

Nursing and Family Health

Nursing 3500

Course Professor:

Ashley McKeown, RN, MN-ANP, CCNE

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Nursing and Family Health N3500

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

A: Calendar Description

Nurses support individuals and families from conception through adolescence. In this course, the nursing role in improving immediate and longer-term health outcomes through health promotion, protection, and prevention of illness in the context of individual and family development is presented.

Prerequisite(s): Registration in Year 2 of the Western-Fanshawe Collaborative BScN program, or the Compressed Time Frame BScN program

Extra Information: 3 lecture hours

Course weight: 0.50

B: Expanded Description

In this course, we will explore wellness and health challenges that influence individuals and families from conception through adolescence. The concepts of health promotion, social determinants of health, health inequity, ethics, advocacy, empowerment and trauma and violence-informed care, are explored from the perspectives of people from conception through adolescence. Students will develop knowledge of obstetric and pediatric assessment skills and evidence-informed nursing interventions relevant to pregnant and pediatric populations. Learners will explore the role of interprofessional team members in supporting individuals and families from conception through adolescence. This course will facilitate the development of clinical judgment and attention toward current trends in diverse hospital and community settings across Canada.

Course Goals

1. Analyze health promotion concepts, theories, and social determinants of health as they apply to pregnant people, and from infancy through adolescence.
2. Identify the normal physiological, emotional, and social changes that occur throughout pregnancy, and from infancy through adolescence.
3. Identify health risk factors for pregnant people, and infancy through adolescence.
4. Describe the roles and responsibilities of the nurse and the standards of practice when providing perinatal and pediatric care.
5. Apply principles of family-centered care, health promotion, health protection, and disease prevention when providing perinatal and pediatric care.
6. Explore the social and ethical implications of health care policies on perinatal and pediatrics.
7. Recognize the various roles and responsibilities of the interprofessional team in the care of perinatal and pediatric clients.

National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2020) addressed in the course.

- *Clinician* – 1.1, 1.3-1.5, 1.7, 1.11, 1.13, 1.19, 1.21-1.23, 1.25 & 1.26
- *Professional* – 2.5 & 2.7
- *Communicator* – 3.3 & 3.5
- *Collaborator* – 4.1, 4.3 & 4.5
- *Coordinator* – 5.8
- *Leader* – 6.1, 6.6, 6.7, 6.9-6.11
- *Advocate* – 7.3, 7.4, 7.6-7.8, 7.11
- *Educator* – 8.1-8.5
- *Scholar* – 9.1-9.3, 9.7 & 9.8

C: Course Communication & Course Process

If you have questions about course content or course assignments, please post them in the Discussions. An **anonymous** whole-class discussion, where you can post questions about the course content, is in Brightspace (Communications → Discussions) labeled ***Course Content Q&A***. Additionally, a whole-class discussion where you can post questions about assignments is in Brightspace (Communications → Discussions) labeled ***Assignments Q&A***. Again, if you have questions about course content or course assignments, please post them in the Discussions. I would also encourage you to read the Discussions, as the answers to questions you might have may be there.

There is no Messaging function in Brightspace. **For individual issues, you will need to send emails to my UWO email address directly (amckeow@uwo.ca).** There is more than one Ashley McKeown on campus, so be sure that you are using the correct email.

If you are sending me an email, please be sure to include your 1) course code (i.e. N3500), section, and student number in the subject line. If you do not include this information in the subject line, I will respond by referring you back to the course communication process.

When communicating with me via email, I will do my best to respond within 48-hours during weekdays; during weekends, please expect a response the following week. **Please make all attempts to communicate with me via the Discussions before you send an email.**

Office hours by appointment.

D: Course Readings and Materials

Required Course Textbook

Webster, J., Sanders, C., Ricci, S.S, Kyle, T., & Carman, S. (2020). *Canadian Maternity and Pediatric Nursing*. Philadelphia, PA: Wolters Kluwer.

Recommended

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

E: Weekly Schedule

Week (Lecture Dates)	Topic of Focus	Suggested Evaluation Progression
Week 1 (May 6 th to 12 th)	Enacting Reproductive and Youth Justice & Culturally Safe Trauma-Informed Family-Focused Care	Proctortrack Onboarding Quiz (5%)
Week 2 (May 13 th – 19 th)	Management of Pre-conception & Fertility Health	UBC CPD: Gender-Affirming Perinatal Care
Week 3 (May 20 th to 26 th) NOTE: May 22 nd is a Holiday	Management of Antenatal Health (1 st and 2 nd Trimester)	Knowledge Checkpoint 1 Opens
Week 4 (May 27 th – June 2 nd)	Management of Antenatal Health (3 rd Trimester)	Knowledge Checkpoint 2 Opens
Week 5 (June 3 rd – 9 th)	Management of Antenatal Health Challenges	<i>Nurse Achieve Quiz</i>
Week 6 (June 10 th – 16 th)	Management of Obstetrical & Neonatal Health During the Intrapartum Period	Knowledge Checkpoint 3 Opens
Week 7 (June 17 th – 23 rd)	Management of Obstetrical & Neonatal Emergencies During the Intrapartum Period	Assignment Option A <i>Nurse Achieve Quiz</i>
Week 8 (June 24 th – 30 th)	Management of Postpartum Health	Knowledge Checkpoint 4 Opens
Week 9 (July 1 st – 7 th) NOTE: July 1 st is a Holiday	Management of Neonatal Health & Infant Feeding	<i>Nurse Achieve Quiz</i>
Week 10 (July 8 th – 14 th)	Care of Infants & Growth & Development	Assignment Option B Knowledge Checkpoint 5 Opens
Week 11 (July 15 th – 21 st)	Care of Toddler, Pre-School, and School-Aged Children	UBC CPD: PEWS Knowledge Checkpoint 6 Opens
Week 12 (July 22 nd – 26 th)	Care of Adolescence & Pediatric Medication Administration	<i>Nurse Achieve Quiz</i>

I: Methods of Evaluation

Assignment	Percentage of Course Grade	Due Date
1. Nurse Achieve	10%	See Chart Below
2. Continuing Education (UBC CPDs)	15% (5% each)	Gender Affirming Care: June 17th at 8:00 am Choice: June 17th at 8:00 am PEWS: July 26th at 8:00 am
3. Knowledge Checkpoints - Proctortrack Onboarding Quiz (Required 5 %) - Best 5 of 6 Knowledge Checkpoints (5% each, 25% total)	30% (5% Proctortrack Quiz; 25% Knowledge Checkpoints)	Proctortrack Quiz: June 17th at 8:00 am (Complete Proctortrack Quiz BEFORE your first Knowledge Checkpoint) All Knowledge Checkpoints: July 26th at 8:00 am
4. Assignment Option A OR Option B	15%	Option A: June 17th at 8:00 am OR Option B: July 8th at 8:00 am (Choose your due date from Option A or B)
5. Final Exam	30%	During Exam Period: TBA

In recognition that students in this course have complex clinical placement schedules, the assignment structure and deadlines in this course have been simplified to support your scheduling flexibility. Please execute professional accountability and **self-direction** in completing the assignments in this course. **DO NOT LEAVE EVERYTHING TO THE LAST MINUTE.** You will not be able to complete this work in one day.

1. Nurse Achieve (10% of Course Grade)

Quizzes will take place via Nurse Achieve. Each quiz will have 10 questions. Quizzes will open and close as per the dates below and have a time limit of 45 minutes. Each student will have a maximum of 2 attempts at the quiz and the highest score will be recorded. Students can choose to complete 2 of 4 quizzes for 5% each (10% total). If you complete more than 2 quizzes, your highest 2 quiz grades will be recorded for your course grade.

Quiz 1	Antenatal	Open: June 3 rd at 0800 Close: June 10 at 0800
Quiz 2	Intrapartum	Open: June 17 th at 0800 Close: June 24 th at 0800
Quiz 3	Postpartum and Neonatal	Open: July 1 st at 0800 Close: July 8 th at 0800
Quiz 4	Pediatric Foundations	Open: July 19 th 0800 Close: July 26 th at 0800

Further instructions available on the *Nurse Achieve* will be shared in the Announcements in Brightspace.

2. Continuing Education: UBC CPD (10% of Course Mark)

DUE: June 17th at 8:00 am AND July 26th at 8:00 am

This assignment is for completion. Upon completing the UBC-CPD e-learning modules, download the certificates of completion and submit them to the *Assignments* tab in Brightspace. Submit the certificates and receive 5% per certificate (15% total) on your course grade.

Completion of these modules is a time commitment. You do not need to complete the e-learning modules in a single attempt. Follow the instructions for creating a user account here: <https://ubccpd.ca/> Once you have created an account, search for the e-learning modules you plan to complete by title.

By **June 17th at 8:00 am** you must submit **two** certificates:

- I. **Gender-Affirming Perinatal Care: Safe, Respectful, and Celebratory Care AND**
- II. Your Choice of **ONE** the Following:
 - **Sexually Transmitted and Blood-borne Infections: Barriers to Screening**
 - **We All Have a Role to Play: Increasing Access to Abortion Care in Canada**
 - **Not Just the Blues: Perinatal Depression and Anxiety**
 - **The 5As of Healthy Pregnancy Weight Gain**
 - **Strengthening Kangaroo Care for Preterm Infants in British Columbia**
 - **Pediatric Nutrition Guidelines**

By **July 26th at 8:00 am** you must submit **one** certificate:

- I. **Pediatric Early Warning Signs (PEWS)**

NOTE: You may consider adding these certificates to your resume. Also, consider exploring other free UBC CPD learning modules related to obstetrics and pediatrics to further develop your competencies in these care areas and expand your professional certifications for those of you who are looking to apply for positions in these care areas.

3. Knowledge Checkpoints (30%)

This assignment has two parts; a Proctortrack Onboarding Quiz (5%) and Knowledge Checkpoints (25%).

DUE: June 17th at 8:00 am AND July 26th at 8:00 am

Proctortrack Onboarding Quiz:

Remote proctoring is required in this course. You must onboard in Proctortrack **BEFORE** you complete any of the Knowledge Checkpoints. To complete the Proctortrack Onboarding Quiz, create a profile then complete the Onboarding Quiz (Content → Click Proctortrack → Click the Blue word below that also says “Proctortrack and has a Lego piece symbol to the right → Scroll down in the new window and select “Go to Test” beside the Proctor Tract Onboarding”. This

process will ensure Proctortrack is compatible with your computer and provide an opportunity for you to become familiar with the testing environment. Once the onboarding quiz has been uploaded and processed, your profile is created. This profile is used to verify your identity for each assessment. Students who have previously completed the onboarding process for evaluations in other course(s) must also complete the onboarding process and quiz for this course to receive credit. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>

Knowledge Checkpoints:

There are six (6) knowledge checkpoint quizzes to be completed individually online in the Brightspace site. Each quiz will be made available as designated in the weekly schedule and will remain open until the end of Week 12. All quiz submissions will close on July 26th at 8:00 am. Each quiz is worth 5% of the course grade and will consist of 10 multiple-choice questions (MCQs) based on the content (see table below). Students will have 20 minutes to complete each quiz in one attempt only. The seven (5) highest-scoring quizzes will be included in the course grade calculations. **THIS IS A FIRM DEADLINE. SCHOOL POLICY DOES NOT ALLOW COURSE ASSIGNMENTS TO BE SUBMITTED AFTER THE LAST DAY OF CLASS.**

Proctor Track Quiz	Open: May 6 th at 0800	Due: June 17 th at 0800
Knowledge Checkpoint 1 • Wks 2 & 3	Open: May 20 th at 0800	Due: July 26 th at 0800
Knowledge Checkpoint 2 • Wk 4	Open: May 27 th at 0800	
Knowledge Checkpoint 3 • Wk 5 & 6	Open: June 10 th at 0800	
Knowledge Checkpoint 4 • Wk 7 & 8	Open: June 24 th at 0800	
Knowledge Checkpoint 5 • Wk 9 & 10	Open: July 8 th at 0800	
Knowledge Checkpoint 6 • Wk 11	Open: July 15 th at 0800	

4. Assignment Option A **OR** Option B (15% of Course Mark)

DUE: Option A: June 17th at 8:00 am OR Option B: July 8th at 8:00 am

I believe that you are all interested in various elements of this course content and have preferences in relation to how you like to demonstrate your knowledge. There are various nursing roles in perinatal and pediatric contexts, and the skills required for these roles are diverse. I am hoping that this assignment will support you in following your passions. As such, for Assignment Option A OR Option B, you will be given a choice to complete only ONE of the TWO assignment choices below and submit them in Brightspace Assignments.

You are also given a choice of *when* you want your assignment to be due. If you select Option A, your due date is June 17th at 8:00 am and you are NOT required to submit an Option B assignment. If you select Option B, your due date is July 8th at 8:00 am and you are NOT required to submit an Option A assignment.

Option A and Option B use the same assignment options to choose from (i.e., Virtual Visit OR TVIC Reflection); however, the subject matter will differ in alignment with course content (i.e., Option A case studies will align with the first portion of the course and Option B case studies will align with the latter portion of the course).

You can choose Option A or Option B based on your content preferences or your personal schedule.

Assignment Choices:

- a. Virtual Visit with a Public Health Nurse (recorded video of a role-play) and follow-up email (1-page written)
- b. Critical Reflection on Implementing Trauma and Violence Informed Care (4-page written)

a. Virtual Visit with a Public Health Nurse

Facilitating client-centered learning is a foundational competency for Registered Nurses. The goal of this assignment is to provide you with client-centered teaching experience based on a case study. NOTE: you will have options to choose from (For both Option A and Option B, there are case studies that you can choose your topic of focus. These case studies align with course content).

The purpose of this assignment is for you to:

- Identify topics related to client teaching from conception to adolescence.
- Determine case-specific priority teaching areas for the client.
- Practice client-centered health teaching.
- Demonstrate client-centered **evaluation** of learning.

This assignment will involve you role-playing a client's virtual visit with a public health nurse. You will be in the role of a public health nurse, and a volunteer of your choice (peer, friend, family, etc.) will be in the role of the client. You will be enacting client-centered health teaching during a virtual visit based on a case study provided.

The submission will involve two parts: 1) a video recording that is a maximum of 10 minutes in length and 2) a follow-up email including references. You may choose to submit an mp4 file OR submit a hyperlink (preferred) of the video recording into the *Assignments* drop box. The drafted client education follow-up email (maximum 1 page) must contain 3 relevant community resources (**specific to London**) and a description of services based on the content discussed in your client assessment video. The email and reference list can be submitted in a Word.doc. The rubrics and further instructions for the

Virtual Visit with a Public Health Nurse can be found in the *Assignments* section of Brightspace.

b. **Critical Reflection on Implementing Trauma Violence Informed Care**

Trauma-and violence-informed nursing care is grounded in the understanding of, and responsiveness to, the impact of trauma and/or violence on the client. Nurses can provide trauma and violence-informed care by emphasizing physical, psychological, and emotional safety for survivors, remaining strengths-based to rebuild a sense of control and foster experiences of empowerment for clients (Hopper, Bassuk, & Olivet, 2010). The goal of this assignment is to develop your role as a clinician, specifically related to implementing principals of trauma-informed care in a perinatal and pediatric health contexts.

The purpose of this assignment is for you to:

- Critically reflect on how you can apply the trauma and violence-informed care (TVIC) model in your nursing practice (Recall and apply your EQUIP Learnings)
- Identify **case-specific** approaches to integrating TVIC into nursing practice
- Explore how you might create a sense of safety, facilitate informed-choice, and rebuild a sense of control in relation to a specific client scenario
- Appraise how you might adapt TVIC principals to other care areas in your nursing practice

Critical reflective practice is a strategy to examine one's actions and experiences to gain new understandings and appreciations of situations and develop one's practice and clinical knowledge. Students will be provided with case scenarios (choose one) about the client lived experiences across the course [NOTE: The cases are based on the *Patient Lived Experience Videos* that have been shared over the course]. This will be a departure point for your written 3-page critical reflection on providing trauma and violence-informed care (TVIC) in your nursing practice. The Critical Reflection must contain 2-3 relevant resources and can be submitted in a Word.doc. The rubrics and further instructions for the Critical Reflection can be found in the *Assignment* section of Brightspace.

5. **Final Exam (30% of Course Grade)**

The final exam will occur in the scheduled exam period. Date and time TBA. The exam consists of approximately 60 multiple-choice questions that focus on critical thinking and clinical judgment, similar to the questions that you have experienced in Nurse Achieve and the Knowledge Checkpoints over the term. This test will cover content across the course. If you require accommodation, please arrange this in advance.

I: Inclusivity

I am dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, I 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 of whom 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. I ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.**

As your instructor, I am committed to supporting you in navigating this course content. I am not perfect and may falter myself but will do my 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.

JH: Policies

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed:

Requires login with UWO username and password:

<https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36>

K: Engagement

Students are expected to demonstrate professional responsibility through regular engagement with, 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, preceptors, and faculty. Students are expected to organize their schedules such that **weekly preparation** for lecture content is completed, and asynchronous lectures are reviewed, with consistency.

K: 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 judgments.
- 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 offenses may be subject to disciplinary measures under the Code of Student Contact.

L: Artificial Intelligence (AI)

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

M: 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 APA 7th Ed. referencing. Failure to do so is unethical and is plagiarism.

Student work is expected to be original. Plagiarism is a serious academic offense 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; you are responsible for acting on the report generated.

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

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (<https://www.uwo.ca/ombuds/>).

O: Course correspondence

You are expected to check the course site regularly for any messages/announcements posted by the course professor and/or Teaching Assistant(s). Please reference the course communication strategy discussed above.

P. Social Media

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

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors

Students will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behaviour may compromise a student's standing in the program.

Q: Accessibility, Accommodation, Mental Health, and Support Services at Western

Brightspace Onboarding: For learning about Brightspace:
<https://brightspacehelp.uwo.ca/student/navigating-owl-brightspace.html>

Technical Support: For Brightspace 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

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 Western's *Anti-Racism Working Group Report* here: <https://president.uwo.ca/anti-racism/>

R: 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, Michelle Wagler (mwagler@uwo.ca) 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. 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 (**UBC CPDs and Option A OR Option B ONLY**) in **this course ONLY**, you may have a **zero penalty 72-hour extension** from the time of the original due date for use at your discretion. For example, if the assignment is due on Mon, June 17th at 8:00 am, should you determine you require academic consideration, your new assignment deadline would be Thurs, June 20th at 8:00 am. **DO NOT email your course instructor (in this course) for a delayed submission of less than 72-hours.** If you submit your work within 72-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 72-hours. If unforeseen circumstances last **beyond 72-hours** and you have not consulted with your academic advisor for academic consideration, upon submission of the assignment **a late penalty will be applied to the date of the ORIGINAL deadline**. For example, if the assignment is due on Mon, June 17th at 8:00 am and you submit your work 4-days late without an academic consideration from your academic advisor, you will have 20% 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).

This policy does NOT apply to the Nurse Achieve Quizzes, Knowledge Checkpoints or Final Exam.

R: Land Acknowledgement

I am facilitating the lecture for this course in what is now known as the City of London. I 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, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. I acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada. I accept that as a Registered Nurse and employee of a public institution, I have the responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through my teaching, research, and community service.