

**Nursing Care for Clients with
Acute and Chronic Health Challenges 1
N2630A
Fall 2026**

Campus Supports

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

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



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

Technical Requirements



Stable internet connection



Laptop computer

Important Dates

Table 1 Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
September 9	October 10-18	December 9	December 1	December 11–22

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

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

Contact Information

Office hours:

Teaching Assistant(s)	Contact Information	Office Hours
TBD		

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

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

Calendar Description

The complexity of health issues requires students to utilize multiple sources of information to understand how these conditions impact the individual, family, and society. Using clinical reasoning and focusing on integration of assessment, students develop knowledge and skill in client-centred care planning for optimal health outcomes.

Expanded Description

Increasingly people throughout the world are living with multiple health conditions which impact functional capacity and quality of life. The nursing role includes understanding how these health challenges manifest and what treatment options are available to manage and mitigate the impact. In this course, students utilize knowledge from multiple sources to determine appropriate nursing interventions to support a client-centred approach to care.

Prerequisite(s): Registration in Year 2 of the Western-Fanshawe Collaborative BScN program

Extra Information: 3 lecture hours.

Course Weight: 0.5

*Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. **NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from an academic advisor in your Home Unit.***

Delivery Mode: In-person

Learning Outcomes

Course Learning Outcomes:

- Be self-directed and accept responsibility for own learning

- Identify and analyze appropriate evidence-informed resources to plan for the provision of person-centred care that optimizes client capacity.
 - Understand how nurses engage in health promotion, provide care, and assist with client adaptation during health and illness to contribute to positive client outcomes.
 - Develop clinical judgement in the provision of nursing care building on previous program knowledge.
 - Identify ways nurses collaborate with clients and their interprofessional teams to identify priorities and interventions related to the client's health goals, values, and cultures.

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

Clinician – 1.1, 1.3, 1.4, 1.5, 1.7, 1.11, 1.12, 1.21, 1.22 & 1.26

Professional – 2.2, 2.5, 2.7, 2.8 & 2.9

Collaborator – 4.1, 4.3

Leader – 6.6, 6.7 & 6.10

Advocate – 7.1, 7.11 & 7.14

Educator – 8.3

Scholar – 9.1, 9.2, 9.3, 9.5 & 9.8

Course Content and Schedule

Week	Topic	Important Dates
1	Client-centered Care	
2	Respiratory Health I	
3	Respiratory Health II	Online- virtual submission activity
4	Endocrine Health	
Reading Week Oct 12- 16		
5	Pain Management	Collaborative In-Class Case Study Assignment Due In-Class Attendance mandatory
6	Fluid Balance and Circulation	
7	Midterm Test (60 questions 2 hours to write)	Midterm Test Pending approval and Location TBD (<i>Date and Time subject to approval from the Registrar's Office</i>)
8	Perioperative Care	
9	Integumentary Health	
10	Gastrointestinal and Genitourinary Health	
11	Cardiac Health	Peer-Wise Activity Closes Nov.30 th at 2355
12	Musculoskeletal Health	
Dec exam period	<i>Final Exam In-Person</i>	<i>Date per Final Exam Schedule</i>

Course Materials You Must Acquire and Their Costs

Textbook: Tyerman, J. Cobbett, S., et. al. (2023). *Lewis's Medical-surgical Nursing in Canada* (5th ed.). Elsevier.

Where to get it: Dellelce Family Bookstore or Western Libraries

Cost: \$(at the bookstore)

Assessments and Evaluation

Summary of Opportunities to Demonstrate Learning

Assignment/Exam	Format	Course Grade Weighting	Due Date
(1) Collaborative Case Study Assignment	Group In-Class	20%	In-Class
(2) Mid-Term Test	Individual In-Person	30%	Date: pending approval & location TBD
(3) Peer-Wise	Individual Online	Question creation = 5% Question response = 5%	Closes:
(4) Final Exam	Individual In-Person	40%	TBD – Dec Exam Period

*** Students in this course must achieve a minimum of 65% on the final exam (excluding all other course evaluations) to be successful in this course.**

Policies related to assessments/evaluations apply to these assessments. Please review these policies in the Policies section of this Course Outline below to familiarize yourself.

General Information about Tests and Assignments

- ☒ **Collaborative Case Study Assignment - 20% of course grade.**
Due: In-Class

The purpose of the case study activity is for you to:

1. apply theoretical concepts to an actual situation
2. identify relevant information and the clinical significance of that data
3. analyze lab values and relate them to the specific pathophysiology

The Collaborative Case Study Assignment is the designated course assessment that requires appropriate documentation in the event of an absence. This activity will provide an opportunity to synthesize your learning from weeks 1 through 4. You will be provided with an unfolding case study and will complete both short answer and multiple-choice question types about the case

This activity will be an opportunity to complete a case study in-class. You must work with a group (minimum 2 students, maximum 4 students). You cannot submit this assignment independently. The assignment must contain each student's name, email address, and student ID, legibly written. Any students who are not present in class during the activity will be unable to complete the activity and must follow up with their instructor and academic advisor should they feel they have grounds for an academic consideration. Students cannot submit work on behalf of students who are not present. Attendance will be taken and cross referenced to the submissions. Any group who submits work on behalf of an absent student will all receive a grade of 0.

This assignment is closed book. You may not use any resources (paper, electronic, or otherwise) to support your answers. You may not use any electronic devices (e.g., calculators, cell phones, tablets, cameras, smart glass, smart watches, or airpods) during this assignment. Students caught using a prohibited device will receive an automatic grade of zero on the assignment. The assignment will be submitted at the end of the class. This assignment is a designated assignment that requires documentation for academic consideration if a student is absent.

More information will be provided in class.

☒ **Mid-Term Test - 30% of course grade**

Date: pending approval location and time TBA. (Location to be communicated via course site).

The purposes of the test are for you to:

- Learn course material
- Build your knowledge of health promotion and caring of clients with health challenges
- Develop insight into how to answer multiple-choice questions
- Apply nursing knowledge on NCLEX-style questions

This multiple-choice test includes content from weeks 1-6. Location as per Brightspace/FOL. Please note that this date and time are pending approval from the Office of the Registrar.

This test will have 60 questions, and you will 2 hours to complete it.

Midterm Examination Policy

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:

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%

***Students may choose to withdraw and retake the course

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

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

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

- ☒ **Peer-Wise Question Creation and Response - 10% of course grade (5% for question creation, 5% for question response)**
Due: Throughout term,

We will be using Peer-Wise as a place for you to create, share and evaluate assessment questions with your classmates. Your grade will be based on the number of questions you create and you answering questions created by your peers. For full instructions on accessing our course in Peerwise, please navigate to the Peerwise tab on FOL/Brightspace.

Question Creation

- ☒ Each question you create is worth 0.5% up to a maximum of 5% (10 questions created totals 5%). Your question must include:
 - Question stem
 - Minimum of 4 potential responses (i.e. Alternatives)
 - Explanation
 - Course tag (see FOL/Brightspace for course tags)

Question Response

- ☒ Each question you respond to in Peerwise is worth 0.25% up to a maximum of 5% (20 questions answered totals 5%). Correct answer not required.

This activity will create a bank of questions you may use to study for your course activities (midterm/final exam).

Flexibility is built into this activity by having an extended timeline of 12 weeks for completion. Submissions to Peerwise **made after deadline will not be considered for grading.**

Further instructions are available on the Peerwise tab on Brightspace/FOL.

☑ **Final Examination – 40% of course grade**
TBD during April Exam Period

The purposes of the test are for you to:

- Learn course material
- Build your knowledge of health promotion and caring of clients with health challenges
- Develop insight into how to answer multiple-choice questions
- Apply nursing knowledge on NCLEX-style questions

This multiple-choice test is comprehensive and includes content from the entire course. This test will include an emphasis on content since the midterm (~70% of questions), with less content that was covered prior to the midterm (~30% of questions).

This test will have **80 questions**, and you will have 3 hours to complete it. Please note that the date and time for this exam will be released from the Office of the Registrar.

If a student is absent for the exam, they are to contact the course professor and academic advisor as well as submit an absence in the SAP as soon as possible. If academic consideration is warranted and granted, a make-up test will be arranged. If you require accommodated exams, please connect with Accessible Education.

Students in this course must achieve a minimum of 65% on the final exam (excluding all other course evaluations) to be successful in this course. This means even if your final course grade (with all elements included) is higher than 65%, but your grade on the final exam is below 65, you will be unsuccessful in this course.

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

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

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

Course-specific conditions:

Absence from Course Commitments

Students must familiarize themselves with the Policy on Academic Consideration – Undergraduate Students in First Entry Programs

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

Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document (i.e., Case Study Activity). 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, **Peer-Wise Question Creation and Response Assignment** has flexibility of availability for completion over an extended period of time. **The Case Study Activity is the designated assessment that requires supporting documentation.**

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.

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

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

Academic Policies and Statements

Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed at: [Nursing Undergraduate Information SharePoint](#)

Policies

All policies related to assignments are in the [Undergraduate BScN Programs Manual](#) under “Nursing Program Policies and Procedures” (Western).

Assignments and Exams

Please refer to the Undergraduate Program Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Marks will be deducted from late assignments according to the policy in the Program Manual.

If a student has grounds for an extension or other accommodation due to medical, academic, or compassionate reasons, accommodation must be sought PRIOR to the assignment due date. Students should contact their Course Lead for guidance ASAP.

During Tests and 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 during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

Do not book personal/travel plans until the FINAL exam schedule is posted. Students who fail to appear for the final examination at the time set need to obtain permission to write the missed exam. Permission may be granted only on the basis of compassionate or medical grounds with appropriate supporting documents.

Attendance

Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance and participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty. Students who miss classes or parts of classes 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.

Scholarly Requirements

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the seventh edition of the Publication Manual of the American Psychological Association (2020), which includes guidelines for both content and format. In addition, all other writing will follow APA (7th ed.) format when citing or referring to an author’s work or ideas. Failure to do so is unethical and is plagiarism.

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 and the College 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, Fanshawe College, and Turnitin.com™ (www.turnitin.com). For further information, please see the BScN Program Manual for the policy on plagiarism. [Program Manual 2025](#)

Use of Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

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. Further information related to a review of graded assignments can be found in the [Western-Fanshawe Collaborative BScN Program Manual](#).

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

1. Fanshawe (select Fanshawe Library Learning Commons):
<https://www.fanshawec.ca/students/support/academic-support>
2. Western: (<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://uwo.ca/univsec/appeals_discipline/policies_procedures.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).

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>.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit

<https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

Students must familiarize themselves with the Policy on Academic consideration, located in the [Western-Fanshawe Collaborative BScN Program Manual](#).

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

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

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by Accessible Education, please work with your accessible education counsellor regarding your missed course work.

Accommodation for Religious Holidays

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

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, in the Academic Calendar (westerncalendar.uwo.ca).

Accessibility, Accommodation, and Support Services at Western 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.

Technical Support: For Brightspace OWL support contact the WTS HelpDesk at <https://wts.uwo.ca/helpdesk/index.html>

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. Indigenous Student Centre - <https://indigenous.uwo.ca/students/supports/index.html>

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, are provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/%20>) for a complete list of options about how to obtain help.

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.

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

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are

expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Social Media

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

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

Students will be reported to the Associate Director (Western). 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.

Services related to *Gender-Based Violence and Survivor Support*:

https://www.uwo.ca/health/student_support/survivor_support/index.html

View Westerns *Anti-Racism Working Group Report* here:

<https://www.edi.uwo.ca/resources/reports/arwg-final-report-to-president-shepard-fnl.pdf>