



# 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: 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**

Your course instructor and Teaching Assistants can be reached via email (Teaching Assistant email addresses are listed in OWL Brightspace in ***Content → Overview***). We will do our best to respond within 48-hours during weekdays; during weekends, please expect a response the following week.

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 in OWL Brightspace in ***Content***. Weekly course announcements (in ***Communications → Announcements***) will be released Mondays at 0800, reviewing upcoming content and deadlines in the course.

**NOTE: This is an online asynchronous course.**

An **anonymous** whole-class discussion where you can post questions about the course content is located in ***Communications → Discussions*** labeled ‘Course Content Q&A’. If you have questions about the course assignments or course logistics, please post those in ‘Assignments & Logistics Q&A’. We also encourage you to read the discussion forums, as the answers to questions you might have may be there. Historically, virtual office hours have not been well attended. If you would like to book an in-person meeting, please email your course instructor.

### **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 9 <sup>th</sup> – 13 <sup>th</sup> )	Introduction to Health in a Global Context	
Week 2 (September 16 <sup>th</sup> – 20 <sup>th</sup> )	Advocacy and Leadership in Global Health	***
Week 3 (September 23 <sup>rd</sup> – 27 <sup>th</sup> )	Influence of Determinants of Health on Indigenous Peoples	<b>DUE: SOGI Certificate &amp; Reflection</b>
Week 4 (September 30 <sup>th</sup> – October 4 <sup>th</sup> )	Ethics, Values, and Attitudes in a Global Context	***
Week 5 (October 7 <sup>th</sup> – 11 <sup>th</sup> )	Nurses' Role in Advancing Global Health Policies	
<b>Reading Week</b> (October 14 <sup>th</sup> – 18 <sup>th</sup> )	<b>NO LECTURE CONTENT</b>	
Week 6 (October 21 <sup>st</sup> – 25 <sup>th</sup> )	Health Organizations and their Influence on Global Health	<b>DUE: Ways of Knowing</b> ***
Week 7 (October 28 <sup>th</sup> – November 1 <sup>st</sup> )	A Critical Lens: Colonialism and International Work	***
Week 8 (November 4 <sup>th</sup> – 8 <sup>th</sup> )	Health Promotion, Caring, and Health in the Context of Natural Catastrophes	***
Week 9 (November 11 <sup>th</sup> – 15 <sup>th</sup> )	Influence of Globalization on Global Health	<b>DUE: Taking the Stand</b> ***
Week 10 (November 18 <sup>th</sup> – 22 <sup>nd</sup> )	Interprofessional Collaboration for Health in a Global Context	***
Week 11 (November 25 <sup>th</sup> – 29 <sup>th</sup> )	Caring for Self and Professional Colleagues in Global Contexts	***
Week 12 (December 2 <sup>nd</sup> – 6 <sup>th</sup> )	<b>EXAM REVIEW</b>	
<b>***NOTE: Starred weeks are weeks where Content Engagement Activities are available to complete. You must complete THREE 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)	September 27 <sup>th</sup> at 11:55 pm (End of Week 3)
2. Aesthetic Ways of Knowing – Reflections on Indigenous Health	<b>10%</b> (Self-Assessment)	October 25 <sup>th</sup> at 11:55 pm (End of Week 6)
3. Taking the Stand – Advocating for a Global is Local Issue	<b>10%</b> (Peer-Assessment)	<b>Submit Assignment:</b> November 15 <sup>th</sup> at 11:55 pm (End of Week 9) <b>Submit Peer Grades:</b> November 22 <sup>nd</sup> at 11:55 pm (End of Week 10)
4. Content Engagement Activities <ul style="list-style-type: none"> <li>• Pick <b>ONLY THREE</b> weeks to participate</li> </ul>	<b>30%</b> (10% Each)	<b>Post Between:</b> <b>Wk 2:</b> Sept. 16 <sup>th</sup> 8:00 am – 20 <sup>th</sup> 11:55 pm <b>Wk 4:</b> Sept. 30 <sup>th</sup> 8:00 am – Oct. 4 <sup>th</sup> 11:55 pm <b>Wk 6:</b> Oct. 21 <sup>st</sup> 8:00 am – 25 <sup>th</sup> 11:55 pm <b>Wk 7:</b> Oct. 28 <sup>th</sup> 8:00 am – Nov. 1 <sup>st</sup> 11:55 pm <b>Wk 8:</b> Nov. 4 <sup>th</sup> 8:00 am – 8 <sup>th</sup> 11:55 pm <b>Wk 9:</b> Nov. 11 <sup>th</sup> 8:00 am – 15 <sup>th</sup> 11:55 pm <b>Wk 10:</b> Nov. 18 <sup>th</sup> 8:00 am – 22 <sup>nd</sup> 11:55 pm <b>Wk 11:</b> Nov. 25 <sup>th</sup> 8:00 am – 29 <sup>th</sup> 11:55 pm
5. Final Exam	<b>40%</b>	<b>TBD</b>

**NOTE: Please submit all written components of assignments in this course as Word.doc, so you may receive inline feedback. You will not be able to 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 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. *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 SOGI Certificate, download the certificate of completion and submit it in OWL Brightspace in *Assessments* → *Assignments* along with your reflection on the development of your positionality statement. **You may submit the documents any time prior to the due date once you have completed this work.** Completion of this certificate is a time commitment of about 3-hours and includes 5 lessons. **Do not leave this task to the last minute**

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

- 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 *Assessments* → *Assignments* in OWL Brightspace.

## 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:

1. Artistic Creation – You will create an artistic work in a medium of your choice to depict your reflection on Indigenous Health.
2. 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.
3. Self-Assessment – You will complete a self-assessment rubric in a provided template (Score yourself out of 10 points).

Please submit all assignment components in *Assessments* → *Assignments* in OWL Brightspace.

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 with respect to expectations in *Assessments* → *Assignments* in OWL Brightspace.

## 3. 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 (in **Communications**) in OWL Brightspace 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 Brightspace 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 survey in OWL Brightspace (in **Assessment** → **Surveys**) 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 with respect to expectations in *Assessments* → *Assignments* in OWL Brightspace.

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

**You are required to participate in THREE individual content engagement activities, each worth 10%, for a total value of 30% of the course mark. You may CHOOSE THREE 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 THREE 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 and Leadership in Global Health
  - 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, Values, and Attributes in a Global Context
  - 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, Caring, and Health 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 Professional Colleagues in Global Contexts
  - 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 OWL Brightspace (in *Communications* → *Discussions*). You will only be able to see the discussion 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 expectations in *Assessments* → *Assignments* in OWL Brightspace.

## 5. Final Exam (40% of Course Grade)

The final exam will occur ONLINE in the scheduled exam period. Date and time TBA. The exam consists of multiple-choice and short-answer questions that focus on critical thinking and clinical judgment. This test will cover content across the course. If you require accommodation, please arrange this in advance.

## 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 us.

## **H: Policies**

The School of Nursing's policies and undergraduate Program Manual are available on the [Nursing Undergraduate Information SharePoint site](#). Students are required to read and be familiar with its contents.

## **I: 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.

## **J: 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.

## **K: Artificial Intelligence (AI)**

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience

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

### **L: 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.

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 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.

### **M: 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 their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the [policy for academic appeals](#).

### **N. Course Correspondence**

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to

ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through OWL Brightspace, and to read emails generated in this way.

## O. Support Services at Western

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

*Academic Support and Engagement:* Check out these services that support academic success. We encourage all students to engage in the writing supports available to them at Western.

<http://academicsupport.uwo.ca>

*Physical Health, Wellness Education and Mental Health:* Connect with Student Health Services at Western here: <https://www.uwo.ca/health/>. Additional *Student Support Services* can be accessed here: <http://westernusc.ca/services/>

*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/>

For services related to the *Office of the Registrar* visit: <http://www.registrar.uwo.ca/> or the *Office of the Ombudsperson* visit: <http://www.uwo.ca/ombuds/>

## P. Absence from Course Commitments & Late Work Policy

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

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

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

For assignments (not exams) 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 20<sup>th</sup> at 11:55 pm, should you determine you require academic consideration, your new assignment deadline would be Tuesday, October 22<sup>nd</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 20<sup>th</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).

### **Q. Accommodation for Religious Holidays**

Students should review the policy for Accommodation for Religious Holidays. Where a student will be unable to write examinations due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination.

### **R. Special Examinations**

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

### **S. Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [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).

### **T. Use of Statistical Pattern Recognition on Multiple Choice Exams**

Computer-marked multiple-choice exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **U. Accessibility**

Please contact your course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review the policy on Accommodation for Students with Disabilities here: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf)

## V. Brightspace

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

## W. Copyright

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

## X. Online Proctoring

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

## Y. 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.

## **Z. 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.