



**FANSHAWE
COLLEGE**
School of Nursing



Understanding and Using Research

N2250a/NRSG-7063

Course Professors:

Panagiota (“Penny”) Tryphonopoulos (Western site)

Lorraine Athwal & Jodi Hall (Fanshawe site)

2025 - 2026

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N2250/NRSG 7063 Understanding and Using Research

Calendar Description:

In this course, students will become knowledgeable consumers and users of research. Through a consideration of ways of knowing and questioning related to nursing research, students will explore basic strategies for identifying knowledge gaps through critical appraisal of research. Research roles and methods pertinent to nursing will be emphasized.

Expanded Description:

This course is designed to be an introduction to nursing research. The main goal of the course is to prepare baccalaureate level nurses to be knowledgeable consumers to engage in nursing practice based on evidence. “A consumer of research actively uses and applies research. To be a knowledgeable consumer, you must have knowledge about the relevant subject matter, the ability to discriminate and to evaluate information logically, and the ability to apply the knowledge gained, uses and applies research in an active manner” (LoBiondo-Wood, Haber, Cameron, & Singh, 2013, p. 8). Along with becoming a knowledgeable consumer of research, students will have the opportunity to explore and discuss various types of quantitative and qualitative research evidence and develop critical appraisal skills to determine what types of evidence are appropriate for translation into professional practice. Finally, students will have the opportunity to examine how research evidence can be useful in generating new research ideas, facilitating clinical decision making, and informing health policy.

Major Concepts in the course:

1. Ways of knowing and introduction to the research process
2. Ethics and privacy in research
3. Information literacy and knowledge translation
4. Conceptual/theoretical frameworks used in research
5. Qualitative research
 - a. Sampling/recruitment, data collection, credibility, trustworthiness, auditability, analysis, interpretation
 - b. Qualitative research approaches (e.g., Grounded Theory, Ethnography, Phenomenology, Content Analysis, etc.)
 - c. Sources of knowledge generated in this paradigm
 - d. Appraisal for use within/for practice
6. Quantitative research
 - a. Sampling, data collection, reliability, validity, interpretation
 - b. Study designs (RCT, cohort, cross-sectional, etc.)
 - c. Clinical research vs. other research for policy/education
 - d. Appraisal of research for practice
7. Synthesis of knowledge for practice
 - a. Best practice guidelines, meta-analysis
 - b. Presentation of research findings

- c. Knowledge translation to change practice, evidence-informed practice models, etc.

Course Weight & Delivery: 0.5 FCE, 3-hour lecture; Western site – in person, Fanshawe site - online

Pre-, Co- or Anti-Requisites: Registration in Year 2 of the Western-Fanshawe Collaborative BScN program

Course Learning Outcomes:

1. To understand the research process, its utility for nursing practice, and its contribution to the discipline
2. To use information literacy skills to access, organize, and discern appropriate sources of information and knowledge
3. To appraise and use research literature and other sources of knowledge pertinent for professional practice
4. To develop an awareness of the importance of participating as a member of an interprofessional research team
5. To use an evidence-informed practice model to appraise and translate research evidence related to practice issues/questions
6. To discuss factors that influence the applicability of research within practice settings and the importance of research for policy and practice evolution
7. To develop a broader understanding of the roles of nurses in the research process, including advocacy, quality of care, and evidence-informed practice.
8. To understand the contribution of research in the context of best practices in client-centred care.

Entry to Practice Competencies for Registered Nurses (CNO, 2020) addressed in the Course

- Clinician: 1.23
- Professional: 2.1
- Collaborator: 4.1
- Coordinator: 5.3, 5.4
- Advocate: 7.6
- Scholar: 9.1, 9.2, 9.5, 9.7, 9.8

National Interprofessional Competencies addressed in the course:

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

Canadian Association of Schools of Nursing (CASN) Nursing Informatics Entry-to-Practice Competencies addressed in the course:

- Uses relevant information and knowledge to support the delivery of evidence-informed patient care

Course Materials:

Required Resources and Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed. rev). Washington, DC: American Psychological Association.

Singh, M., Thirsk, L., Stahlke, S., Venkatesaperumal, R., LoBiondo-Wood, G., & Haber, J. (2022). *LoBiondo-Wood and Haber's Nursing Research in Canada: Methods, Critical Appraisal, and Utilization* (5th ed.). Toronto, ON: Elsevier Mosby.

eBook ISBN: 9780323778992

Paperback ISBN: 9780323778985

Opportunities to Demonstrate Learning

Percentage of Course Grade*	Assignment Name	Due
10%	Quiz (online)	Available Sept 22 rd at noon until Sept 26 th at 2355
25%	Mid-term test (in-person)	Oct 16 (Western) Oct 17 (Fanshawe)
30%	Debate Assignment	Nov 21 st before 2355
35%	Final exam	Exam period

The minimum passing grade is 65%.

1. Quiz (relates to Course Learning Outcomes 1, 2, 3, 7, 8)

Weight: 10% of course grade

Due date: by Sept 26th, 2355

The quiz will allow students to self-test and demonstrate cumulative knowledge in this course. The quiz will be conducted online (via OWL Brightspace/ FanshaweOnline) and will be cumulative up to week 3 of course content.

The quiz will be available from Sept 22nd at 1200 (noon) and close on Sept 26th at 2355. There will be a time limit for the quiz, and it must be completed in one sitting.

2. Midterm test (relates to Course Learning Outcomes 1 through 8)

Weight: 25% of course grade

Due date: Oct 16th (Western); 17th (Fanshawe)

The midterm test will allow students to self-test and demonstrate cumulative knowledge in this course. This will be an in-person test and will be cumulative up to week 6 of course content. The test will be completed during class time.

3. Defend Your Position: An Evidence-Informed Debate (relates to Course Learning Outcomes 1 through 8)

Weight: 30% of course grade

Due date: Nov 21st before 2355

This assignment will help you:

- Explore a current issues in nursing/healthcare
- Search, appraise, and synthesize scholarly evidence to support a position
- Defend a position with logic, clarity, and professionalism
- Demonstrate critical thinking by considering counter-arguments and limitations
- Communicate effectively in group discussion and presentation

Debate Format (Video ~8–10 minutes total)

1. Opening Statements (2 min each side) – Pro team presents, then Con team.
2. Rebuttals (1–2 min each side) – Respond to opposing points.
3. Closing (30 sec each) – Highlight your strongest evidence.

This exercise will enhance students' ability to critically engage with published articles, communicate their viewpoints effectively, and contribute to scholarly discussions in the field. Learning Teams will consist of groups of 4 students. **The submitted assignment from each group will be graded with an overall group mark.** In the rare circumstance where a student

fails to participate equally in the assignment process, a peer evaluation may be taken into consideration for the assignment grade. Further details related to the debate assignment can be found on OWL Brightspace/FanshaweOnline and will be discussed in class.

4. **Final exam** (relates to Course Learning Outcomes 1 through 8)

Weight: 35% of course grade

Due date: during the December examination period

The final exam will be three hours in length and completed after the conclusion of the course during the April examination period. It may be comprised of a mixture of true/false, multiple-choice, and short answer questions. **Do not book personal/travel plans until the final exam schedule is posted.** The date and time for the exam will be released from the Office of Registrar.

Class Schedule

This lecture schedule is subject to change, if required, throughout the course.

Week #/Date	Topic
Week 1: Sept 4 (Western) Sept 5 (Fanshawe)	Introduction to the course Research in the profession: implications and potential Ethical issues in nursing research
Week 2: Sept 11 (Western) Sept 12 (Fanshawe)	Evidence-informed practice Literature reviews and information literacy/management
Week 3: Sept 18 (Western) Sept 19 (Fanshawe)	Research problems, purposes, questions, and hypotheses
Week 4: Sept 25 (Western) Sept 26 (Fanshawe)	Conceptual and theoretical frameworks in research Assessment: Online Quiz (10%) will be available this week from
Week 5: Oct 2 (Western)	Qualitative research methods

Oct 3 (Fanshawe)	
Week 6: Oct 9 (Western) Oct 10 (Fanshawe)	Qualitative research methods
Week 7: Oct 16 (Western) Oct 17 (Fanshawe)	Assessment: Midterm Test (25%)
Week 8: Oct 23 (Western) Oct 24 (Fanshawe)	Quantitative research methods
Week 9: Oct 30 (Western) Oct 31 (Fanshawe)	Quantitative research methods (continued)
Week 10	READING WEEK (November 3 – 7) No class
Week 11: Nov 13 (Western) Nov 14 (Fanshawe)	Quantitative research methods (continued)
Week 12: Nov 20 (Western) Nov 21 (Fanshawe)	Introduction to Epistemic Justice Debate assignment - due Nov 21st before 2355
Week 13: Nov 27 (Western) Nov 28 (Fanshawe)	Qualitative / Quantitative Research: Mixed Methods Semester review and exam prep

Week 14: Dec 4 & 5	Contingency week (additional time allocated to accommodate unforeseen circumstances, such as weather-related disruptions or other unexpected events that may affect the regular schedule).
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How this course will contribute to your development as a professional nurse:

Understanding and Using Research will contribute to students' development as professional nurses in two primary fashions. First, the material presented will demonstrate how the profession actively uses evidence-informed perspectives to drive practice and education. Second, this course will also assist students in developing a deeper understanding of how knowledge is generated and translated for professional practice. Through these two perspectives, it is expected that students will become active and critical consumers of research for professional practice.

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

This course will provide students with the basis from which to expand conceptualizations related to how knowledge is generated within the healthcare sector. Subsequently, other healthcare team members' contributions in research process will be described and explored from an interprofessional perspective. Insights will be provided as to how nursing can become further involved in interprofessional research through the use of various exemplar case studies and other learning material related to knowledge translation for professional practice.

How we will work together:

Teaching and learning in this course are considered to be a *shared* responsibility between students and faculty. Therefore, it is the professor's role to guide, facilitate, and support student learning; subsequently, it is your responsibility as a student to actively engage in dialogue, reflection, and critical analysis of the material explored. The course has been designed to provide small-group learning opportunities through the use of research critique activities, and other learning opportunities conducted in research teams.

The various learning activities planned throughout the course will help you refine your insights related to research and the value of the research process for professional practice. Therefore, active participation and regular class attendance are expected in order to promote student success.

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.

ACADEMIC POLICIES & STATEMENTS

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](#)

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 or FOL, and to read emails generated in this way.

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.

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) or Academic Integrity Policy – Fanshawe.

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.

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/Fanshawe College and Turnitin.com (www.turnitin.com).

At the discretion of the instructor, you may be required to submit your work through Turnitin.com to verify originality and are responsible for acting on the report generated. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

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.

Artificial Intelligence (AI)

For specific learning activities/assessments specifically indicated by the course instructor, 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 and/or lab reports 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. All submitted work must reflect your own thoughts and independent written work.

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.

Use of Electronic Devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself.

During Exams:

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets,

cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures—nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

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:

- o Peers
- o Class activities/discussion
- o Clients
- o Agencies
- o Laboratories
- o Simulations
- o 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.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Academic Considerations and Absences from Lectures and Assessments

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 Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact Western's [Accessible Education](#) OR [Fanshawe's Accessibility Services](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing.

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](#)

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to Accessible Education for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason”

or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

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.

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.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty. In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

Late Assignments, Re-Grading of Assignments, and Protocol for Missed Exams

Please refer Undergraduate Programs Manual for (via Western or Fanshawe online portals) additional and specific information on penalties for late assignments, regrading of assignments, and the protocol for missed mid-term or final exams.

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

Western: <http://writing.uwo.ca>

Fanshawe: (select Fanshawe Library Learning Commons):
<https://www.fanshawec.ca/students/support/academic-support>

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.

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.uwo.ca/ombuds/> or <http://www.fanshawec.ca/appeals>).

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/ Year One Coordinator (Fanshawe) (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/Year One Coordinator 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).

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.

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 and Fanshawe College, 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> or Fanshawe College Student Code of Conduct

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

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. Western Student Services <http://westernusc.ca/services/>

Mental Health

Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.

MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/>

Fanshawe College Counseling Services <http://www.fanshawec.ca/counselling/>