



# Health in a Global Context

## Nursing 3310

Course Professors:

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## **Health in a Global Context N3310**

**Class time: Asynchronous Format**  
**Course Location: Asynchronous Online**

### **A: Calendar Description**

This course will address people's health and contextual factors influencing health in countries or regions with limited resources. Through a focus on particular situations, students will consider context-relevant health promotion and analyze issues of social justice in health and healthcare

*Extra Information: 3 lecture hours*

*Course weight: 0.50*

### **B: Expanded Description**

In this course we will explore and analyze the many supraterritorial contextual factors that influence the health of individuals and populations. Often, we will focus on regions of the world with limited resources. These factors include, but are not limited to the biological, social, and environmental determinants of health, the effects of globalization, and political processes. We will consider and critique the influence of health policy and international organizations on global health. An important theme in the course is social justice: what is equitable and how healthcare providers can impact health in a global context. As well, healthcare providers' preparation for working in global contexts and understanding how many contextual factors transcend borders to effect health and equity internationally and locally will be addressed.

Learners will integrate knowledge of course concepts and content through weekly learning activities that include lectures, guest speakers, discussions, and class readings. Active, enthusiastic participation in your learning activities is required.

### **Course Goals:**

1. Analyze healthcare practice from individual to population/organizational levels using research skills, evidence, ethical principles, multiple patterns of knowing, and critical and creative thinking.
2. Analyze health trends and issues in global contexts.
3. Engage in critical reflection of health and social justice to foster personal knowing and refine one's perceptions of healthcare practice.
4. Apply knowledge of interprofessional practice in global contexts.
5. Analyze, organize, and reconstruct information to effectively communicate about global health and inform global health practice.
6. Propose how to advocate with others for public policy that will address health and social justice locally, nationally, and internationally.
7. Propose policy changes related to systems that influence the health of populations.
8. Reflect on competent and ethical practice for Canadian nurses in global contexts.

***National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2019)  
Addressed in the Course***

*Professional* – 2.5, 2.7 & 2.12

*Communicator* – 3.4, 3.5 & 3.6

*Collaborator* – 4.1, 4.3 & 4.5

*Leader* – 6.1, 6.2, 6.6, 6.7, 6.9 & 6.10

*Advocate* – 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.11 & 7.14

*Educator* – 8.3

*Scholar* – 9.1, 9.3, 9.4, 9.5, 9.6, 9.7 & 9.8

**C: Course Communication & Course Process**

When communicating with course instructors via email, we will do our best to respond within 48-hours during weekdays; during weekends, please expect a response the following week.

**Please use the *Messages* section of OWL for all communications related to this course. If emergent, select the button “Send a copy of this message to recipients’ email address(es)”**

**Please, DO NOT send emails directly to the course instructor's UWO email address, your important communication might get missed.**

This course will follow a weekly process; a lecture week begins on Monday at 0800 and ends on Sunday at 2355. Content for the upcoming week will be released on the Owl site under ***Course Content***. Weekly course ***Announcements*** will be released Sundays at 0800 am, reviewing upcoming content and deadlines in the course.

**NOTE: Although this is an online asynchronous course.**

An **anonymous** whole-class discussion where you can post questions about the course content is located in the ***Forum*** tab labeled ***Course Content Q&A***. If you have questions about the course assignments, please post those in the ***Assignments Q&A Forum***. Historically, virtual office hours have not been well attended. If you would like to book an in-person meeting, please email your course instructor via *Messages*.

**D: Course Readings and Materials**

***Required Course Textbook***

There is no recommended text for this course. Your required readings are cited and/or hyperlinked within the content for this course. In the event that you do not see the files for required readings posted, use the citation information listed to retrieve the required reading through the UWO library databases. All course readings are accessible to UWO students through databases such as Scopus or CINAHL.

***Recommended***

American Psychological Association. (2018). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed., revised). American Psychological Associations

### E: Weekly Schedule

Week (Lecture Date)	Topic of Focus	Important Dates
Week 1 (September 11 <sup>th</sup> – 17 <sup>th</sup> )	Introduction to Health in a Global Context	
Week 2 (September 18 <sup>th</sup> – 24 <sup>th</sup> )	Advocacy and Leadership in Global Health	***
Week 3 (September 25 <sup>th</sup> – October 1 <sup>st</sup> ) <b>NOTE: Sept. 29<sup>th</sup> is a Holiday</b>	Influence of Determinants of Health on Indigenous Peoples	<b>DUE: SOGI Certificate &amp; Reflection</b>
Week 4 (October 2 <sup>nd</sup> – 8 <sup>th</sup> )	Ethics, Values, and Attitudes in a Global Context	***
Week 5 (October 9 <sup>th</sup> – 15 <sup>th</sup> ) <b>NOTE: Oct. 9<sup>th</sup> is a Holiday</b>	Nurses' Role in Advancing Global Health Policies	***
Week 6 (October 16 <sup>th</sup> – 22 <sup>nd</sup> )	Health Organizations and their Influence on Global Health	<b>DUE: Part A – Project Plan</b> <b>DUE: Ways of Knowing</b> ***
Week 7 (October 23 <sup>rd</sup> – 29 <sup>th</sup> )	A Critical Lens: Colonialism and International Work	
<b>Reading Week</b> (October 30 <sup>th</sup> – November 5 <sup>th</sup> )	<b>NO LECTURE CONTENT</b>	
Week 8 (November 6 <sup>th</sup> – 12 <sup>th</sup> )	Health Promotion, Caring, and Health in the Context of Natural Catastrophes	***
Week 9 (November 13 <sup>th</sup> – 19 <sup>th</sup> )	Influence of Globalization on Global Health	<b>DUE: Taking the Stand</b> ***
Week 10 (November 20 <sup>th</sup> – 26 <sup>th</sup> )	Interprofessional Collaboration for Health in a Global Context	***
Week 11 (November 27 <sup>th</sup> to December 3 <sup>rd</sup> )	Caring for Self and Professional Colleagues in Global Contexts	***
Week 12 (December 4 <sup>th</sup> to 8 <sup>th</sup> )	<b>NO LECTURE CONTENT</b>	<b>DUE: Part B – Letter to the Editor</b>
<b>***NOTE: Starred weeks are weeks where Content engagement Activities are available to complete. You must complete FOUR over the term.</b>		

## F: Methods of Evaluation

Assignment	Percentage of Course Grade	Due Date
1. Sexual Orientation and Gender Identity (SOGI) Certificate and Positionality Statement Reflection	<b>10%</b> (Completion Grade*)	October 1 <sup>st</sup> at 11:55 pm (End of Week 3)
2. Aesthetic Ways of Knowing – Reflections on Indigenous Health	<b>10%</b> (Self-Assessment)	October 22 <sup>nd</sup> at 11:55 pm (End of Week 6)
3. Letter to the Editor: Policy Implications <ul style="list-style-type: none"> <li>• <b>Part A</b> – Project Plan</li> <li>• <b>Part B</b> – Letter to the Editor</li> </ul>	<b>40%</b> (Part A: 10% Part B: 30%)	<b>Part A:</b> October 22 <sup>nd</sup> at 11:55 pm (End of Week 6) <b>Part B:</b> December 6 <sup>th</sup> at 11:55 pm (End of Course)
4. Taking the Stand – Advocating for a Global is Local Issue	<b>10%</b> (Peer-Assessment)	<b>Submit Assignment:</b> November 19 <sup>th</sup> at 11:55 pm (End of Week 9) <b>Submit Peer Grades:</b> Nov. 26 <sup>th</sup> at 11:55 pm
5. Content Engagement Activities <ul style="list-style-type: none"> <li>• <b>Pick <u>ONLY FOUR</u> weeks to participate</b></li> </ul>	<b>30%</b> (7.5% Each)	<b><u>Post Between:</u></b>  <b>Wk 2:</b> Sept. 18 <sup>th</sup> 8:00 am – 22 <sup>nd</sup> 11:55 pm <b>Wk 4:</b> Oct. 2 <sup>nd</sup> 8:00 am – 6 <sup>th</sup> 11:55 pm <b>Wk 5:</b> Oct 10 <sup>th</sup> 8:00 am – 14 <sup>th</sup> at 11:55 pm <b>(NOTE: Oct. 9<sup>th</sup> is a Holiday)</b> <b>Wk 6:</b> Oct. 16 <sup>th</sup> 8:00 am – 20 <sup>th</sup> 11:55 pm <b>Wk 8:</b> Nov. 6 <sup>th</sup> 8:00 am – 10 <sup>th</sup> 11:55 pm <b>Wk 9:</b> Nov. 13 <sup>th</sup> 8:00 am – 17 <sup>th</sup> 11:55 pm <b>Wk 10:</b> Nov. 20 <sup>th</sup> 8:00 am – 24 <sup>th</sup> 11:55 pm <b>Wk 11:</b> Nov. 27 <sup>th</sup> 8:00 am – Dec. 1 <sup>st</sup> 11:55 pm

**NOTE: Please submit all written components of assignments in this course as Word.doc, so you may receive inline feedback. You will be asked to re-submit other formats, such as PDF.**

### 1. Sexual Orientation and Gender Identity Certificate and Positionality Reflection (10% of Course Grade)

The Certificate and Positionality Statement is a **COMPLETION GRADE** (You get full marks when you submit the required content). The purpose of engaging in critical reflective practice is to further develop your practice as a clinician, professional, communicator and advocate.

This assignment includes 2 parts:

- 1) Sexual Orientation and Gender Identity (SOGI) Certificate – You will submit a copy of the course certificate in *Owl Assignments* and receive 5% of your course grade upon completion.
- 2) Positionality Statement Reflection–You will submit a **one-page micro reflection** on the process of developing your positionality statement in *Owl Assignments*. **For this portion of the grade, you will receive either 2.5% (does not fully meet criteria) or 5% (meets criteria) if submitted.**

Upon completing the Sexual Orientation and Gender Identity Certificate, download the certificate of completion and submit it to the *Assignments* tab in OWL along with your reflection on the development of your positionality statement. ***You may submit the documents any time prior to the due date and will receive 10% of your course grade once you have completed this work (If your reflection does not meet the criteria, you will receive 7.5%).*** Completion of this certificate is a time commitment of about 3-hours and includes 5 lessons. **Do not leave this task to last minute** to complete.

Complete the survey here to access this online SOGI course [HERE](#)

- NOTE: Enter the value 100 when asked how many students are in your class.

*Please note: This is a completion grade. **The course instructors are not grading you on the content of your positionality statement.** Rather, we are asking you to engage in this activity as reflexive practitioners in your journey to becoming a nurse.*

Please see full details with respect to expectations in the *Resources* section of Owl.

## 2. Aesthetic Ways of Knowing: Reflections on Indigenous Health (10% of Course Grade)

The Aesthetic Ways of Knowing Assignment is a **SELF ASSESSMENT** (You assign yourself a grade). The purpose of engaging in critical reflective practice is to further develop your practice as a clinician, professional, communicator and advocate. Given the focus of this reflection is on Indigenous Health, you are required to integrate concepts related to the Truth and Reconciliation Commission of Canada (TCR - <https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525>).

This assignment includes 3 parts:

- 3) Artistic Creation – You will create an artistic work in a medium of your choice to depict your reflection on Indigenous Health.
- 4) Micro-Reflection – You will create a one-page non-scholarly reflection about the relationship between your artistic creation and the Indigenous Health topic you chose to reflect on.
- 5) Self-Assessment – You will complete a self-assessment rubric in a provided template AND submit your grade via a Qualtrics survey (Score yourself out of 10 points).

NOTE: your final submission and self-assessment grade will be reviewed by the course instructors to determine your final grade on this assignment. **The course instructors reserve the right to assign a grade that is different from your self-assessment based on their review.**

Please see full details in the *Resources* section of Owl.

### 3. Letter to the Editor: Policy Implications (40% of Course Grade)

**The Letter to the Editor Assessment will be submitted in two parts (Part A is worth 10% and Part B is worth 30%) for a total value of 40% of the course mark.**

The overall purpose of this two-part assessment is for you to:

- Gain in-depth knowledge of an issue of significance to global health
- Apply course concepts to an issue of significance to global health
- Gain knowledge of the context of the issue
- Gain knowledge of the contextual factors that influence the issue
- Consider policy implications and action related to the issue
- Develop skills in forming scholarly opinions on published articles
- Gain skills in writing for scholarly journals
- Continue to refine your scholarly writing skills

This assessment will work on developing your critical understanding related to an issue of significance to global health. Five recently published articles from Nursing Journals have been selected for this assessment. You are required to **select one article and write a Letter to the Editor** in response to the article. The Letter to the Editor will focus on a policy implication related to the Journal Article.

Part A of the assignment is your plan for the Letter to the Editor. Part B is the full Letter to the Editor submission.

#### **Part A - Project Plan (10% of Course Mark)**

The purposes of Part A of the assessment are to:

- Consider policy implications and action related to the issue of significance to global health
- Develop skills in forming scholarly opinions on published articles

Choose an article of interest to you from the options provided. Begin to consider how you will analyze the contextual factors that are influencing the issue as this will be important for Part B.

#### Specifications

- Select the article you will respond to from the provided options
- Summarize the article and identify one element of the article that has policy implications
- Prepare a bullet point outline for your Letter to Editor (Your bulleted list may be single-spaced)
- Identify the **specific policy** you will discuss in your Letter to the Editor and its significance to the issue
- 12-point font, **Times New Roman**, Double-spaced, formatted according to APA 7th edition (revised) student paper
- 1-page maximum (Excluding Title Page and Reference List)
  - ½ page is for the summary
  - ½ page is for the outline and any discussion related to the policy (NOTE: ONLY the bulleted list may be single-spaced)

You do not need to specify **every** aspect of Part B. This assessment is intended as an opportunity for you to begin thinking about this assessment early on and identify a policy that you can build your understanding of throughout the semester. It is also an opportunity for you to get developmental feedback.

### **Part B – Letter to the Editor (30% of Course Mark)**

The purposes of Part B of the assignment are for you to:

- Gain in-depth knowledge of an issue of significance to global health
- Apply course concepts to an issue of significance to global health
- Gain knowledge of the context of the issue
- Gain knowledge of the contextual factors that influence the issue
- Gain skills in writing for scholarly journals
- Continue to refine your scholarly writing skills

In your Letter to the Editor you should

- 1) Provide a brief overview of the article you are responding to (1/3 page)
- 2) Detail the specific issue of significance you will focus on (1/3 page)
- 3) Explain why the issue requires attention to policy implications, and (1/3 page)
- 4) Discuss the specific policy that you will present (2-Pages)
  - Include how the policy can be implemented, by whom, at what level, the necessary resources and how they will be accessed, as well as alternative viewpoints.
  - This will require library database and internet grey literature searching. As well, it is necessary for you to analyze how contextual factors (individually and in combination), affect the issue. The contextual factors are matters such as culture, politics, history, the health care systems, and how these impact the specific issue.
  - Please consider the credibility of internet information and document your sources carefully. The format and tone for your Letter to the Editor should be similar to what might be published in the Scholarly Journal.

Along with your 3-page Letter to the Editor, you are required to submit a screen shot of the “**Instructions for Authors**” section for the Journal where the original article was published.

**You are also required to follow those instructions when preparing your Letter to the Editor.** For example, if they require specific headings, these should be used in your assessment. If they require a citation style other than APA, it should be used. **However, you are required to adhere to the double-spaced, 3-page limit, using Times New Roman font, regardless of the Journal’s allowable word count.** Citations and references should follow the Journal’s Instructions

#### **4. Taking the Stand: Advocating for a ‘Global is Local Issue’ (10% of Course Grade)**

The Taking the Stand Assignment is a **PEER GRADE** (Your grade will be an average of the scores that have been given to you from your assigned peer group).

This assignment includes 2 parts:



- 1) Taking the Stand Voice Recording – You will post in the Discussion Forums a 2 – 5-minute voice recording of a message you have left on a local politician’s voicemail about a health issue in the London community (Please post a hyperlink and not the audio file itself, as Owl Forums cannot support the file size of this many submissions).
- 2) Peer Evaluation – You will listen to each submission from your assigned peer group (e.g., you will listen to peers’ submissions). You will then complete a Qualtrics Survey for each member of your peer group, where you are grading them on their *Taking the Stand* submission using a provided rubric. The grading is anonymous, so your peers can not see the grade that you have given them. Your grade will be an average of each score you have been given by your peers.

**NOTE:** This is a PEER grade. **The course instructors are not grading you.** We ask that you demonstrate professional integrity in grading your colleagues and providing constructive feedback.

Please see full details in the *Resources* section of Owl.

## 5. Content Engagement Activities (30% of Course Grade)

**You are required to participate in FOUR individual content engagement activities, each worth 7.5%, for a total value of 30% of the course mark. You may CHOOSE FOUR weeks from eight options.** The purpose of engaging with course content in a more critical and/or practical way is to further develop your practice as a clinician, professional, communicator and advocate. Providing you with the choice of which weeks to participate allows you to engage with the content you are most passionate about and provides flexibility in completing this course content around your other commitments.

**At the beginning of the course, you will be auto assigned into an online discussion forum group with approximately 20 members** (including members of your Taking the Stand Peer Group). You will share the experience of this course more intimately with these twenty people. The purpose of this approach is to create a safe learning environment where you can explore the material you are exposed to in this course, provide a seminar-like feel and enhance engagement.

### Weekly Topic Options & Activities:

**Pick FOUR from the eight options below. NOTE you must post your work between the time periods provided in the methods for evaluation chart.**

- **Week 2 – Advocacy & Leadership**
  - This week’s activity will require you to reflect (think), then discuss course content with someone outside of the course (share), and post what you learned from your thinking and sharing (repair) within the discussion forum.
- **Week 4 – Ethics**
  - This week’s activity will use case studies to explore the course content.
- **Week 6 – Health Organizations and their Influence on Global Health**
  - This week’s activity will require you to identify and critique an organization.

- **Week 7 – A Critical Lens: Colonialism and International Work**
  - This week’s activity will require the development of social media content.
- **Week 8 – Health Promotion and Caring in the Context of Natural Catastrophes**
  - This week’s activity will require the development of a meme.
- **Week 9 – Influence of Globalization on Global Health**
  - This week’s activity will explore the content in relation to current events.
- **Week 10 – Interprofessional Collaboration for Health in a Global Context**
  - This week’s activity will explore interprofessional collaboration, and the role of nursing through a case study
- **Week 11 – Caring for Self and Others**
  - This week’s activity will require you to reflect (think), then discuss course content with someone outside of the course (share), and post what you learned from your thinking and sharing (repair) within the discussion forum.

You will post your Content Engagement Activities in the *Forums* tab in Owl. You will only be able to see the *Forum* that you have been assigned. Please be sure that you are posting your Content Engagement Activities in the week that is affiliated with your selected activity. Please see full details with respect to your contribution requirements in the “Content Engagement Instructions and Evaluation Criteria” form in the *Resources* section of OWL.

## **G: Inclusivity**

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 to me.

## **H: Policies**

The School of Nursing's policies and undergraduate Program Manual are available on the [Nursing Undergraduate Information SharePoint site](#). Students, staff, and faculty are required to read and be familiar with its contents. Please refer to this for information on penalties for late assignments, re-grading of assignments, and the protocol for missed quizzes found on [owl.uwo.ca](#).

## **I: Netiquette**

Netiquette is about establishing a code of behavioural etiquette for communicating online in this course.

### ***General Guidelines***

- Be respectful of other's opinions. Being open to new perspectives is one of the objectives of academic discussions. Keep in mind the different cultural and linguistic backgrounds of the students in the course. Remember that these influence communication style and practices; stay open and ask questions to avoid making assumptions about online communications.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing. We all have unique personalities; remember there is a person behind the words. Ask for clarification before making judgements.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. "Flaming" is never appropriate.
- Be professional and scholarly in all course postings. Cite the ideas of others appropriately. Note that text has permanence. What you say online is difficult to retract later. Be judicious. Before you write something, ask yourself: "Would I say this out loud in class?" If not, don't write it.
- Students found guilty of Zoom-bombing a class or of other serious online offences may be subject to disciplinary measures under the Code of Student Contact.

For further information, see Western University's Code of Online Conduct:

<https://www.edu.uwo.ca/CSW/images/LearnOWLim/Online-Code-of-Conduct.pdf>

## **J: Academic Integrity Policy/Plagiarism**

Student work is expected to be original; assignments and online postings should be written in your own words. An idea or a passage from another author must be acknowledged by using quotation marks, where appropriate, and proper APA 7<sup>th</sup> Ed. referencing.

While use of AI-based content creating platforms (e.g., ChatGPT) can be useful to assist in information collection and problem-solving of complex scenarios, outputs generated from these platforms need to attribute in terms of direct citation/quote and referencing as per writing style (e.g., APA 7<sup>th</sup>), if used in assignments or course participation. In other words, AI-generated content, while interesting and potentially informative to assist in the refinement of ideas and insights, should not be used verbatim or suggested to be original content generated by student(s)

for assignments in this course. If outputs from AI-based content creating platforms are used verbatim, they must be attributed and cited accordingly.

Plagiarism is a serious academic offence and could lead to expulsion from the nursing program. *You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong to them. 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 can not 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 26 *Undergraduate BScN Programs Manual 2013 - 2014* Scholastic Offence Policy in the Western Academic Calendar or Fanshawe College Policy Manual).

Scholastic offences are serious, and students should read the policy as to what constitutes a Scholastic Offence at the following site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **K: Review of Graded Assignments**

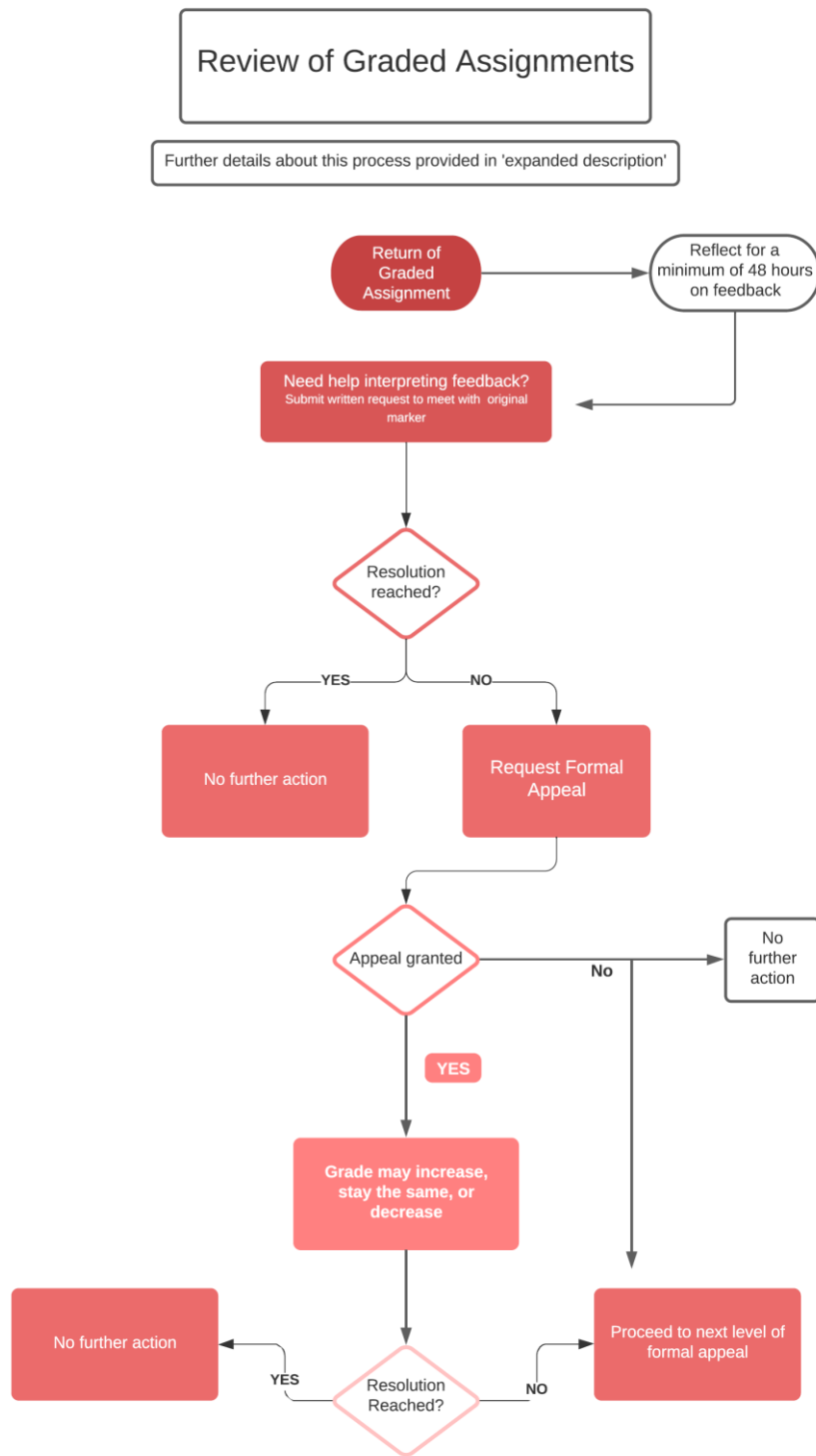
After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback 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. **Western Site:** <http://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals.

### **Western Site: Undergraduate Student Academic Appeal**

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading\\_178](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_178)



## **L: Accessibility, Accommodation and Support Services at Western**

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

*New to Online Learning?* Check out the following link for a variety of to support online learning from Western StudentExperience: <https://www.uwo.ca/se/digital/>

*Academic Support and Accommodation Services:* Check out these services that support academic success. I encourage all students to engage in the writing supports available to them at Western. [http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

*Physical Health, Wellness Education and Mental Health:* Connect with Student Health Services at Western here: <https://www.uwo.ca/health/Physical%20Health/index.html>

*Indigenous Student Center* staff and Elders are available to support you personally, academically and culturally. Reach out at: <https://indigenous.uwo.ca/students/>

For services related to inclusion, equity and diversity visit *Equity and Human Rights Services*: <https://www.uwo.ca/equity/>

View Westerns *Anti-Racism Working Group Report* here: <https://president.uwo.ca/anti-racism/>

## **M: Academic Consideration & Late Work Policy**

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 your academic advisor, Denice Litzan ([dlitzan@uwo.ca](mailto:dlitzan@uwo.ca)) for the collaborative program and Michelle Wagler ([mwagler@uwo.ca](mailto:mwagler@uwo.ca)) for the CTF/Pathway programs, at your earliest opportunity.

Your academic advisor will work with you to determine the need for academic considerations. Whenever possible, students who require academic consideration 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. Please do not feel the need to disclose your personal health information to be to justify your late submission.** 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.

For assignments in **this course ONLY**, you may have a **zero penalty 48-hour extension** from the time of the original due date for use at your discretion. For example, if the assignment is due on Sunday, October 22<sup>nd</sup> at 11:55 pm, should you determine you require academic consideration, your new assignment deadline would be Tuesday, October 24<sup>th</sup> at 11:55 pm. **You are not required to email your course instructor in this course for a delayed submission of less than 48-hours.** If you submit your work within 48-hours of the original due date, you will not have any grade deduction. The purpose of this specific course policy is to support students

with last-minute unforeseen circumstances (internet issues, sick kids, Roger's outage, etc.) assuming that the majority of the assignment is complete and will be submitted within 48-hours.

If unforeseen circumstances last **beyond 48-hours** and you have not consulted with your academic advisor for consideration, upon submission of the assignment **a late penalty will be applied to the date of ORIGINAL deadline**. For example, if the assignment is due on Sunday, October 22<sup>nd</sup> at 11:55 pm and you submit your work 3-days late without a consideration from your academic advisor, you will have 15% of your grade deducted from your assignment (This is in accordance with the 5%/day late work policy, up to a maximum of 10 days, after which you will receive a zero).

### **N: Land Acknowledgement**

We are facilitating this course for an institution that is located in what is now known as the City of London. We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g., First Nations, Métis, and Inuit) endure in Canada. We accept that as Registered Nurses and employee of a public institution, we have the responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.