



**Western**  
Arthur Labatt Family  
School of Nursing



**FANSHAWE**  
School of Nursing

# **Nurses as Leaders in System Transformation**

## **N4440a**

### **Fall 2026**

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## **Nurses as Leaders in System Transformation – N4440a**

### **Calendar description:**

This course focuses on contemporary issues in nursing, health care and health policy. Students will explore the role of nursing in shaping and influencing future directions incorporating program concepts such as social justice, empowerment, and change and transformative theory.

### **Expanded description:**

This course focuses on a variety of contemporary issues in nursing, health care, and health policy. As part of this course, students will explore the role of nursing in shaping and influencing future directions in health (care), including discussion related to economics, technology innovation, personalized healthcare, violence, power, and policy. Two current texts, written by Canadian authors help anchor course material. Students will gain important knowledge specific to the Canadian healthcare context and current issues that will affect their nursing practice.

### **Course Goals:**

- 1) To explore the Canadian healthcare system and the role of nurses in the future.
- 2) To examine emerging models of service delivery and how nurses can advocate for a system that is just and equitable.
- 3) To prepare for the transition from student nurse to a Registered Nurse in the various domains of practice where nurses work.
- 4) To analyze selected issues for healthcare and the profession of nursing from political, social and economic perspectives.
- 5) To critically examine theories of change and leadership, and the nurse as a leader in the healthcare system.
- 6) To analyze the barriers and facilitators to policy changes and consider how nurses can be involved at a policy level.
- 7) To explore the priorities related to continuous quality improvement and the role of the nurse to influence and produce quality care for clients.
- 8) To examine strategic intersectoral partnerships that can be used by nurses to influence and produce change.

### **Major Concepts in the course:**

- Clients
- Health system/healthcare system navigation
- Health and healthcare policy
- Political influences
- Social justice
- Globalization

- Interprofessional collaborative practice
- Leadership
- Continuous quality improvement
- Safety/Adverse events
- Professionalism: accountability, self-regulation
- Advocacy

**Competencies for entry-level Registered Nurse practice (CNO, 2019) addressed in the course:**

- Professional: 2.1, 2.2, 2.5, 2.12
- Communicator: 3.6
- Collaborator: 4.1
- Leader: 6.2, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10
- Advocate: 7.4, 7.5, 7.6, 7.8, 7.11, 7.14
- Scholar: 9.1, 9.5, 9.6, 9.8

**Interprofessional Competencies (CIHC, 2010) addressed in the course:**

- Interprofessional communication
- Role clarification
- Patient/Client/Family/Community-centered care
- Team functioning

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

- Uses relevant information and knowledge to support the delivery of evidence- informed patient care
- Uses ICTs in accordance with professional and regulatory standards and workplace policies

**How this course will contribute to your development as a professional nurse:**

This course will contribute to students' development as professional nurses by introducing students to the emerging importance of future directions in the health(care) system, that typically exist with and within complex situations. Similarly, this course will provide students with the basis from which to explore wicked problems at the micro, meso, and macro levels, and generate various recommendations and solutions to address systemic health (care) issues. Through engagement with course learning activities, students will begin to build their knowledge and vocabulary to describe future areas of exploration in the nursing and healthcare profession, along with building efficacy and knowledge surrounding the deconstruction of complex and non-linear issues.

## **How this course will contribute to your development as an interprofessional team member**

This course will provide students with the basis to begin exploring complex issues faced locally, nationally, and internationally in relation to health (care). Through active engagement with course learning activities, students will begin to understand how health and healthcare actions are both processes and products of larger translations that arise from various political, economic, and societal factors. Given the interdisciplinary nature of healthcare, students will acquire a deeper understanding of the importance of working in intersectoral teams, not only within healthcare, but also across industries (e.g., private sector) and government.

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

In this online course, learning and teaching are a shared responsibility. The instructor's role is to guide, facilitate and support learning. As a learner, it is expected that you will be prepared to actively engage in the course material while grounded in reflective and critical thought. The course and accompanying learning activities are designed to foster discussion, debate, and critical examination of concepts relevant to various future directions in nursing. Weekly presence and visits in the course site are expected since messages and updates are posted by the course instructor regularly. Group discussions will facilitate learning, and your active participation will support collaboration and sharing knowledge together. In order to create an interactive learning environment in the course site, learners will be asked to share within groups, their understanding of course material, their experiences, and to engage in reflection on their learning.

## **Textbooks and other resources:**

Required reading materials in the form of journal articles can be located electronically through the Western library system. Other material that we can share electronically (e.g., podcasts, videos, images) will typically be hyperlinked or embedded in the weekly lessons.

## **Required textbooks:**

Waddell, J.I. & Walton, N.A. (Eds). (2023). *Yoder-Wise's Leading and Managing in Canadian Nursing, 3rd Edition*. Elsevier.

Cost: Print \$93.99; eBook \$78.99

[Western Bookstore link](#)

## **Recommended textbook:**

Martin, D. (2017). *Better now. Six big ideas to improve the health care for all Canadians*. Penguin Random House.

Cost: \$23.00

### Weekly Schedule

| Week/<br>Lecture date | TOPIC                                                                                | COURSE<br>GOALS | ASSIGNMENTS                                                    |
|-----------------------|--------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------|
| <b>Week 1</b>         | Launching your professional career                                                   | 1-8             |                                                                |
| <b>Week 2</b>         | The Canadian healthcare system                                                       | 1, 2,8          |                                                                |
| <b>Week 3</b>         | Economics of healthcare                                                              | 1, 2            | Quiz #1 opens                                                  |
| <b>Week 4</b>         | The policy process                                                                   | 1,2,3,6,8       | Career Assignment<br>Part A – cover letter<br>/resume (Oct. 5) |
| <b>Oct. 10 - 18</b>   | <b>Fall Reading Week</b><br><b>No class</b>                                          |                 |                                                                |
| <b>Week 5</b>         | Healthcare reform and priorities                                                     | 1-3, 5-6, 8     | Quiz #2 opens                                                  |
| <b>Week 6</b>         | Setting the stage for improving<br>quality and patient safety in nursing<br>practice | 3,5,6,7         | Career Assignment<br>Part B - career map<br>(Oct. 26)          |
| <b>Week 7</b>         | Nursing's role in quality<br>improvement processes                                   | 1-8             | Quiz #3 opens                                                  |
| <b>Week 8</b>         | Addressing complexity within<br>healthcare                                           | 2-6, 8          |                                                                |
| <b>Week 9</b>         | Health inequities and transformative<br>change                                       | 1-3, 5-8        | Quiz #4 opens                                                  |
| <b>Week 10</b>        | Leadership in nursing practice                                                       | 1-3, 5-6        | Group presentation<br>(Nov. 23)                                |
| <b>Week 11</b>        | Healthcare in the not too distant<br>future                                          | 1-8             | All quizzes due Nov.<br>30                                     |
| <b>Week 12</b>        | Course wrap up                                                                       |                 | RNAO Best Practice<br>Champion eLearning<br>modules (Dec. 9)   |

## Assessments and Evaluations

### 1) Career Assignment (25%)

The purpose of this assignment is to set you up for success as you transition into your role as a Registered Nurse. This assignment involves three components: a cover letter; a resume; and a career map. A good resource to assist you with this assignment can be found at [https://career.uwo.ca/resources/resume\\_cv/index.html](https://career.uwo.ca/resources/resume_cv/index.html) Please note: it is not a requirement to follow the format of the suggested resource.

The assignment will be completed and submitted in 2 parts.

#### Part A: Cover letter and Resume (15%)

- a) **Cover Letter:** The purpose of a cover letter is to present your interests in a position, highlight any key attributes, and distinguish yourself to the employer. This cover letter should be written in the context of applying as a soon-to-be new graduate into your first nursing position. For example, imagine that you are nearing the completion of your Integrative Practicum and applying for a nursing position. You may choose to target it to a particular employer, a hypothetical employer, or a non-specified employer (E.g. Dear Sir/Madam). However, it is best to at least target it to a particular area of practice. This should not be more than one page (single spaced) and should follow business letter format.
- b) **Resume:** The purpose of a resume is to succinctly present educational and employment experiences, any key achievements, and skills pertinent to the position. The current resume should include the following information:
  - Your name and contact information
  - Education
  - Certifications
  - All professional practice placements including your preferred integrative practicum placement
  - Past employment
  - Volunteer positions
  - Professional memberships & involvement

The resume should not be more than two pages max and **does not** require APA format.

These two components are to be submitted to the course site in OWL-Brightspace. as a **single file, MS Word document** in the following order: cover letter, resume. There is no requirement

for a title page. The file extension for an uploaded assignment must include the surname, initial of the student and name of assignment: i.e. BeethovenL\_Career\_Assignment Part A.

## **Part B: Career Map (10%)**

**Career Map:** For this part of the assignment you will think about your career aspirations and develop a roadmap to help you begin on your journey. Identify specific short-term (e.g. first nursing job) and long-term career goals (e.g. year 10) as well as key milestones along the way and a timeline. For example, if your long-term goal is to be an advanced practice nurse in pediatrics, perhaps one of your short-term goals would be to get clinical experience working in pediatrics. Then you might consider finding opportunities for courses and workshops to improve your knowledge and skills. Maybe you will also find a mentor. There is no 'correct' pathway, but rather we are looking for quality of thought in outlining goals and processes to achieve these goals. Refer to the rubric and use the template provided on the course site. The career map should not be more than two pages in length.

There is no requirement for a title page. The Career Map must be completed using the career template available on the course site. The file extension for an uploaded assignment must include the surname, initial of the student and name of assignment: i.e. BeethovenL\_Career\_Assignment Part B.

## **2) Learning Module Quizzes (20%)**

There are four (4) learning module quizzes to be completed online on the course site. Each quiz will be made available on Wednesday\* at 8:00AM of the designated week and will remain open until Monday, November 30, 2026, at 11:59pm.

**\*Week 3 quiz opens Thursday, October 1 in observance of National Day for Truth and Reconciliation on Wednesday, September 30.**

Each quiz is worth 5% of the course grade and will consist of 5 multiple choice questions. The quiz is time-limited with only one submission allowed. It can be taken anytime during the designated available time.

### **1. Online Quiz #1. \***

**Date: Available October 1\* at 8:00AM.**

This online quiz will be based on readings and activities from Week 3.

### **2. Online Quiz #2**

**Date: Available October 21 at 8:00AM.**

This online quiz will be based on readings and activities from Week 5.

### **3. Online Quiz #3**

**Date: Available November 4 at 8:00AM.**

This online quiz will be based on readings and activities from Week 7.

#### **4. Online Quiz #4**

**Date: Available November 18 at 8:00AM.**

This online quiz will be based on readings and activities from Week 9

**No extensions will be granted for the quizzes.**

### **3) Group Presentation: Analysis of a Canadian Healthcare Issue (20%)**

The healthcare landscape has changed in recent years with numerous issues arising in the delivery and funding of healthcare. Some of the issues have been approached by government or key stakeholders, others have received less attention and continue to be challenging. This assignment provides students with an opportunity to explore and reflect on the role of nursing in addressing one of these issues.

**The purpose of this assignment is to:**

- Explore in detail one health care system issue of your choosing
- Consider the role of nurses as leaders in influencing the issue and the future direction of health and healthcare with consideration of social, political and economic factors
- Integrate learning from the course topics with your analysis of the current/recent healthcare system issue
- Identify and discuss the system gaps and opportunities for improvement

**Process:**

- Choose a current issue in Canadian healthcare
- Provide some background by summarizing the issue and explain how it is related to course content/concepts. Explain why/how the issue is important to Canadians, which may include illustrative stories.
- Identify how and by whom the issue has been addressed to date (i.e., what actions have been taken?)
- What is the response (if any) by nursing to the issue? (e.g. response from RNAO, CNA, and/or CNO).
- What needs to change and what is your idea and plan for changing it? (e.g. Is it a policy implementation? A QI process?)
- What supports your plan? (Evidence-informed literature; theoretical frameworks, e.g. RNAO's Social Movement Action or Knowledge to Action Frameworks)
- How can nurses and nursing be part of the action/solutions to the issue?
- Who needs to be involved? Identify a level of leadership at which the change could be addressed (i.e. professional organization, organizational leadership, governmental department, private sector)

**Format:**

- Prepare an audio/visual presentation (e.g. video, narrated slides) to summarize the group's analysis and plan to address the identified Canadian health care system issue. The presentation must have both audio and visual components and be a **maximum of 12 minutes in length**.
- There should be clear indication of balanced contribution among the group members.
- The group assignment is to be submitted to the assignment tool in the OWL Brightspace course site and should include:
  - The presentation slides with speaker notes and audio
  - A group report summarizing individual group member's contributions (i.e., activities of each group member that contributed to the development of the presentation) and a list of references used (in APA format) in MS Word.
  - \*Optional - Groups may also choose to create and submit a video file (e.g. mp4) of the presentation to support ease of viewing (for example, by exporting the narrated PowerPoint to mp4). Groups who choose to submit an mp4 must also submit the presentation slides with speaker notes.
- The file extension for an uploaded assignment must include all students' surnames, initial and name of assignment:  
 i.e. BeethovenLCaraADrakeASwiftT, StraussJ\_Group Presentation  
 BeethovenLCaraADrakeASwiftT, StraussJ\_Group Report

**Criteria for evaluation:**

A marking rubric will be available on the course site.

**4) RNAO Best Practice Champion E-Learn course completion (5%)**

**Due Date: December 9, 2026 at 11:59 pm**

The purpose of this assignment is to prepare students as Best Practice Champions as they enter the nursing workforce so they can gain confidence in using Best Practice Guidelines in their nursing practice.

The RNAO E-Learning site can be accessed at <https://elearning.rnao.ca/course/view.php?id=133>. Students will be required to sign in to their account/create a new account to access the Best Practice Champion course. The e-Learning course is organized in 3 phases of change, with multiple lessons in each phase. Once students complete the phases of the e-Learning course, they will receive a Certificate of Completion. Students are to download the certificate and submit it to the assignment tool on Brightspace by the due date.

The file name of the certificate should have the student's last name and first initial included.

No extensions will be granted for this assignment.

### 5) Final Exam (30%)

**Date:** To be determined by the Office of the Registrar.

The final exam will be based on all course content and **will be written in-person.**

#### *Summary of Assessments and Evaluations*

| Assessment                                         | Format                          | Weight | Flexibility                                        | Learning Outcome |
|----------------------------------------------------|---------------------------------|--------|----------------------------------------------------|------------------|
| Career Assignment<br>Part A: Cover letter & Resume | Written                         | 15%    | 72-hour no late penalty <sup>1</sup>               | 3, 6, 7, 8       |
| Career Assignment<br>Part B: Career Map            | Written using template provided | 10%    | 72-hour no late penalty <sup>1</sup>               | 3, 6, 7, 8       |
| Quizzes (4 quizzes, each worth 5%)                 | Multiple choice                 | 20%    | Quizzes open for extended timeframe <sup>2</sup> . | 1 - 8            |
| Analysis of a Canadian Healthcare Issue            | Group Presentation              | 20%    | 72-hour no late penalty <sup>1</sup>               | 1 - 8            |
| RNAO Best Practice Champion E-Learning modules     | E-learning modules              | 5%     | Available for extended time <sup>3</sup>           | 1-3, 5, 6        |
| Final Exam <sup>4</sup>                            | Multiple choice                 | 30%    | Not applicable                                     | 1 - 8            |

Notes:

1. 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 (from the original due date). 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. Please contact the Academic Advisor.
2. This course has 4 quizzes. Each quiz is available on Wednesdays of the week of the testable content (except Quiz #1) and will remain open until the due date. No extensions are provided past the due

- date.
3. The RNAO e-Learning module is available at the beginning of the course and must be completed by the due date. No extensions are provided past the due date.
  4. You cannot use undocumented absences for final exams.

### **Assignment Extensions**

**For this course only**, the option of a 72-hour extension without penalty is offered for the following assignments:

- Career Assignment, Part A and Part B
- Group Presentation

**This policy does not apply to the course quizzes, RNAO Best Practice Champion E-Learning modules, or the Final Exam.**

This option is available to support students where last minute circumstances arise (example: illness, sick children, computer technical issues), **assuming the majority of the assignment is near to completion and will be submitted within 72 hours.**

#### **Process:**

As an example, if an assignment is due on Sunday Oct. 4, at 11:59PM and a student determines they need academic accommodation for the assignment, the extended due date would be Wednesday, Oct. 7, at 11:59PM.

- The student is **not required** to email the instructor about the delayed submission **providing the assignment is submitted within 72 hours following the due date.**
- No late penalty will be applied, if the assignment is submitted within the 72 hour-extension period.
- If the unforeseen circumstances are anticipated to **last beyond 72 hours**, the **student must contact their Academic Advisor**. If the student **does not** contact their Academic Advisor **until after the 72-hour extension period**, a late penalty will be applied to the submitted assignment **effective to the original due date**. The late penalty is in accordance with Academic Policy of 5% late deduction/per day to a maximum of 10 days.

## **Academic Policies and Statements**

All policies related to assignments are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#) .

### **Assignments and Exams**

Please refer to the Undergraduate BScN Programs Manual for UWO academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. The Undergraduate BScN Programs Manual is found at [School of Nursing Policies](#)

## Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

## Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

## Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

## Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

## Absence from Course Commitments

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

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

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

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

### **Accommodation for Religious Holidays**

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

### **Special Examinations**

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

## **Academic Offences**

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

## **Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

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 for the Completion of Course Work**

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

## **Re-submission of Previously Graded Material**

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

## **Use of Statistical Pattern Recognition on Multiple Choice Exams**

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

## **Accessibility Statement**

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

### **Correspondence Statement**

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

### **Use of Electronic Devices During Exams**

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

**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.**

### **Use of Electronic Devices 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. **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.**

### **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.

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

In the event of a situation that requires a 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>.

### **Social Media**

Students who post information on social media related to any of their examinations, class activities/discussions, peers, person-centred care situations, labs, simulations and communications with professors will be reported to the Associate Dean of Health Sciences as this demonstrates a breach of privacy and confidentiality and violates the Student Code of Conduct. Such behaviour may compromise a student's standing in the program.

### **Review of Graded Assignments**

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent

behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

### **Appealing a Grade Within this Course**

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

### **Land Acknowledgement**

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee and the Lūnaapéewak, on lands connected with the Dish with One Spoon Covenant Wampum between the Anishinaabeg and Haudenosaunee and the London Township and Sombra Treaties of 1796.

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 (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.