	Topic of Focus	Evaluations
Week 1 (Sept. 9 th to 13 th)	Structural Alterations & Morphologic Changes: Cellular Stress & Neoplasms	
Week 2 (Sept. 14 th to 20 th)	Structural Alterations & Morphologic Changes: Immunity, Inflammation & Infection	
Week 3 (Sept. 21 st to 27 th)	Homeostatic Disequilibrium: Fluid, Electrolyte, and Acid-Base Imbalances	
Week 4 (Sept. 28 th to Oct. 4 th)	Homeostatic Disequilibrium: Hematological System *Sept. 30 th National Day for Truth and Reconciliation: Non-Instructional Day	Case Study 1 Opens Sept. 28 th at 9:00 am; Closes Oct. 2 nd at 4:00 pm
Week 5 (Oct. 5 th to 9 th)	Clinical Significance: Circulation & Cardiac Disequilibrium	
Reading Week (October 10th to 18th)		
Week 6 (Oct. 19 th to 25 th)	Clinical Significance: Respiratory Health	In-Person Midterm Sat. Oct. 24th at 10:00 am, pending approval. Location TBA
Week 7 (Oct. 26 th to Nov. 1 st)	Clinical Significance: Neurological Disequilibrium	
Week 8 (Nov. 2 nd to 8 th)	Clinical Significance: Endocrine Disequilibrium	Practice Application Assignment Nov. 6 th at 4:00 pm
Week 9 (Nov. 9 th to 15 th)	Clinical Significance: Gastrointestinal Disequilibrium – The Tract	
Week 10 (Nov. 16 th to 22 nd)	Clinical Significance: Gastrointestinal Disequilibrium – Accessory Organs	Case Study 2 Opens Nov. 16 th at 9:00 am; Closes Nov. 20 th at 4:00 pm
Week 11 (Nov. 23 rd to Nov. 29 th)	Clinical Significance: Reproductive Disequilibrium & Fetal Development	
Week 12 (Nov. 30 th to Dec. 6 th)	Clinical Significance: Renal and Urological Disequilibrium	

F: Methods of Evaluation

Assignment	Percentage of Course Grade	Due Date
Case Study 1	5%	Opens: Sept. 28 th at 9:00 am Closes: Oct. 2 nd at 4:00 pm
Midterm	35%	IN-PERSON Oct. 24 th at 10:00 am (tentative, pending approval)
Practice Application Assignment	10%	Nov. 6 th at 4:00 pm
Case Study 2	5%	Opens: Nov. 16 th at 9:00 am Closes: Nov. 20 th at 4:00 pm
Final Exam	45%	TBD

TO PASS THIS COURSE

To pass this course, your weighted midterm and exam average must be at least 60%.

This is calculated using **only** your midterm and final exam scores. Even if your overall course grade (including case studies and practice application assignment) is at least 60%, **you will not pass the course** unless your weighted midterm and exam average meets this requirement.

HOW TO CALCULATE YOUR WEIGHTED MIDTERM AND EXAM AVERAGE:

Step 1: (# of correct answers on the midterm ÷ total midterm questions) x 35 =

Step 2: (# of correct answers on the final exam ÷ total final exam questions) x 45 =

Step 3: Add the results from Step 1 and Step 2 together, then divide by 80 and multiply by 100%

If the result from Step 3 is **60% or higher**, you pass this course.

If the result from Step 3 is **less than 60%**, **you do not pass the course—even if your grade is higher when adding the other assessment components (i.e., case studies and practice application assignment).**

EXAMPLE:

Let's say:

- Your **midterm** had **70 questions**, and you got **49 correct**
- Your **final exam** had **90 questions**, and you got **63 correct**

Step 1: $49 \div 70 = 0.70 \rightarrow \times 35 = 24.5$

Step 2: $63 \div 90 = 0.70 \rightarrow \times 45 = 31.5$

Step 3: $(24.5 + 31.5) \div 80 = 0.70 \rightarrow \times 100 = 70.0\%$

Result: You would **pass** this course because your exam average is **above 60%**.

1. Case Study 1 & Case Study 2 (5% EACH for a TOTAL of 10% Course Grade)

There are two study quizzes, each worth 5%, for a total value of 10% of the course mark.

The Case Study Quizzes will be completed through OWL Brightspace Quizzes.

Assignment	Opening Date	Due Date
Case Study 1	Mon. Sept. 28 th at 9:00 am	Fri. Oct. 2 nd at 4:00 pm
Case Study 2	Mon. Nov. 16 th at 9:00 am	Fri. Nov. 20 th at 4:00 pm

During Case Study weeks, a 10-question quiz will be available on OWL (under **Quizzes**) starting Monday at 9:00 AM and must be completed by Friday at 4:00 PM.

You will have **two attempts**, and your **highest score** will count toward your final grade. Each attempt is **timed at 45 minutes**.

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.

2. Midterm (35% of Course Grade)

The midterm exam will occur **in person** on **Saturday, Oct. 24th at 10:00 am**, pending approval, location **to be announced**. The exam will consist of approximately 70 multiple-choice NCLEX-style questions that focus on higher-order thinking. The midterm will cover content from Week 1 to Week 5 of course. 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. **The midterm examination is a designated assessment that requires appropriate supporting documentation in the event of an absence, for academic consideration.** Students who miss the scheduled midterm examination **and** provide the required documentation will be eligible to write **one** make-up midterm examination **on the designated make-up date**. A **single make-up midterm examination** will be offered **only** to students with **documented extenuating circumstances**, as **approved by the academic advisor**. If your original absence is approved your academic advisor will contact you regarding the makeup date.

Approved students who miss or are unable to attend the scheduled make-up examination will **not be granted additional sitting. In such cases, the weight of the midterm examination will be transferred to (i.e., added on) the final examination.** In this course, that means that your final exam will be 80% of your course grade and you must achieve a minimum grade of 60% on the final exam to successfully pass the course.

3. Professional Practice Application Assignment (10% of Course Grade)

To support different learning styles and interests, you have the option to choose between two assignments for 10% of your final grade. You can complete either (A) Aesthetic Reflection Assignment OR (B) Social Media Health Teaching Assignment. **Do not complete both assignments.** Please choose the one that best fits your learning preferences and interests. Full instructions and grading rubrics for each option are available on Brightspace under Assessments → Assignments. The two options are described below.

Option A: Aesthetic Reflection Assignment

Purpose and Rationale: This assignment invites you to reflect on the human experience of illness. In nursing, it's important not only to understand the biological and pathophysiological aspects of disease, but also to connect with the lived experiences of the people affected by these conditions. Throughout this course, we will explore a range of pathophysiological conditions—this assignment asks you to pause and reflect on the emotional, social, and personal impact of these illnesses on individuals and their families.

Learning Objectives: By completing this assignment, you will be able to:

- Reflect on the lived experiences of individuals with illness and recognize the impact of pathophysiological conditions beyond clinical symptoms.
- Deepen your empathy and emotional intelligence by engaging with narratives of illness through creative and reflective practice.
- Cultivate cultural humility by considering how individual identity, culture, and values shape the experience of health, illness, and healing.
- Begin to create culturally safe and trauma- and violence-informed care environments by practicing respectful and sensitive reflection on patient stories.
- Explore how creative expression can support the development of compassionate and therapeutic relationships with clients.
- Engage in self-reflection to identify personal assumptions, values, and emotional responses that may affect your approach to care.

These outcomes support the **Entry-to-Practice Competency** that requires nurses to “*engage in self-reflection to interact from a place of cultural humility and create culturally safe environments where clients perceive respect for their unique health care practices, preferences, and decisions.*” This assignment also aligns with trauma- and violence-informed care principles, encouraging nurses to consider how **safety, choice, and control** are central to the care of people living with illness.

Description of Assignment: For this assignment, you will first choose a patient’s artistic expression of illness (from a provided list or one of your own) as a starting point. You will then **create your own original artistic piece** (in any medium, such as photography, painting, sculpture, poem, song, drawing, or video, etc.) that reflects on the patient’s lived experience. After creating your artwork, you will write a **micro-reflection** (maximum 1 page, 12-point Times New Roman font, double-spaced, no references required, APA 7th Ed formatting). In your reflection, you must describe how your artistic creation connects to the patient’s story, the emotional impact it had on you, the role of aesthetic expression in understanding illness, and **how this experience will change your nursing practice moving forward.**

Description of Assignment:

This assignment has three components: **selection, creation, and reflection.**

1. **Select:** Choose a patient's artistic expression of illness (from the provided list or one you identify independently – see detailed assignment instructions on Brightspace).
2. **Create:** Develop your own original artistic piece in response to the patient's lived experience. You may use **any** medium (e.g., photography, painting, sculpture, poem, song, drawing, video, etc.).
3. **Reflect:** Write a micro-reflection that connects your artwork to the patient's experience.

Formatting requirements:

- 1-page Word.doc
- 12-point Times New Roman, Double-spaced
- APA 7th edition format (i.e., title page, references, etc.)
- References are not required, but you do need to cite ideas that are not your own

Your reflection must address:

- How your artistic piece connects to the patient's story
- The emotional impact of this process on you
- The role of aesthetic expression in understanding illness
- How this experience may influence your future nursing practice

Option B: Social Media Health Teaching Assignment

Purpose and Rationale: This assignment aims to provide nursing students with experience in using evidence-informed communication techniques with clients and responsibly integrating social media and information and communication technologies into nursing practice. The assignment will focus on optimizing client health literacy through diverse teaching strategies and leveraging social media to overcome traditional barriers to healthcare access. The *RNAO Best Practice Guidelines on Patient- and Family-Centered Care* (2015) suggests that video learning offers clients many advantages, including increased client satisfaction as well as the ability to adapt information to better serve those with literacy difficulties. Providing clients with access to health information via social media assists clients with the transfer of health information and improves client health literacy for self-management of care and decision-making.

Learning Objectives: By completing this assignment, you will be able to:

- Teach clients about a pathophysiology topic using evidence-informed communication techniques
- Identify and address common misconceptions/misinformation in healthcare contexts
- Apply principles of patient- and family-centered care as outlined in the RNAO Best Practice Guidelines to enhance client satisfaction and understanding through video learning
- Adapt health information in ways that improve accessibility for clients with varying levels of health literacy.
- Demonstrate ethical considerations in the use of social media for health education, ensuring content is accurate, respectful, and aligned with professional standards and guidelines.

Description of Assignment: This is an **individual** digital media assignment (no group work). Each student will create **3-minute educational video clip** tailored for social media platforms such as TikTok, Instagram, YouTube, Facebook, etc. Students will select a specific topic from the Pathophysiology course and develop content that effectively educates and engages the target audience (i.e., clients in a health setting). The video should incorporate evidence-informed information, address common misconceptions or concerns, and use creative storytelling and/or visual aids to enhance viewer understanding. Emphasis will be placed on clear

communication, adherence to professional standards, and maximizing the video's impact on promoting health literacy and informed decision-making among viewers. **All submitted work must be original and created specifically for this iteration of this course. The reuse of previously developed content—whether your own or someone else's—from this or any other course is strictly prohibited.**

4. **In Person** Final Exam (45% 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 90 multiple-choice NCLEX-style questions that focus on higher-order thinking. The exam will test **all** the course content, with a slight focus on Weeks 7-12. If you require accommodations, you must arrange this in advance.

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 connect with [Accessible Education](#).

G: Inclusivity & Content Warning

Our 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 is a topic you would like me to give a specific content warning for, please reach out if you feel comfortable.

You are 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](#).

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](#)

2. [Wellness and Well-being](#)
3. [Registrar's Office](#)
4. [Ombuds Office](#)
5. [Services provided by the University Students' Council \(USC\)](#)

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/gbsv/support/get-help.html>.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's [Non-Discrimination/Harassment Policy](#) (M.A.P.P. 1.35) and [Non-Discrimination/Harassment Policy – Administrative Procedures](#) (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's [Human Rights Office](#). Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

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.** Students who fail to appear for the final examination at the scheduled time must obtain permission to write the missed exam from their academic advisor. Permission may be granted only on the basis of compassionate or medical grounds with appropriate supporting documents.

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, Case Study 1, Case study 2, and the Professional Practice Assignment have a 72-hour no-questions-asked late policy that applies (See below). Case Study 1 and Case study 2 are also available over an extended period. Flexibility has been built into all assessments in this course. The midterm exam is the designated assessment that requires supporting documentation.

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course 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. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your accessible education counsellor regarding your missed course work.

72-hour No Questions Asked Late Work Policy

For assignments (Case Study 1, Case Study 2, and the Professional Practice Assignment), 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, Oct. 2nd at 4:00 pm, and you determine you require academic consideration, your new assignment deadline would be Monday, Oct. 5th at 4:00 pm. **You are not required to email your course instructor or academic advisor, in this course, for a delayed submission of less than 72-hours (Please do not email your instructor or academic advisor).** 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 advisor 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, Oct. 2nd at 4:00 pm and you submit your work 4-days late without an accommodation from your 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 Case Study 1, Case Study 2, and the Professional Practice 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.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the [Scholastic Offences policy](#), specifically, the definition of what constitutes a Scholastic Offence.

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 (e.g. email) 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**

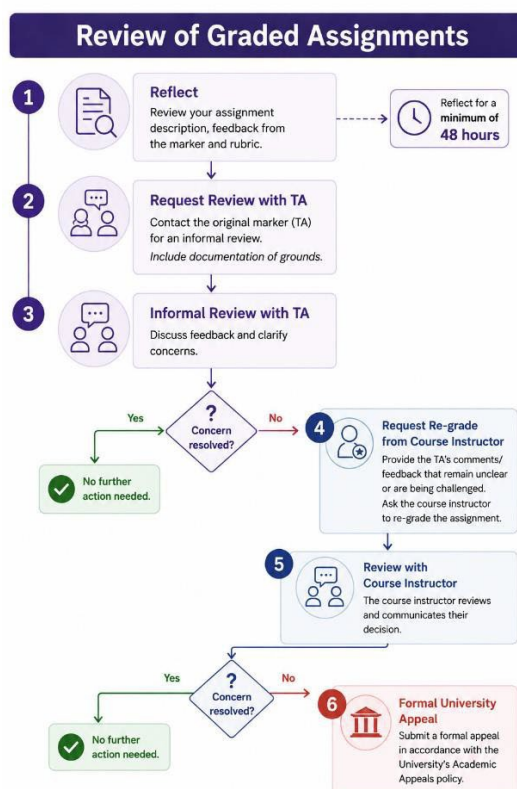
Students who need assistance with their writing skills should contact on-campus resources for support.

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



Withdraw and Retake the Course

Students may choose to withdraw from the course in accordance with University withdrawal deadlines and policies and enroll in the course during its next offering.

Courses that are incomplete cannot be used as a prerequisite for subsequent courses without special permission from an academic advisor. This also applies for courses with an outstanding SPC that extends past the January special exam period.

Students are strongly encouraged to communicate with your academic advisor as soon as possible following a missed examination to discuss available options and any applicable deadlines.

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](#). If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

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 be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is zero on the test or exam.**

Any student found with a prohibited device will be referred to the Director of the Arthur Labatt Family School of Nursing for a Scholastic Offence, with the recommendation that they receive a grade of zero on this assessment.

You may not use any electronic devices (e.g., calculators, cell phones, tablets, cameras, smart glass, smart watches, or iPods) during this exam. These devices must be left with your belongings at the front of the room. They must not be at your test/exam desk or in your pocket.

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.

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 this course will be reported to the Associate Dean, Faculty 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.

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.

Online Proctoring

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

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. You can read more about the [request for relief policy](#) and [request for relief procedures](#) here.