

N3500A: Nursing and Family Health Fall 2026

Campus Supports

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to [Wellness & Wellbeing](#)
- Studying with disabilities, go to [Accessible Education](#)
- Writing skills, go to the [Writing Support Centre](#)
- Learning skills and strategies, go to [Learning Development & Success](#)
- Contacting the ombudsperson, go to the [Office of the Ombudsperson](#)



Your course Instructor can also **guide you** to available campus resources and/or services.

Technical Requirements



Stable internet connection



Laptop computer



Calculator

Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
September 9	October 10-18	December 9	December 10	December 11–22

September 30, 2026, is National Day for Truth and Reconciliation and is a non-instructional day

November 30, 2026: Last day to withdraw from a first-term half course without academic penalty

Contact Information

Section	Course Instructor	Contact Information	Office Hours
Section 001	Jennifer Mayer		By Request
Section 002	Caitríona Buckley		By Request

Teaching Assistant(s)	Contact Information	Office Hours
(Section 001)	TBA	By Request
(Section 002)	TBA	By Request

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements. If you need assistance, visit [OWL Brightspace Help](#) or contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

Calendar Course Description (including prerequisites/anti-requisites):

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

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Delivery Mode: Lecture – Hyflex

Lectures will be offered in a **hyflex** format. In-person lectures will continue as scheduled and recordings of these lectures will be posted on Brightspace via the Content tab on Thursdays at 1700 for students unable to attend **due to placement**.

My Course 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.

Learning Outcomes

Upon successful completion of this course, you will be able to:

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.

Competencies for entry-level Registered Nurse practice (CNO, 2019) 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

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.

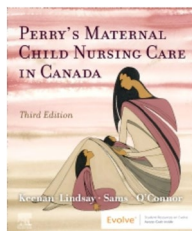
General course-related questions sent by email will not receive a response or be redirected to the Discussion Forums. **Email communication should be used for personal course-related**

matters only (e.g., accommodations and academic concerns specific to you). For these personal concerns only, email your instructor directly: **Section 001:** Jennifer Mayer Email: Jennifer.mayer@uwo.ca. **Section 002:** Caitríona Buckley Email: caitriona.buckley@uwo.ca Use this subject line format: N3500 | 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.

Course Content and Schedule

Week	Date	Topic	Suggested Evaluation Progressions
1		Reproductive Justice, Cultural Safety, and Trauma-Informed Family Health Nursing	
2		Management of Pre-conception & Fertility Health	UBC CPD: Gender-Affirming Perinatal Care & Choice
3		Management of Antenatal Health (1 st and 2 nd Trimester)	
4		Management of Antenatal Health (3 rd Trimester)	
5		Management of Antenatal Health Challenges	<i>Nurse Achieve Quiz- Antenatal Assignment Option A</i>
October 10- October 18: Reading Week			
6		Management of Obstetrical & Neonatal Health During the Intrapartum Period	
7	October 29	ASYNCHRONOUS Management of Obstetrical & Neonatal Emergencies During the Intrapartum Period	<i>Nurse Achieve Quiz - Intrapartum</i>
October 30: In-Person Midterm. PENDING APPROVAL. LOCATION TBA.			
8		Management of Postpartum Health	
9		Management of Neonatal Health & Infant Feeding	<i>Nurse Achieve Quiz- Postpartum/Neonatal</i>
10		Care of Infants & Growth & Development	Assignment Option B
11		Care of Toddler, Pre-School, and School-Aged Children	UBC CPD: PEWS & Choice <i>Nurse Achieve Quiz- Pediatric Foundations</i>
12		Care of Adolescence & Pediatric Medication Administration	

Course Materials You Must Acquire and Their Costs



Required Textbook: Keenan-Lindsay, L., Sams, A. C., O'Connor, C. (2022) *Perry's maternal child nursing care in Canada* (3rd ed). Elsevier

Where to get it: Bookstore, Western Libraries, or anywhere else you can find it online

Cost: \$161.99 (Hardcopy at the bookstore); \$136.99 (Ebook at the bookstore)

- Students may purchase earlier editions of the textbook; but page references for the readings will not be provided for other editions

Recommended Textbook: American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed., revised). American Psychological Associations

Assessments and Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weight	Due Date	Flexibility	Learning Outcome
Nurse Achieve Quizzes	Mixed Format	10%	See chart below	Drop lowest 2 ¹	All
Continuing Education (UBC CPDs)	Online Modules	15%	See chart below	72-hour no late penalty ²	1, 2, 4, 6
Midterm	Multiple Choice	25%	October 30	Not applicable - Designated Assessment ³	All
Practice Application Assignment Option A OR Option B		15%	Option A: October 8 at 0900 Option B: November 19 at 0900	72-hour no late penalty ²	
Final Exam	Multiple Choice	35%	TBA by OOR	Not applicable ⁴	1, 2, 4, 6

Notes:

1. This course has 4 quizzes. The 2 quizzes with the highest marks will be counted towards your final grade. You will have one week to complete each quiz. Additionally, you will have two attempts per quiz. Academic consideration requests will be denied for missed quizzes as flexibility is integrated into the assessment.
2. You are expected to submit this assignment by the deadline listed. Should extenuating circumstances arise, you are permitted to submit your assignment up to 72 hours past the



deadline without a late penalty. No Academic Consideration is required for this extension. Students submitting their assessment beyond the extended deadline will receive a penalty of 5% per day that it is late. Academic Consideration requests may be granted only for extenuating circumstances that began before the deadline and lasted longer than the extension. Students must not provide medical or compassionate documentation to the instructor and instead must submit in the Student Absence Portal.

3. **Designated Assessment:** This assessment has been designated as being central to the evaluation of learning outcomes in this course. Accordingly, you must provide documentation for any absence from this evaluation. If you miss this evaluation, you must complete the makeup assessment. The makeup assessment is an extension of the Midterm Test, and so you will need to present documentation for this assessment, should you need to miss it. Please note that there is only one makeup assessment for this Midterm. Students approved to miss the makeup will have the weight of this assessment transferred to the final exam. Students must not provide medical or compassionate documentation to their instructor. Submit absence reports and documentation in the Student Absence Portal.
4. You cannot use undocumented absences for final exams.

General information about assessments

- ☒ All assignments are due at 0900 EST unless otherwise specified.
- ☒ You are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0
- ☒ Written assignments will be submitted to Turnitin (statement in policies below)
- ☒ After an assessment is returned, you should wait 48 hours to digest feedback before contacting your evaluator; to ensure a timely response, reach out within 7 days
- ☒ Requests for regrading must include a written explanation and evidence showing how the work meets the assignment criteria or rubric. Requests without clear justification will not be considered. Refer to **Appendix A** for further details.
- ☒ Prior to the filing of a written request for relief, you must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If you are dissatisfied with the decision of the instructor or you do not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate Chair of the School offering this course, within three (3) weeks from the date that the mark was issued.

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements



Letter grade	Number grade	Description
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Rounding of Grades (for example, bumping a 79 to 80%)

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or “giving away” of marks. Please don't ask me to do this for you; the response will be “please review the course outline where this is presented”.

Information about late or missed assessments:

- ☒ Late assessments without academic consideration will be subject to a late penalty of 5% per day
- ☒ Students who are unable to attend the scheduled make-up examination for the midterm exam will not be granted an additional sitting. In such cases, the midterm examination may be reweighed to the final examination

Course-specific conditions:

- ☒ To pass this course, you must earn **at least 65% on your combined 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.**

How to Calculate Your Weighted Midterm and Exam Average

1. Step 1: (# of correct answers on the midterm ÷ total midterm questions) × 25 =
2. Step 2: (# of correct answers on the final exam ÷ total final exam questions) × 35 =
3. Step 3: Add the results from Step 1 and Step 2 together, divide by 60, then multiply by 100%.

Example 1 – Failing Scenario

- Midterm: 50 questions, 28 correct
 - Final exam: 70 questions, 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: $(14.00 + 15.40) \div 60 = 0.49 \rightarrow \times 100 = 49.0\%$
Result: Fail – exam average below 65%.

Example 2 – Passing Scenario

- Midterm: 50 questions, 35 correct
 - Final exam: 70 questions, 48 correct
- Step 1: $35 \div 50 = 0.70 \rightarrow \times 25 = 17.50$



Step 2: $48 \div 70 = 0.69 \rightarrow \times 35 = 24.15$

Step 3: $(17.50 + 24.15) \div 60 = 0.693 \rightarrow \times 100 = 69.3\%$

Result: Pass – exam average above 65%.

Recognizing that students in this course have complex clinical placement schedules, the assignment structure and deadlines have been designed to support flexibility. Please plan ahead and manage your time so you can complete the assignments successfully. The workload cannot be completed in a single day, so **pacing yourself throughout the term will be necessary.**

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy

Detailed Information on Assessments

1. Nurse Achieve (10% of Course Grade)

Quizzes will take place via Nurse Achieve. 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 quiz grades will be recorded for your course grade.

Quiz 1	Antenatal	Open: Oct 8 th at 1700 Close: Oct 22 at 0900
Quiz 2	Intrapartum	Open: Oct 29 th at 1700 Close: Nov 5 th at 0900
Quiz 3	Postpartum and Neonatal	Open: Nov 12 th at 1700 Close: Nov 19 th at 0900
Quiz 4	Pediatric Foundations	Open: Nov 26 th at 1700 Close: Dec 4 th at 0900



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 (15% 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 **Sept 17th at 9:00 am** 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 **Nov 26th at 9:00 am**, you must submit two certificates:

1. Required: BC Pediatric Early Warning System (PEWS) for Inpatient and Emergency/Urgent Care Settings (30 mins) AND

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)
- Pediatric Foundations (2 hours)

3. **Midterm (25% of Course Grade)**

The midterm exam will occur **IN PERSON** on **Friday, October 30 at 1900 Pending approval. 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 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. 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**:

- **Option A:** Due **Oct 8th at 9:00 a.m.** or
- **Option B:** Due **Nov 19th at 9:00 a.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 (Oct or Nov) and **which assignment type and topic focus** you prefer. Both due date options use the same assignment formats (see below)

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)

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

If you submit **Option A in OCT**, you do **not** submit Option B in NOV

If you submit **Option B in NOV**, you do **not** submit Option A in OCT

You are encouraged to 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 (Oct deadline) and Option B (Nov 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 principles 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 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](#).

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'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.

Academic Policies and Statements

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](#).

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.

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>

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 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.

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 policy on [Scholastic Discipline for Undergraduate Students](#).

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).

For group assignments, all members share responsibility for academic integrity. Plan your work so the group has time to review the full submission and ensure all sources are appropriately used and cited. In the absence of a scholastic offence, everyone gets the same mark, so work with the rest of your group in a proactive fashion.

Use of Artificial Intelligence (AI) for the Completion of Course Work

Generative AI tools (e.g., ChatGPT, Gemini, Copilot) must not be used for the assignments in this course. Using AI to generate content for the assignments will undermine your learning and will be treated as a scholastic offense. All writing, ideas, and analysis must be your own, supported by topic-relevant sources that you have engaged with, read, and cited.

You may use generative AI tools for non-assessment purposes only, such as clarifying unfamiliar terminology, helping you understand concepts after you have engaged with course materials, practicing explanations or questions for self-study, etc.

If you are unsure whether a specific use of AI is allowed, you are expected to ask before using it.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.



Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement

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

During Lectures

Although you are welcome to use a computer during lecture, 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.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless



explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

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

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

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

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. Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services sections of this document.

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA). Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services section of this document.



Appendix A

Review of Graded Assignments

Further details about this process provided in “expanded description”

