

**Foundational Concepts of Professional Nursing Practice
N1040A**

2026 - 2027

Copyright © 2026 The University of Western Ontario.

All rights reserved. This book is protected by copyright. No part of it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means - electronic, mechanical, photocopying, recording, or otherwise - without written permission from The University of Western Ontario, London, Ontario N6A 3K7.

Foundational Concepts of Professional Nursing Practice N1040A

Calendar Description:

Students critically examine the historical development of nursing and the framework for Registered Nursing practice, including the philosophical, theoretical, and ethical tenets of the role. Using a variety of theories and conceptual frameworks, students acquire an understanding of how individual values, beliefs, perceptions, and experiences influence perspectives and nursing practice.

Short Title: Nursing Practice Foundations

Prerequisite(s): Registration in Year 1 of the Western Direct Entry 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.

Expanded Description:

Being and becoming a nurse involves developing knowledge, skill, artful and reflective practice, and an understanding that being a professional nurse is a commitment to lifelong learning and reflexivity. Students will critically examine the historical development of nursing and the framework for current Registered Nursing practice, including the philosophical, theoretical, and ethical tenets guiding nursing practice. Using a variety of theories and conceptual frameworks, students will acquire an understanding of how individual values, beliefs, biases, and experiences influence one's perspectives and nursing practice and problematize their own position to norms, power, and privilege. Students will begin to explore how socio-cultural, political and historical systems have shaped their identities and throughout this course will begin to consider a professional identity grounded in a nursing disciplinary lens. How nurses think and what nurses bring to the domain of human experience in health and illness will be discussed through case studies, guest speakers and interactive activities. Drawing on professional nursing bodies, nursing students will gain an understanding of the core values and principles that constitute nursing's professional and unique disciplinary angle of vision.

Course Learning Outcomes:

Successful students will be able to:

1. Examine how the historical development of the nursing profession and how history has shaped current nursing perspectives and practice.
2. Explain ways that diverse perspectives and theories are used in the nursing profession and nursing practice.

3. Explore how the nursing mandate, including ways of knowing, values and professional roles, influences client care in the 21st century.
4. Describe approaches to nursing practice that contribute to person-centred care and the therapeutic nurse-client relationship
5. Explain how professional nursing bodies regulate and support nurses and the public to ensure competent, safe, legal and ethical practice.
6. Describe ways critical thinking and critical reflection are used in nursing practice.
7. Critically examine how values, beliefs, and assumptions shape the formation of one's professional nursing identity.
8. Explore various forms of racism and discrimination in nursing and health care that privilege ways of knowing.
9. Describe interprofessional collaborative practice and the role of nurses within intra/interprofessional team.

Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course

List examples of competencies that are *most* relevant to the course by number (i.e., #1.1,2.5,3.2, etc.)

1. Clinician: 1.22, 1.26, 1.3
2. Professional: 2.2 2.4 2.5 2.6 2.7 2.9 2.12
3. Communicator: 3.3 3.5
4. Collaborator: 4.3 4.4 4.5
5. Coordinator:
6. Leader: 6.1 6.3 6.6 6.9 6.10
7. Advocate: 7.3 7.4 7.11 7.14
8. Educator:
9. Scholar: 9.1 9.2 9.3 9.8

Course Materials:

Required: No required textbook

Recommendation:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. (7th ed.). American Psychological Association. **The textbook costs [\$47]**

General Process

Following the Western BScN program policy manual, weekly attendance to class is mandatory and necessary to ensure success in the course. Students must ensure they do not make appointments during class and lab times by referring to their semester's class/course schedule to ensure they attend all classes. Please refer to the BScN program policy manual to learn about general attendance expectations and the process to follow when absence from class is necessary extenuating

circumstances. Students are responsible for knowing the attendance policy and following due process if they need to be absent from a class/lab due to an extenuating circumstance.

Students are expected to do the weekly course required readings found in the learning activities in preparation for class every week. **Students are responsible for searching and reading all the required course weekly readings using the links provided in learning activities, and PowerPoint presentations on the course site.** Library services are available at Western. In accordance with copyright law, faculty will post any required readings that are not easily available to students via the links and library resources. If you are unsure about how to access the resources, you must contact the library to obtain the necessary assistance.

Students must check the OWL Brightspace course site often to ensure they are up to date with course-related information. **Correspondence with the course professor must take place within the academic institution's email system.** Do not use personal or other email accounts to communicate with faculty.

Opportunities to Demonstrate Learning

Students are responsible and expected to read all the information about assignments found on the syllabus, as well as all the relevant content about assignments and marking rubrics posted on OWL Brightspace including weekly PowerPoint class content. Important assignment information will also be discussed during class by the course professor. If any information about assignments is still not clear, students must clarify their understanding with the professor well ahead of due dates during class time.

Email the course professor to set-up an appointment and discuss any challenges in the course and with assignments. Emails will be checked and answered Monday to Friday from 0800-1700; please allow 48 hours for a reply Monday to Friday from 0800-1700. Students must make sure they are comfortable using or Owl Brightspace before submitting assignments. They must contact IT or the helpdesk about any challenges including assignment submission. Therefore, students must allow enough time so they submit assignments on time and avoid late penalties in case they need to contact IT regarding any challenges they may encounter with their submissions.

Submit assignments to the course site following the instructions regarding the correct files you must submit (**word files, jpgs, PDF depending on the assignment**).

Weekly classes and required course readings will help students to prepare assignments. However, students are responsible for organizing their time as well as doing the necessary research and accessing resources (ie, accessing the library and writing supports) to meet their learning needs in order to be successful in completing assignments.

Methods of Evaluation

Percentage of Course Grade*	Assignment Name	Flexibility
5%	PEP Module 5: Reflective Practice	72-hour no late penalty ¹
10%	Indigenous Learning Bundle: Reflection on Indigenous Ways of Knowing	
30%	Midterm Exam – inclusive of content from weeks 1-6 of the course.	Not applicable – Designated Assessment ²
2 x 10% = 20%	In Class Case studies (x 2 Classes 10% each) Week 9 Ethics Week 12 Safe Nursing Practice	72-hour no late penalty ¹
35%	Final Exam	Not applicable ³

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. 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 read the policies titled

Absence from Course Commitments and 72-hour No Questions Asked Late Work Policy for more information.

2. Please Refer to the **Midterm Examination Policy** in the policy section for more information.
3. You cannot use undocumented absences for final exams.

Title: Preceptor Education Program (PEP) Module 5: Reflecting Practice

Weight: 5% of course grade

Due:

Students will navigate to <https://www.preceptor.ca/> and complete module #5 titled Reflective Practice. Students will then take the certificate of completion they receive from completing the module and upload it to the submission folder on the course site prior to the deadline.

Title: Indigenous Learning Bundle: Reflection on Indigenous Ways of Knowing

Weight: 10% of course grade

Due:

This assignment involves engaging with the "Orientation to Indigenous Knowledge" digital curriculum module by Brunette-Debassige, C. (2022), part of the "Maatookiying gaa-miinigoowiziying (Sharing our gifts)" series at Western University. The bundle introduces learners to the unique nature of Indigenous knowledges (IKs). The videos in this bundle are gifted with the intention of them being used in their entirety. To respect this gift, students are expected to view the videos fully (total viewing time: approximately 77 minutes).

After viewing the videos in the Orientation to Indigenous Knowledge bundle, students will submit a reflection. The rubric for the reflection and further instructions will be posted in Brightspace.

Title: In-Class Case Studies

Weight: 2 x 10% = 20% of course grade

Due:

The purposes of these case studies are for you to:

- critically think and apply theory and course concepts to specific nursing situations
- engage in group work with your classmates

Working in groups, students will complete an assignment following their theory classes on Weeks 9 and 12 of the course. One student in the group will need to submit the work on behalf of the group to the correct assignment submission folder on the course site. Only Word files must be submitted to OWL Brightspace. Attendance to class in weeks 9 and 12 is mandatory to complete the group case study assignments.

Title: Midterm**Weight:** 30% of course grade**Date:**

The purpose of this assignment is to:

- Allow students to demonstrate understanding of theoretical course content
- Begin to develop knowledge and skill in answering NCLEX-style questions

This midterm will consist of multiple-choice questions that will test content from classes and readings from weeks 1-6 of the course.

Title: Final Exam**Weight:** 35% of course grade**Date:** During December Exam Period

The purpose of this assignment is to:

- Allow students to demonstrate understanding of theoretical course content
- Begin to develop knowledge and skill in answering NCLEX-style questions

This exam will be written in-person. It will consist of multiple-choice questions and will test content from classes and readings from the entire course.

Foundations: Weekly Class Schedule

Week	Topic	Details of the Topic	Weekly Learning Objectives	Course Learning Outcome	Assessment and Evaluation
1	Becoming a nurse	What has shaped one's view of nursing?	Examine oneself and positionality.	1, 6	
		Explore preconceptions and stereotypes about nursing (i.e. caring and gender stereotypes, hero narrative) and discuss how stereotypes hinder nursing	Critically reflect on preconceptions and stereotypes about nursing. Critically examine values, beliefs, biases, and stereotypes and one's own positionality		
			Activity: Positionality		
Class Reading(s): Tatum, B. D. (2000). The complexity of identity: "Who am I?. In Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. (Eds.), Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism and ableism (pp. 9-14). New York: Routledge.					
2	Becoming a nurse: Exploring the roots of nursing	Explore the history of black, Indigenous and racialized nurses in Canada	Examine the history of nursing and the dominance of Western-Eurocentric views	1, 3, 6	
		Ways of knowing in nursing	Explore the foundations of nursing knowledge		
		Mandate of nursing/social justice	Understand the social justice and equity nursing mandate		

Class Reading(s):

Smith, K (2021). Beyond Florence: Why we need to decolonize nursing history. *Nursing Clio*.
<https://nursingclio.org/2021/02/04/moving-beyond-florence-why-we-need-to-decolonize-nursing>

Van der Cingel, M., & Brouwer, J. (2021). What makes a nurse today? A debate on the nursing professional identity and its needs for change. *Nursing Philosophy*, 22(2), 1-7. <https://doi.org.proxy1.lib.uwo.ca/10.1111/nup.12343>

3	Becoming a nurse: Cultural Safety, Cultural Humility and Reflective Practice	Explore the various meanings of culture and the importance of cultural safety and cultural humility in nursing practice Examine biases, stereotypes, stigma and racism in nursing. Reflection, reflective practice and critical reflection	Understand the differences between cultural competence, cultural sensitivity, cultural safety, and cultural humility. Explore the meaning of assumptions, biases, and how these influence nursing practice. Understand the importance of critical reflection in nursing practice.	1, 2, 3, 4, 6	Preceptor Education Program (PEP) Module: Reflective Practice 5%
---	--	--	---	---------------	---

Class Reading(s):

Canadian Nurses Association (2015). *Framework for the practice of Registered Nurses in Canada*
<https://www.cna-aiic.ca/en/nursing/regulated-nursing-in-canada/rn-practice-framework2>

College of Nurses of Ontario (2019). *Entry to practice competencies for Registered Nurses, Revised April, 2019*. <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

Registered Nurses Association of Ontario (2007). *Best practice guideline: Professionalism in nursing* (pp.21-22, 26-27). https://rnao.ca/sites/rnao-ca/files/Professionalism_in_Nursing.pdf

4	Becoming a nurse: Thinking about and with theory Indigenous Ways of Knowing	Nursing as a science and an art. Ways of Knowing/ Patterns of Knowing in Nursing Practice Indigenous Ways of Knowing Knowledge, knowledge justice, expertise, and unique nursing knowledge	Appreciate the historical development of thought related to nursing practice Define and differentiate patterns of knowing in nursing Introduce the values and principles that guide nursing knowledge development and nursing practice Review Indigenous bundle assignment	2, 3	Indigenous Learning Bundle: Reflection on Indigenous Ways of Knowing 10%
---	--	---	---	------	---

Class Reading(s):

Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*, 1(1), 13-23.

Brunette-Debassige, C. (2022). Orientation to Indigenous Knowledge [Digital curriculum module]. In *Maatookiying gaa-miinigoowiziying (Sharing our gifts)*. Western University.

Week 5 – Reading Week

6	Approaches to Nursing Practice	Strengths-based nursing care Relational Inquiry – An approach to nursing practice Trauma, Violence and Healing informed care	Explain the similarities and differences between Strengths-based Nursing, Relational Inquiry and Trauma and Violence Informed Care Being a Nurse: Compassionate, Curious, Committed,	3, 5, 7	
---	--------------------------------	--	---	---------	--

			Competent, and Non-judgmental		
Class Reading(s): Doane, G. A. & Varcoe, C. (2021). How are nursing obligations determined? The 5 C's supporting relational inquiry. In G. H. Doane & C. Varcoe (Eds.), <i>How to nurse: Relational inquiry in action</i> (2 nd ed., pp. 117-159). Wolters Kluwer.					
Week 7	Midterm – in class	Midterm	Based on content from weeks 1-6	Weeks 1- 6	Midterm 30%
Week 8	Being a nurse: Canadian Nursing	Entry to practice competencies (roles of nurses) An introduction to the professional standards of nursing practice in Ontario	Understand what it means to be a professional nurse including the professional, ethical, and legal implications. Understand how power is implicated in being a professional nurse Identify the ways regulatory bodies influence what you need to learn by the time you graduate to be eligible for registration.	2, 3, 4, 6	
Class Reading(s): Canadian Nurses Association (2015). <i>Framework for the practice of Registered Nurses in Canada</i> https://www.cna-aiic.ca/en/nursing/regulated-nursing-in-canada/rn-practice-framework2 College of Nurses of Ontario (2019). <i>Entry to practice competencies for Registered Nurses, Revised April, 2019.</i> https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf Registered Nurses Association of Ontario (2007). <i>Best practice guideline: Professionalism in nursing</i> (pp.21-22, 26-27). https://rnao.ca/sites/rnao-ca/files/Professionalism_in_Nursing.pdf					

9	Being a nurse: Ethical Nursing Practice	Application of ethics to nursing practice. Discuss ethical principles, professional nursing values and beliefs, and ethical standards that guide nursing practice. Examine ethical dilemmas while applying the content discussed in class to assist in developing ethical nursing practice.	Explain the relationship between ethics, morality, and professional nursing practice. Explore ethical issues in nursing. Discuss ethical principles and standards of nursing practice while examining ethical dilemmas in nursing.	2, 3, 4, 5, 6, 7	In Class Case Study 10%
---	---	---	--	------------------	--------------------------------

Class Reading(s):

Canadian Nurses Association (2017). *Code of ethics for registered nurses*. <https://www.cna-aic.ca/en/nursing/regulated-nursing-in-canada/nursing-ethics>

College of Nurses of Ontario (2023). *Practice standard. Code of conduct*. http://www.cno.org/globalassets/docs/prac/49040_code-of-conduct.pdf

10	Being a nurse: Professional and Legal Responsibilities of RNs in Ontario	Self-governance and the impact of professional, ethical, and legal responsibilities of nursing practice (Regulated Health Professions Act, Scope of Practice, and Control Acts)	Understand self-governance and the regulation of health professionals in Ontario. Explore the scope of practice for registered nurses and types of activities registered nurses do. Describe a registered nurse's scope of practice in Ontario	1, 3, 4, 5, 7	
----	--	---	--	---------------	--

Class Reading(s):

College of Nurses of Ontario (2023). *Practice standard. Code of conduct.*

http://www.cno.org/globalassets/docs/prac/49040_code-of-conduct.pdf

College of Nurses of Ontario (2023). *Scope of practice.*

<https://www.cno.org/globalassets/docs/prac/49041-scope-of-practice.pdf>

College of Nurses of Ontario (2024). *Standards & guidelines.* <https://www.cno.org/en/learn->

11	Critical Thinking	Thinking skills in nursing The science of clinical reasoning	Compare definitions of critical thinking, clinical judgment and clinical reasoning. Compare models/methods of critical thinking in nursing Explore the meaning and application of critical thinking	3,5,7	
----	--------------------------	---	---	-------	--

Class Reading(s):

Alfaro-Lefevre, R. (2020). What are critical thinking, clinical reasoning, and clinical judgment? *Critical thinking, clinical reasoning, and clinical judgment: A practical approach* (7th ed., pp. 1-23). Elsevier.

Gillespie, M. & Peterson, B. L. (2009). Helping novice nurses make effective clinical decisions: The situated clinical decision-making framework. *Nursing Education Perspectives*, 30(3), 164-170.

12	Being a nurse: Safe Nursing Practice	Discuss patient safety and the impact of a “blame culture” in health care. Discuss professional, ethical, and legal responsibilities of nursing practice in relation to patient safety. Discuss violations and errors using a case study. Introduce a model for patient safety.	Explore the meaning of safe nursing practice for the nurse, client, health care team, nursing profession, and the organization. Discuss common terms used to describe errors and violations in unsafe nursing practice. Explore possible ways to avoid unsafe nursing practice that meet professional, ethical, and legal responsibilities of RNs. Explore what it means to practice nursing in a “safe, competent, ethical, caring, and compassionate” manner.	1, 2, 3, 4, 5, 6, 7	In Class Case Study 10%
13	Being a nurse: Nursing Leadership and Interprofessional Team Collaboration	Critical role of nursing leaders in today’s health care environment	Explore interprofessional collaborative practice and examples in practice Explore the professional nursing discourse of nursing leadership	1, 2, 3, 6, 7	

Class Reading(s):

Canadian Patient Safety Institute (2020). The safety competencies. Enhancing patient safety across the health professions (2nd ed.).

<https://www.patientsafetyinstitute.ca/en/toolsResources/safetyCompetencies/Pages/default.aspx>

College of Nurses of Ontario (2024). *Standards & Guidelines*. <https://www.cno.org/en/learn-about-standards-guidelines/standards-and-guidelines/>

World Health Organization (2017). Patient safety.

<http://apps.who.int/iris/bitstream/10665/255507/1/WHO-HIS-SDS-2017.11-eng.pdf>

Final Exam – December Exam Period – 35% of Course Grade

Policies

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](#)

Academic Accommodations vs. Academic Consideration

Academic accommodation consists of formal arrangements made through Western's Accessible Education department that allow a student with a disability a fair opportunity to engage in academic activities, fulfill essential course, and program requirements. Students request academic consideration through their academic advisor, for relief such as extensions, make-up dates, etc. and are required to provide their academic advisor with The Western Direct Entry BScN Program with documentation to support their request. Students should not contact their course instructors to request academic consideration, nor should they send personal and/or health information/documentation to their instructors. Further information may be obtained at: <https://uwo.ca/fhs/nursing/undergrad/academic/consideration/index.html>

Review of Graded Assignments

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support at: <http://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals: https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_178

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).

In this course, PEP Module 5: Reflective Practice and Case Studies #1 and #2 have a 72-hour no-questions-asked late policy that applies (See below). Flexibility has been built into your course assignments. The midterm exam is the designated assessment that requires supporting documentation.

Please note that 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** (PEP Module 5: Reflective Practice and Case Study #1 and #2) in **this course ONLY**, you may have a **zero penalty 72-hour extension** from the time of the original due date for use at your discretion. For example, if the assignment is due on Friday, May 29th at 4:00 pm, and you determine you require academic consideration, your new assignment deadline would be Monday, June 1st at 4:00 pm. **You are NOT required to email your course instructor in this course for a delayed submission of less than 72-hours (Please do not email your instructor).** If you submit your work within 72-hours of the original due date, you will not have any grade deduction. The purpose of this specific course policy is to support students with last-minute

unforeseen circumstances (internet issues, sick kids, Roger's outage, etc.) assuming that the majority of the assignment is complete and will be submitted within 72-hours. If unforeseen circumstances last **beyond 72-hours** and you have not consulted with your academic counsellor for accommodation, upon submission of the assignment **a late penalty will be applied to the date of the original deadline**. For example, if the assignment is due on Friday, May 29th at 4:00 pm and you submit your work 4-days late without an accommodation from your counsellor, 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 PEP Module 5: Reflective Practice and Case Study #1 and #2. This policy does not apply to the Midterm or Final Exam.**

Midterm Examination Policy

The midterm examination is a designated course assessment that requires appropriate documentation in the event of an absence. 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. If your original absence is approved, your academic advisor will contact you regarding the makeup date.

Students who miss the make-up midterm examination:

1. Transfer the Midterm Weight to the Final Examination

The weight of the missed midterm examination may be transferred to the cumulative final examination. In this situation, the student must achieve:
to successfully pass the course.

- a. A minimum grade of **65% on the final examination**, and
- b. A minimum overall course grade of **65%**

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.

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>

Scholarly Requirements

All scholarly writing will follow the 7th edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is plagiarism.

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).

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](#). 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 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.**

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.

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>.

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).

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 \(USC\)](#)
- 6.

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.

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about:

- Peers
- Class activities/discussion
- Communications with professors

Students will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behaviour may compromise a student's standing in the program.

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.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses).

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.