Health Promotion and Caring:

Families and Communities

N2220/NRSG7058

2023-2024

Course Professors

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The Western-Fanshawe Collaborative BScN Program N2220/NRSG7058 Health Promotion & Caring: Families & Communities, 2023-2024

HEALTH PROMOTION and CARING: FAMILIES and COMMUNITIES

N2220/NRSG7058

Calendar Description

This course provides students with opportunity to deepen their understanding of health, empowering health promotion, and caring in the context of family, community, and populations across the lifespan. Normal growth and development, family health, and community health are addressed.

Expanded Description

The process of promoting the health of individuals, families, groups, and communities is an integral component of professional nursing practice. This course provides a philosophical and theoretical foundation for understanding family and community health issues and implementing nursing interventions guided by practice standards to promote family and community health.

In this course you will have the opportunity to develop a basic understanding of community health nursing through exploring sociological, psychological, philosophical, and nursing concepts and theories that support family and community health promotion practice across the lifespan. Focus will be on nursing practice with family and community as "partner". Primary health care, health education, health promotion, and social determinants of health are critically examined as they relate to family and community health nursing practice in Professional Practice Families and Communities, N2221/NRSG7059. This course enhances your critical thinking skills through course readings and lectures, in class discussions and various learning activities.

Co-Requisite: N2221/NRSG7059 Professional Practice: Families and Communities

Course Goals

1. To develop an understanding of the foundational pillars of family and community health nursing in Canada.

2. To outline and analyze the implications of societal trends and social determinants of health on the health of individuals, families, groups, and communities.

3. To demonstrate an appreciation of the diversity, trends, and evolving nature of families, groups, and communities.

4. To develop a beginning understanding of supportive and empowering strategies to build individual and community capacity for self-advocacy.

5. To recognize healthy public policies and public health policies and services that promotes and protects the health of individuals, families, and communities in the context of health and social inequities.

6. To understand the research process and evidence informed practice and to use literacy skills as they apply to community and family nursing.

7. To reflect on personal experiences and values and how they may shape personal, professional, and interprofessional beliefs and behaviors and community health nursing practice.

8. To further develop and apply knowledge of normal growth and development across the lifespan in the context of family and community health nursing.

Major Course Concepts
- Client centered care
- Client – in this course the term client refers to individuals, families, groups, communities, and/or aggregates
- Health/wellness
- Health promotion
- Health equity
- Harm reduction
- Trauma Violence Informed Care
- Primary health care
- Social determinants of health
- Health care system
- Health and health care policy
- Advocacy
- Ways of knowing
- Evidence informed practice
- Context/culture
- Time/transition
- Social justice
- Diversity
- Interprofessional collaborative practice (ICP)
- Critical reflection
- Relational practice
- Professionalism
- Caring
- Teaching and learning
- Health Literacy
- Ethical practice
- Strengths-based nursing care

Competencies for entry-level Registered Nurse practice (CNO, 2020) addressed in the course:

https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf

Competency framework:
1. Clinician 1.1-1.4, 1.16-1.19
2. Professional 2.4, 2.7, 2.8, 2.14
3. Communicator 3.3, 3.5
4. Collaborator 4.1- 4.3
5. Coordinator 5.6, 5.9
6. Leader 6.3, 6.7, 6.10
7. Advocate 7.1, 7.3-7.12, 7.14
8. Educator 8.1-8.4
9. Scholar 9.1, 9.3, 9.6-9.8

Entry-to-practice Public Health Nursing Competencies for Undergraduate Nursing Education (CASN, 2014). addressed in the course:

https://casn.ca/wp-content/uploads/2014/12/FINALpublichealthcompeENforweb.pdf

- Public health sciences in nursing practice - 1.3, 1.4, 1.5, 1.6

- Population and Community Health Assessment and Analysis - 2.1, 2.2, 2.4, 2.5

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

https://phabc.org/wp-content/uploads/2015/07/CIHC-National-Interprofessional-Competency-Framework.pdf

- ☐ Interprofessional communication
- ☐ Patient/client/family/community-centered-care
- ☐ Role clarification
- ☐ Team functioning

Canadian Association of Schools of Nursing (CASN, 2014) Nursing Informatics Entry-to-Practice Competencies addressed in the course:

https://www.casn.ca/wp-content/uploads/2014/12/Nursing-Informatics-Entry-to-Practice-Competencies-for-RNs_updated-June-4-2015.pdf

- ☐ Information and knowledge management
- ☐ Professional and regulatory accountability

The Safety Competencies (CPSI, 2020)

https://www.patientsafetyinstitute.ca/en/toolsResources/safetyCompetencies/Documents/CPSI-SafetyCompetencies_EN_Digital.pdf

Domain 1: Patient Safety Culture
Domain 2: Teamwork
Domain 3: Communication
Domain 4: Safety, Risk, and Quality Improvement
Domain 5: Optimize Human and System Factors
Domain 6: Recognize, Respond To and Disclose Patient Safety Incidents

National Entry-To-Practice Mental Health and Addiction Competencies (CASN, 2015)

https://www.casn.ca/wp-content/uploads/2015/11/Mental-health-Competencies_EN_FINAL-3-Oct-26-2015.pdf

Competency 1: The nurse provides care in accordance with professional and regulatory standards when promoting mental health and preventing or managing mental health conditions and/or addiction.

Competency 2: The nurse uses relational practice to conduct a person-focused mental health assessment and develops a plan of care in collaboration with the person, family, and health team to promote recovery.

Competency 3: Provides and evaluates person-centered nursing care in partnership with persons experiencing a mental health condition and/or addiction, along the continuum of care and across the lifespan.

Competency 4: Acts in accordance with the CNA Code of Ethics when working with persons experiencing a mental health condition and/or addiction.

Competency 5: The nurse works collaboratively with partners to promote mental health and advocate for improvements in health services for persons experiencing a mental health condition and/or addiction.

Competency 6: Develops and maintains competencies through self-reflection and new opportunities working with persons experiencing a mental health condition and/or addiction.

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

The professional nurse needs to establish, build, and nurture professional relationships that promote maximum participation and self-determination of individuals, families, groups, and communities (CHNC, 2011). Using a variety of creative activities, this course will assist students to develop knowledge, appreciation, and abilities to collaboratively and effectively work with diverse clients to address determinants of health.

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

Working with other professions, community partners, and systems is an essential element of nursing in the community. In this course students will increase their knowledge and appreciation of the skills required to establish a relationship and collaborate with others to address health related issues confronting individuals, families, groups, and communities.

How will we work together?

For Fall/Winter 2023- 2024 this course may be provided in a hybrid format with online synchronous lectures as well as face-to face lectures.

Learning Activities (LAs) and course slides will be posted weekly. Students are expected to complete the required readings listed in the LAs and to review the course slides each week. A weekly drop-in session will be available where students can present questions related to weekly content

In this course, teaching and learning are considered a shared responsibility. The professor's role is to guide, facilitate and support your learning; your responsibility is to use the resources, and to actively engage in reflective, critical thought on the topics being covered and the concepts relevant to the promotion of family and community health.

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted online. for students to view at their convenience). The grading scheme will not change.

When deemed necessary, tests and examinations in this course MAY be conducted online and may be proctored remotely. 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 remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: https://remoteproctoring.uwo.ca.

Expectations in the Virtual Environment

A successful experience in a virtual learning space depends on several factors:

Students are expected to:

- Manage their time effectively and be organized
- Attend all lessons and other learning activities
- Actively participate in classes by whatever means required (live chat, discussion board, etc.)
- Be a contributing group member when groups work is assigned
- Ask questions if something is unclear
- Be respectful of other learners in the space
- Avoid distractions to self and others
- Maintain confidentiality of course materials when required

Adapted in part from Northeastern University (2020). *Tips for taking online classes: 8 strategies for success.* https://www.northeastern.edu/graduate/blog/tips-for-taking-online-classes/

Instructors are expected to:

- Deliver online learning that enable access to rich, interactive, high-quality learning experiences that align with Western and Fanshawe's unique values and qualities.
- Maintain consistency in posting of learning materials and management of course content
- Establish and maintain a presence in the virtual space, and facilitate connection with and among students
- Provide clear timelines for assignments and assessments, and encourage respect for the course schedule and assignment due dates
- Communicate availability for questions, dialogue, and consultation, and respond to student inquiries in a timely manner
- Clearly communicate expectations for lessons, assignments, and assessments
- Use a variety of techniques to motivate, generate and maintain interest, and keep students engaged in the course content
- Provide students with meaningful feedback on assignments

Adapted in part from Open Learning and Educational Support (2016). *Best practices for teaching online.* The University of Guelph. https://opened.uoguelph.ca/instructor-resources/Best-Practices-for-Teaching-Online

The various learning activities, readings, and lectures will help you to develop insights, see patterns, and critically reflect on real life experiences as you learn about the nurse's role in working with families and communities. Your commitment and active participation in these activities are critical to your own learning as well as to the learning of your colleagues. Suggestions to help you be successful in this course include: **1) Check course website daily for messages and announcements;** 2) Ask questions of the professor, TA and your classmates; 3) Allow time every

week (2-3 hours) for readings, preparation for online discussions, assignment preparation and Western OWL/Fanshawe Online postings; 4) Read the syllabus and make note of assignment requirements; and 5) Participate in online discussions on an ongoing basis.

As Western University and Fanshawe College continue to respond to the changing circumstances surrounding the COVID-19 pandemic, the Fall/Winter 2023- 2024 course offerings may be subject to change. We encourage you to review the Academic Timetable regularly and follow updates on Western's COVID-19 website.or at Fanshawe's COVID-19 information at Learning Continuity Hub https://sites.google.com/view/fanshawe-student-resource-hub/home

Please Note: Due to uncertainty around COVID-19, students must have a reliable internet connection and computer that are compatible with online learning and testing system requirements.

Computer requirements include:
- Operating system: MAC: OSX Yosemite 10.10.5 or higher, PC: Windows 7, 8, or higher
- Processor/Ram: MAC: Intel / AMD Processor, 2 GB RAM, PC: Dual-core 2.4 Ghz CPU, 2 GB RAM or better
- Web Browsers: Mozilla Firefox v20.0 or Higher Google Chrome v25.0 or higher
- Plug-ins: Javascript Enabled & Third Party Cookies Enabled
- Camera resolution: 800 x 600 resolution or better
- Internet connection: Cable Modem, DSL or better (300 kbps download, 250 kbps upload)

Required Textbooks and Resources

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Community Health Nurses of Canada (2019). *The Canadian Community Health Nursing Standards of Practice*. https://www.chnc.ca/en/standards-of-practice

Gottlieb, L. N. (2013). *Strengths-based nursing care: Health and healing for person and family*. Springer Publishing.

Stamler, L., Yiu, L., Dosani, A., Etowa, J., & Van Daalen-Smith, C. (Eds.). (2020). *Community health nursing: A Canadian perspectiv*e (5th ed.). Pearson Canada.

N2220/NRSG7058 course syllabus found on the OWL course site at Western University and Fanshawe OnLine at Fanshawe College.

Weekly Schedule

Week	Date	Topic	Concept	Course Goals
1	Sept 11	Introduction to Health Promotion and Caring of Families and Communities, Populations and Aggregates	Client; health promotion; primary health care; harm reduction; health/wellness; caring; time/transition	1, 2, 3
2	Sept 18	Introduction to Health Promotion and Caring of Family and Community Health *Maternal Child Aggregate* *Mental Health Aggregate*	Client; health promotion; primary health care; health/wellness; caring; professionalism; social determinants of health; global health	1, 4, 7
3	Sept 25	Nurses' Ways of Knowing: Use of Health Assessment Tools *Rural Health Aggregate*	Social determinants of health; ways of knowing; client; diversity; relational practice; strengths-based nursing care	2, 3, 8
4	Oct 2	Health Promotion and Caring: Empowerment and Capacity-building with Families and Communities *Elders Aggregate; Gender and Health*	Health promotion; social justice; primary health care; ways of knowing; ICP; Growth and Development	2, 3, 4, 5, 7
5	Oct 9	Health Promotion and Caring: Program Planning for Families and Communities *Poverty and Homelessness*	Health promotion; client; ways of knowing; ICP; teaching and learning;	2, 4, 8

6	Oct 16 **Midterm exam tentative date:** <mark>Thursday</mark> Oct 19 1500-1700 To be confirmed by Exam Central.	Nurses' and Clients' Ways of Knowing in Community and Family Health Promotion and Caring <mark>No Class This Week</mark> <mark>Self-Directed LA & Case Study</mark>	Ways of knowing; evidence informed practice; critical reflection; health care system	2,6
7	Oct 23	Caring and Social Justice with Clients in Diverse Contexts *Intimate Partner Violence* **Guest Speaker TBA** <mark>*ZOOM class with Fanshawe Monday Oct 23 1330-1530*</mark>	Advocacy; social justice; health care system; health and health care policy; caring; harm reduction	2, 3, 4, 5
8		Fall Reading Week Oct 30-Nov 5		
9	Nov 6 **Paper Due: Monday, Nov 6 @ 2355**	Culture & Diversity: Clients, context and caring *Indigenous; LGBTQ2S+ Aggregates*	Client; client-centered care; health/wellness; social determinants of health; context/culture ICP; ethical practice	3, 5, 7

10	Nov 13	Health Promotion and Caring in a Context of Emergencies and Disasters *Emergency Preparedness & Disaster Nursing* **Guest Speaker TBA** <mark>**ZOOM class with Fanshawe Monday Nov 13 1300-1500**</mark>	ICP; client; time/transition; health care system; health and health care policy; social determinants of health; professionalism	2, 4, 5, 6
11	Nov 20	Health Promotion and Caring: Health Policy and Political Action for Families and Communities	Advocacy; social justice; health care system; health and health care policy; caring; harm reduction	4, 6, 8
12	Nov 27	Health Promotion and Caring: Client Education Environmental Health: Occupational Health	Social justice; diversity; context/culture; advocacy; caring; ethical practice	2, 3, 4, 5, 7
13	Dec 4	Time and Transition in Health Promotion and Caring for Families and Communities: Current Trends and Future Issues *Global Health*	ICP; health promotion; harm reduction; health care system; professionalism; critical reflection; strengths-based nursing care	1, 2, 3, 6, 8
		Classes end Dec 8 **Study Days** **Exam TBA**		

<p style="text-align: center">Opportunities to Demonstrate Learning</p>

1.   Scholarly Paper: Choose Option A or B

Option A: Analysis of a Health-related Issue Impacting an Aggregate Population

The purposes of this assignment are for you to:

- ☐ Identify a current health-related issue within a Canadian aggregate population (i.e. in Rural, Indigenous, Maternal/child, Elderly or LGTBQ2S+ populations).
- ☐ Describe the population's experience with the health-related issue and explain its significance to this population and community health nursing.
- ☐ Explore solutions for the health-related issue using a strengths and asset-based perspective.
- ☐ Discuss implications for nursing practice with the aggregate population; apply the Canadian Community Health Nursing Standards; incorporate appropriate RNAO best practice guidelines and CNO standards
- ☐ Conclude by summarizing the main points of your paper

Option B: Analysis of a Family Health Issue

The purposes of this assignment are for you to:

- ☐ Identify a current issue related to the health of Canadian families.
- ☐ Describe the family health issue and explain its significance to families and community health nursing.
- ☐ Explore solutions for the family health issue using a strengths and asset-based perspective
- ☐ Discuss implications for family nursing practice; apply the Canadian Community Health Nursing Standards; incorporate appropriate RNAO best practice guidelines, and CNO standards
- ☐ Conclude by summarizing the main points of your paper

Criteria for Evaluation:

Scholarly writing and use APA (7th ed.) formatting and referencing.

Word count of minimum 2000 – maximum 2500 (not including title page and references).
Font options include the following:
- ☐ **sans serif fonts** such as 11-point Calibri, 11-point Arial, or 10-point Lucida Sans Unicode
- ☐ **serif fonts** such as 12-point Times New Roman, 11-point Georgia, or normal (10-point) Computer Modern (the default font for LaTeX)

Research literature related to the **identified** community issue.
- • A minimum of 10 references required which include a minimum of 5 current scholarly nursing sources (within last 5 years), excluding course texts and assigned readings.

See the rubric for this assignment for further guidance.

1.   **Scholarly Paper (30%)**
       Due: Submit electronic copy to the Assignments' tab and turnitin.com by Monday, November 6, 2023 at 2355 hrs.

2.   **Midterm exam (30%)**
       Content: Weeks 1-5. Date: Date to be confirmed with Exam Central.
                           Thursday October 19th, 2023 tentative date

3.   **Final exam (40%)**
       Date: April exam period – To be announced by the Registrar's Office.

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	COURSE GOAL(S) ADDRESSED	VALUE	DUE DATE
Scholarly paper	1, 2, 3, 4, 5	30%	Monday Nov 6, 2023 @ 2355 to the FOL Assignment Folder and Turnitin.com
Mid-term exam	1, 2, 3, 4, 5, 6, 7	30%	Thursday Oct 19 1500-1700 (tentative date)
Final exam	All	40%	December exam period TBA

Students and faculty are required to read the Undergraduate BScN Programs Manual and be familiar with its contents. The Program Manual is available for Western students on OWL in the Undergraduate Student Information (https://owl.uwo.ca), and for Fanshawe students OnLine in the Collaborative Program virtual homeroom at www.fanshaweonline.ca

Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at owl.uwo.ca and on the Fanshawe College web site in the Program manual located in the Virtual Home Room at www.fanshaweonline.ca Please read the policies on Accommodation for Medical Illness-Undergraduate Students and Student Medical Certificate.

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

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.**

Scholarly Requirements

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the Publication manual of the American Psychological Association, Seventh Edition (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 the work to belong 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. You are self-plagiarizing when you reuse all or part of an assignment that you previously submitted. Students cannot present their credited work as new scholarship. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality (see Scholastic Offence Policy in the Western Academic Calendar or Fanshawe College Policy Manual).

Western site students: https://www.westerncalendar.uwo.ca

Fanshawe site students: www.fanshawec.ca/assets/policies/pdf/2g04.pdf

Artificial Intelligence

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.

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.

Assignments and Exams

Please refer to the following site-specific links for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Undergraduate BScN Programs Manual for Westerns academic guidelines owl.uwo.ca or Fanshawe College Policy Manual for Academic Policies and Procedures http://www.fanshawec.ca/assets/policies/pdf/2c02.pdf

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. A flowchart detailing the process for the review of graded assignments can be seen at the end of this syllabus.

Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic advisor in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

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 Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found here.

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 advisors in their home units, at their earliest opportunity. Academic advisors 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 advisors 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 advising, 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.

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 advising unit prior to the deadline to drop a course without academic penalty.

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.

Western site students: MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/

Fanshawe Site Students: Fanshawe College Counseling Services http://www.fanshawec.ca/counselling/ and

iCopeU http://icopeu.com/fanshawe/home.html

Student Safety

Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart found on the Undergraduate Programs site at owl.uwo.ca, or Fanshawe, Safe College Campus, 2008 www.fanshawec.ca/assets/policies/pdf/1d05.pdf

Learning Skills Services

The Student Development Centre at Western and Student Support Services at Fanshawe College provide free support for all students to strengthen their skills and improve or maintain their academic performance. The focus is on helping students learn and study more effectively so that they can achieve their academic goals. You can find out more about this service at www.sdc.uwo.ca/learning

At Fanshawe please contact student supports services at

http://www.fanshawec.ca/students/support/academic-support

Review of Graded Assignments

Further details about this process provided in 'expanded description'

Return of graded assignment

Reflect for a minimum of 48 hours on feedback

Need help interpreting feedback? Submit written request to meet with original marker

Resolution reached?

YES → **No further action**

NO → **Submit written request to meet with course professor**

Resolution Reached?

YES → **No further action**

NO → **Launch Formal Appeal**

Appeal granted → **Grade may increase, stay the same, or decrease** → **Resolution Reached?**

Resolution Reached?

YES → **No further action**

NO → **Proceed to next level of formal appeal**

Appeal denied → **No further action**

OR → **Proceed to next level of formal appeal**