



N1080 Holistic Health Assessment I: Communication for Health Assessment

Course Instructors:

Safeyyah Raji (Theory Course Coordinator)

Caitríona Buckley (Simulation & Clinical Course Coordinator)

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

NURSING 1080A

HOLISTIC HEALTH ASSESSMENT I: COMMUNICATION FOR HEALTH ASSESSMENT

Calendar Description

Development of communication skills including therapeutic communication and health history acquisition is addressed in this course. Students engage in learning opportunities to enhance capabilities in therapeutic communication, interviewing, and relational practices with clients across the lifespan. Students document client care in accordance with legal standards of practice.

Expanded Description

In this course, the importance of evidence-informed communication to promote patient-centered nursing practice is explored in both theory and practice. Students will learn strategies and skills to establish professional therapeutic relationships and communicate with diverse clients across the lifespan. Major concepts in this course include person-centered care, patient safety, strength-based approaches, cultural competence, inclusivity, and relational practices. Learning activities will include lectures and simulated practice.

Prerequisite(s): Registration in Year 1 of the Western Direct-Entry BScN Program

Extra Information: 3 lecture/ Laboratory Practice / Professional Practice

Course weight: 0.50

Course Learning Outcomes

1. Demonstrate the ability to engage in therapeutic nurse-client relationships to meet the unique needs of diverse clients across the lifespan.
2. Engage in therapeutic communication at an introductory level of knowledge and skill, using multiple ways of knowing and information from a variety of sources.
3. Illustrate the use of interviewing skills to collect relevant client data and apply clinical judgment to interpret and prioritize the information.
4. Apply communication strategies that meet the needs of diverse populations, employing inclusive, non-judgmental language and culturally safe practices.
5. Identify and navigate challenging conversations at an introductory level while providing support and comfort to clients, families, and caregivers.
6. Self-assess strengths and opportunities for growth in communication with clients, families, and caregivers.

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: 1.1, 1.2, 1.3, 1.12, 1.13, 1.19, 1.21, 1.25, 1.26, 1.27
2. Professional: 2.1, 2.4, 2.5, 2.6, 2.8
3. Communicator: 3.1, 3.2, 3.3, 3.5, 3.8

4. Collaborator: 4.3, 4.5
5. Coordinator:
6. Leader: 6.4, 6.6
7. Advocate: 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 7.10, 7.11
8. Educator: 8.2, 8.3
9. Scholar: 9.1, 9.2, 9.3, 9.8

Course Materials

Required:

This course will utilize open educational resources (OERs) and other publicly available resources to support your learning.

Lapum, J., St-Amant, O., Hughes, M., Garmaise-Yee, J. (2020). *Introduction to Communication in Nursing*. OER: <https://openlibrary-repo.ecampusontario.ca/ispui/bitstream/123456789/750/3/Introduction-to-Communication-in-Nursing-1597424323.pdf>

CNO Professional Standards: <https://www.cno.org/en/learn-about-standards-guidelines/standards-and-guidelines/>

Recommended:

American Psychological Association. (2020). Publication manual of the American Psychological Association. (7th ed.). Washington, DC: American Psychological Association. This information may be accessed at <https://apastyle.apa.org/>

Where to get it: [UWO Bookstore](#), or anywhere else you can find it

Cost: \$52.55 ([at the bookstore](#))

Methods of Evaluation

IMPORTANT: To receive a satisfactory grade in N1080, students must be able to meet the competencies and requirements in all areas of theory and professional practice (simulation and clinical practice).

Failure to achieve a satisfactory grade in all assessments, exams, and the professional practice (simulation and clinical practice) components of this course will result in an unsatisfactory grade (failure) in the course.

To achieve a satisfactory grade in this course, students must:

- Attain a weighted average of at least 65% in the simulation and clinical-based assessments AND a weighted average of at least 65% on the midterm and final
- Attend and interact at all professional practice sessions (simulation and clinical practice)
- Demonstrate safety and competence in professional practice
- Complete all professional practice assignments and submit them on time.

- Achieve ratings on the Professional Practice Collaborative Evaluation form at the **Developing** or **Accomplished** level in the majority of categories by the final evaluation.

To support student learning, a collaborative success plan may be initiated to support students in meeting the learning outcomes. Please refer to the Undergraduate Program Manual for further information.

Title: Orientation Quiz

Weight: 10% of course grade

Due date: Friday, September 18 at 2359

The purpose of this assignment is to:

- Identify key information, expectations, and resources relevant to simulation and clinical practice learning.
- Demonstrate an understanding of important policies, procedures, and guidelines.
- Demonstrate readiness to participate successfully in the program.

After students have completed the Orientation Module, they will complete an online asynchronous quiz through Brightspace. Students must complete this to attend simulation and clinical practice.

Title: Infection Prevention and Control (IPAC) Module & Quiz

Weight: 5% of course grade

Due date: Friday, September 18 at 2359

The purpose of this assignment is to:

- Identify common routes of transmission of infectious agents.
- Describe the appropriate use of routine practices and additional precautions.
- Demonstrate an understanding of proper hand hygiene practice.

Students will take the [CLRI Break the Chain of Transmission: IPAC Core Concepts and Practices Modules 1 & 2](#). This course reviews essential infection prevention and control practices. After completion of the modules, students will upload their certificates to Brightspace and complete the IPAC Quiz. Both the certificate and the quiz must be completed to obtain marks for this assessment.

Title: Midterm Examination

Weight: 25%

Date: October 23rd (Pending approval, location and time TBD)

The purpose of this assignment is to:

- Allow students to demonstrate understanding of theoretical content and practical application related to therapeutic nurse-client relationships, communication strategies and interviewing
- 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 the lectures and the readings from weeks 1 to 5.

Please note that supporting documentation is required if you seek academic consideration for this evaluation.

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.

For students who miss their approved make-up midterm examination, the weight of the missed midterm examination may be transferred to the cumulative final examination. In this situation, the student must achieve:

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

to successfully pass the course.

Title: Completion of VIRTU-WIL Simulation Program

Weight: 20% of course grade

Due date: Part 1: November 6 by 2359
Part 2: In Class, November 12

The purpose of this assignment is to:

- Provide opportunity for students to participate in online, asynchronous simulations
- Provide opportunity for students to analyze the process (flow) of a nurse-client interaction
- Develop insight into one's own communication skills
- Determine ways in which one's communication skills can be further enhanced
- Provide an opportunity for students to engage in additional experiential learning opportunities offered uniquely by Colleges & Institutes Canada (CICan)

Students will be provided with an opportunity to:

- Part 1: Complete **self-registration** with Outcome Campus Connect/CICan and the assigned **online virtual simulations** and **upload proof of completion by November 6;**
- Part 2: Attend and participate at an in-person debrief session during scheduled class time on **November 12.**

Please refer to the course site for further information, instructions, and resources regarding this assessment activity, including the confirmation process of the student's participation and completion of assigned activities with the Virtu-WIL program. Further information regarding this assessment and the VIRTU-WIL program will be provided in-person during the first class and on the course site.

Title: Final Examination**Weight:** 40%**Due date:** During the December exam period

The purpose of this assignment is to:

- Allow students to demonstrate understanding of theoretical content and practical application related to therapeutic nurse-client relationships, communication strategies and interviewing
- Continue to develop knowledge and skill in answering NCLEX-style questions

This exam will be written in-person. It will consist of multiple-choice and short-answer questions and will test the content of the lectures and readings from the entire term.

Do not book personal/travel plans until the final exam schedule is posted for December. The date and time for the exam will be released from the Office of Registrar.

Please note that 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.

Percentage of Course Grade	Assignment Name	Due Date
10%	Orientation Quiz	Week 2 Friday, September 18 at 2359
5%	Infection Prevention and Control (IPAC) Module & Quiz	Week 2 Friday, September 18 at 2359
25%	Midterm Examination	October 23 rd In-person exam (Pending approval, location and time TBD)
20%	Completion of Virtu-WIL Simulation Program (Please refer to description and information on course site)	Part 1: Due November 6 by 2359 Part 2: Completed In Class on November 12

40%	Final Examination	During December exam period. Exam date & time to be released by the Office of the Registrar.
-----	-------------------	---

Professional Practice Requirements

Percentage of Course Grade	Requirement	Due Date
Pass/Fail	Weekly Professional Practice Preparatory Activities (as outlined on Brightspace)	Refer to Brightspace for required preparation
Pass/Fail	SPARKS Virtual Simulations	Refer to Brightspace for details
Pass/Fail	Professional Practice Collaborative Evaluation (PPCE)	Midterm PPCE: November 4 or 6* Final PPCE: December 9** *Due 48 hours after assigned professional practice **Final Evaluation Opens December 4. Students may start their evaluations but must wait until after their final simulation to submit.

Weekly Lecture Schedule

Course schedule subject to change. Refer to the OWL Brightspace course site for the most updated information.

Week	Lecture Topic	Course Learning Outcomes
Week 1	Introduction to Therapeutic Relationships and Communication	6

Week 2	Core Dimensions of Helping & Active Listening	2
Week 3	Active Listening and Responding	5
Week 4	The Interview Process	1, 2, 3, 6
Week 5	Collecting Information: The OLD CARTSS Framework	2, 3, 4, 6
Oct 12-16 th	READING WEEK No scheduled lecture or simulation	
Week 6	Trauma & Violence Informed Care (TVIC) Communication & Cultural Safety	1-4
Week 7	Communication with Clients with Cognitive & Sensory Impairments	1, 4, 5
Week 8	VIRTU-WIL Program Part 1: Self-registration, Completion of Online Asynchronous Simulations, and Upload proof of completion (NO IN-PERSON CLASS)	1-6
Week 9	VIRTU-WIL Program Part 2: In-Person Debrief Session During Scheduled Class Time	1-6

Week 10	Communication with Families & Caregivers	1, 2, 3, 4, 6
Week 11	Communication in Challenging Situations	1, 2, 3, 4, 6
Week 12	Conflict Management & Safety	1-6
	Final Exam <i>In-person exam during the exam period</i>	1-6

Weekly Simulation & Clinical Practice Schedule

Course schedule subject to change. Refer to the OWL Brightspace course site for the most updated information.

Week	Simulation & Clinical Practice Schedule	Assessments
Week 1	Asynchronous Orientation – No In-Person Simulation	• Online Orientation Module & Quiz (10% of final grade) • Online IPAC Module & Quiz (5% of final grade)
Week 1/2	Synchronous Online Group Orientation – Meeting Information to be sent out by Clinical Instructors	Due September 18: • Online Orientation Module & Quiz (10% of final grade) • Online IPAC Module & Quiz (5% of final grade)

Week 2/3	Sim 1: Introduction to Simulation and Active Listening	Sim Pre-Requisites: • Completion of Orientation and IPAC Modules and Quizzes
Week 3/4	TRC DAY – No Simulation	
Week 4/5	Sim 2: Navigating the Therapeutic Nurse-Client Relationship I	• SPARK Virtual Simulation due October 2
Reading Week October 12-16		
Week 5/6	Sim 3: Navigating the Therapeutic Nurse-Client Relationship II	• SPARK Virtual Simulation due October 9
Week 6/7	Clinical Practice Placement 1	• Refer to Brightspace for details
Week 7/8	Clinical Practice Placement 2	• Midterm PPCE Due 48 hours after placement (November 4 or 6)
Week 8/9	Clinical Practice Placement 3	• Refer to Brightspace for details

Week 9/10	Clinical Practice Placement 4	• Refer to Brightspace for details
Week 10/11	Clinical Practice Placement 5	• Refer to Brightspace for details
Week 11/12	Sim 4: Communicating with Clients & Families I	Due November 27: • SPARK Virtual Simulation
Week 12/13	Sim 5: Communicating with Clients & Families II	Due December 4: • SPARK Virtual Simulation • Final PPCE due 48 hours after simulation (December 9 or 11)

Academic Policies and Statements

All policies 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](#)

Clinical/Simulation-Related Policies

Please refer to the Undergraduate BScN Programs Manual found at [School of Nursing Policies](#) for the following policies:

1. Dress and Uniform Policy
2. Profession and Remediation Process
3. Conduct for Clinical Education and Simulation Suites
4. Professional Integrity Policy
5. Clinical Practice Placements
6. Pre-Placement and Agency Requirements
7. Evaluation in Clinical Practice
8. Safety Incident Reporting
9. Absence from Clinical Learning Experiences (see below)

Absences from and Late Arrival to Clinical/Simulation

Please refer to the **Absence from Clinical Learning Experiences** policy on the Undergraduate Nursing Information SharePoint Site.

Definition of Clinical Learning Experiences

All program activities that include labs, simulations, clinical placement, and praxis.

Students are expected to demonstrate professional responsibility through regular attendance at, and engagement in, all scheduled clinical learning experiences. Because much of the learning that takes place is a result of preparation and engagement with the material, and active dialogue with colleagues, clients, interprofessional team members and faculty, maximizing attendance is an important aspect of baccalaureate nursing education. Faculty support student absence for health reasons recognizing nursing students are obligated to follow the College of Nurses of Ontario Code of Conduct (2026) available at: https://cno.org/Assets/CNO/Documents/Standard-and-Learning/Practice-Standards/49040_code-of-conduct.pdf Principle 6.7 “Nurses self-reflect on health and seek help if their health affects their ability to practice safely”.

If absent, the student **must**, prior to the beginning of the lab/simulation/placement:

- Complete and submit their absence via the [Student Absence Portal](#), AND
- notify the instructor or preceptor

Attendance at all clinical learning experiences is mandatory with no opportunity for make up. The School of Nursing has an obligation to the public and the profession to protect the pedagogical integrity of its courses and the program as a whole. For this reason, clinical learning experiences are mandatory for

students to develop essential competencies for entry to practice as Registered Nurses in Ontario.

Students who miss **any amount of scheduled** clinical learning required hours, regardless of the reason, places students at risk for an unsuccessful course outcome and may impact progression and graduation from the program. will be reviewed by the Progression and Remediation Committee. Any amount of missed clinical hours, regardless of the reason, may result in an unsuccessful course outcome, and documentation may be required. The School's Progression and Remediation Committee is responsible for reviewing all circumstances around students' unsuccessful clinical learning experiences.

NOTE: Students who are absent must also complete all pre-simulation learning activities and submit any assignments as outlined to their clinical instructor.

Late Arrival or Early Departure: Simulation

Students who arrive **more than 15 minutes late from their scheduled start time** will not be allowed to participate and will automatically be marked absent. Students must notify their instructor in advance via email if an unexpected delay occurs. Students who depart from their simulation session for greater than 15 minutes will also be considered as absent from the session.

Lecture Attendance

Students are expected to demonstrate professional responsibility through regular 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 in-person or online learning experiences are completed, with consistency. Students who miss lectures or parts of lectures are responsible for the material they have missed. Instructors are not obliged to review the contents of lectures, repeat announcements or retain notes, handouts or overheads.

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.

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 below. 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 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 instructor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

During Simulation: Electronic devices are not permitted in the Simulation Centre or debriefing rooms.

During Clinical Practice: the use of personal electronic devices during clinical practice is not permitted.

If you have concerns or comments about how the use of laptops or mobile devices is affecting your learning during the course, please make an appointment to talk with the instructor.

Course Communication and Process

Both faculty members and students will contribute to the learning in the course. All course participants have a responsibility to engage in discussion, share understandings, and collaborate with colleagues. Due to the significance of theoretical knowledge in developing competence, students are expected to demonstrate professional responsibility through regular engagement and participation in all online and in-person learning activities. This also means that all preparatory activities must be completed, as lecture content will focus on the application of information, rather than simply a review of theoretical information.

Students must visit the course site frequently, as messages and updates are posted by the course instructor regularly. Every attempt will be made by faculty members to respond to emails within 48 hours during weekdays. Faculty members will be available for individual and/or group consultation at mutually agreed upon times. Respectful participation is expected of everyone when communicating electronically or in person.

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. 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.

UWO Student Absence Portal

If you miss an assessment (e.g., term test, quiz, examination) in the theory portion of the course-related due to extenuating circumstances, you may be eligible to request Academic Consideration. Academic consideration may take the form of completing the missed component at a later date or reweighting of the assessment. Students registered with Accessible Education should only use the portal if their extenuating circumstance is NOT related to their disability or plan of accommodation eligibilities.

If you miss an assessment (e.g., assignment, presentation) in the simulation portion of this course due to extenuating circumstances, you may be eligible to request Academic Consideration. Academic consideration may take the form of completing the missed component at a later date or reweighting of the assessment. Students registered with [Accessible Education](#) should only use the portal if their extenuating circumstance is NOT related to their disability or plan of accommodation eligibilities.

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.

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/>
5. Services provided by the University Students' Council (USC) - <https://westernusc.ca/services/>

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.

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated

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>

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.

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.

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 them. 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.

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%20&SelectedCalendar=Live&ArchiveID=#SubHeading_178

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.

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.

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>.

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about topics such as, but not limited to:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with instructors
- Scholarly papers
- Answers to quizzes, exams or assignments

Students who post information on social media related to their clients and/or laboratory experiences will be reported to the Associate Dean of Health Sciences as this demonstrates a breach of client privacy and confidentiality and violates the Student Code of Conduct. Such behaviour may compromise a student's standing in the program.

Inclusivity, Diversity, and Respect

We are dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, we aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create welcoming and inclusive classroom environments much like you would in practice. Your peer group comes from a myriad of experiences and worldviews, all who deserve to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). This course requires you to engage in critical reflection as you embark on your career as health professionals; at times this may be uncomfortable or even painful. We ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.

As your instructors, we are committed to supporting you in navigating this course content. We are not perfect and may falter but will do our best to learn and grow when that happens. Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants.

If you require support in navigating a challenging discussion, please reach out.

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 (e.g. First Nations, Métis and Inuit) endure in Canada. We accept that as Registered Nurses and as employees of a public institution, we have the responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

