



Advanced Concepts for Professional Practice

Nursing 4400
Fall 2024

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Calendar Description:

This course will assist students to integrate multiple sources of knowledge gained in the program to engage in deep exploration of health/illness issues. (3 hours/week)

Expanded Course Description:

This course will provide an opportunity for the student to synthesize the theoretical, philosophical, and ethical dimensions of the profession and nursing practice they have explored throughout their program of study. Students will demonstrate thinking and acting like a nurse, incorporating relational inquiry into their practice. Various teaching-learning approaches will be used, which may include case study, self-directed learning, group and individual written assignments and tests. Through the various assignments, students will demonstrate an integrated and advanced application of nursing clients with complex health issues.

Essential elements for the success of each class are preparation and regular and active participation (as appropriate). Engagement with peers, guests, and course instructors, materials, and activities to help develop, share, analyze, and critique ideas will enable students to gain knowledge of course concepts and attain the course objectives.

Course Goals:

1. Demonstrate advanced application of the concepts of the metaparadigm of nursing.
2. Demonstrate advanced clinical judgment based on Tanner's (2006) Clinical Judgment Model.
3. Utilize a strengths-based approach and relevant evidence in cases involving individuals and families across the lifespan.
4. Demonstrate an integrated approach in the development of nursing care for clients experiencing complex health challenges.
5. Demonstrate ability to provide constructive feedback.
6. Describe an advanced understanding of the role of the nurse within an interprofessional collaborative team and the importance of the therapeutic nurse-client relationship.
7. Incorporate scholarship and critical reflection into course learning activities.
8. Articulate the relevance of professional, interprofessional and nursing informatics competencies, ethical standards, and professional accountability in nursing.

Major Concepts in the Course:

Persons: Clients, Ways of knowing, Time/transitions, Context/culture, Growth and development, Diversity

Health and Healthcare: Health, health promotion/disease prevention, primary health care, safety interprofessional collaborative practice, health system

Nursing: Strengths-based nursing care, client-centered care, communication, holistic care, patterns of knowing, professionalism, ethical practice, assessment, clinical judgment, critical reflection, evidence-informed practice

Environment: Social determinants of health, physical determinants of health, adverse events, political influences

Entry-to-Practice Competencies for Registered Nurses (College of Nurses of Ontario, 2019) addressed in the course:

- Clinician: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.12, 1.13, 1.14, 1.15, 1.19, 1.21, 1.22, 1.23, 1.25, 1.26, 1.27
- Professional: 2.1, 2.7
- Communicator: 3.7, 3.8
- Collaborator: 4.1, 4.2, 4.3, 4.5
- Coordinator: 5.5, 5.6, 5.7, 5.8
- Leader: 6.1, 6.3, 6.10, 6.11
- Advocate: 7.1, 7.3, 7.4, 7.9, 7.11
- Educator: 8.3, 8.4
- Scholar: 9.1, 9.2, 9.5, 9.7,

Interprofessional Competencies (Canadian Interprofessional Health Collaborative, 2010) addressed in the course:

- Interprofessional communication
- Role clarification
- Patient/Client/Family/Community-centered care
- Team functioning
- Interprofessional Communication
- Interprofessional Conflict Resolution

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

- Information and knowledge management
- Professional and regulatory accountability
- Information and communication technologies

Canadian Association of Schools of Nursing (CASN) Mental Health and Addiction Entry-to-Practice Competencies addressed in the course: Domains 1-5

Canadian Association of Schools of Nursing (CASN) Public Health Nursing Competencies addressed in the course:

- Health Promotion
- Collaborate and advocate

Canadian Association of Schools of Nursing (CASN) Palliative and End-of-Life Care Competencies addressed in the course: Competencies 1-9

How this course will contribute to your development as a Professional Nurse

The knowledge gained from this course is important in all aspects of nursing practice. This course will refine your ability to apply critical ‘thinking like a nurse’, thus enabling you to ‘act like a nurse’ in the companion professional practice course.

How this course will contribute to your development as an Interprofessional Team Member

The knowledge, skills, and attitudes you develop in this course will refine your role as a nurse in working with other team members. You will also see the importance of the role of the client and their family in working within health teams and seeing how, when team members work together, there is a combined benefit to their clients.

How we will work collaborative together

We believe in the creation of a caring community within the classroom setting which will positively affect your interactions outside of the classroom as well. Teachers will serve in the role of facilitator to assist you to reach your goals. Group activities are a common teaching approach to provoke discussion of course concepts and assist you in self-reflection and in developing skill in knowing the other.

Additional Course and Instructor Information available on course site.

Required Resources and Texts

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

El Hussein, M., & Osuji, J. (Eds.). (2020). *Brunner & Suddarth's Canadian textbook of medical-surgical nursing (4th ed.)*. Wolters Kluwer.

NurseAchieve NCLEX/NCLEX-RN Preparation Program

Recommended Resources and Texts

Webster, J., Sanders, C., Ricci, S. S., Kyle, T., & Carman, S. (2020). *Canadian maternity and pediatric nursing* (2nd ed.). Wolters Kluwer.

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

Additional Resources and Texts

Any supplementary resources and readings will be outlined in the weekly learning activities.

Fall 2024 Weekly Schedule

Week (Starting date)	Weekly Topic	Concepts & Course Goals <small>All course goals are integrated throughout the course.</small>
Week 1 (September 9)	Course Overview and Advanced Concepts for Professional Practice	Communication, collaboration, critical judgement, safety
Week 2 (September 16)	Health and Health Promotion Across the Lifespan I: Nursing Management of Respiratory Emergencies <i>Week 2 Module Quiz open</i> Proctortrack Onboarding Quiz due September 22 @2355	Family-centred care, growth and development, social determinants of health, illness, health promotion/disease prevention, evidenced-informed practice
Week 3 (September 23)	Health and Health Promotion Across the Lifespan II: Nursing Management of Cardiac Emergencies <i>(Independent, self-directed learning)</i> <i>Week 3 Module Quiz open</i>	Family-centred care, homeostasis, social determinants of health, illness, adverse events health promotion/disease prevention, evidenced-informed practice
Week 4 (October 1) *September 30 th National Truth & Reconciliation Day	Health and Health Promotion Across the Lifespan III: Nursing Management of Endocrine Emergencies <i>Week 4 Module Quiz open</i> PEP Module 7 due October 6 @ 2355	Homeostasis, health promotion/disease prevention, assessment, illness, clinical judgement, adverse events
Week 5 (October 7)	Nursing Management of Infectious Diseases <i>(Independent, self-directed learning)</i> <i>Week 5 Module Quiz open</i>	Client-centred care, social determinants of health, health promotion/disease prevention, inter-professional practice, assessment, advocacy, strengths-based nursing
Week 6 October 14 th Thanksgiving statutory holiday	Fall Reading Week October 12-20, 2024	
Week 7 (October 21)	Nursing Management of Sepsis <i>Week 7 Module Quiz open</i>	Homeostasis, infection control, communication, healing, clinical judgment
Week 8 (October 28)	Discharge Planning and Transfer of Care Beyond Acute Care Settings <i>Week 8 Module Quiz open</i> NCLEX assignment due November 3, 2024	Autonomy, quality of life, dignity, leadership, advocacy, time/ transitions, health care policy, interprofessional collaboration

Week 9 (November 4)	Nursing Management of Traumatic Brain Injuries: Concussion, Encephalopathy, and More <i>(Independent, self-directed learning)</i> Week 9 Module Quiz open	Health promotion, clinical judgment, healing, advocacy, assessment, illness, clinical judgement, adverse events
Week 10 (November 11)	Death and Dying I: Foundational Concepts Week 10 Module Quiz open	Personal meaning, health care system, client-centred care, determinants of health, strengths-based nursing, Context/culture, assessment, caring, ethical practice, evidence-informed Practice, interprofessional
Week 11 (November 18)	Death and Dying II: Nursing Care and Management	collaboration, hope, loss, grief, advocacy, political influences
Week 12 (November 25)	Knowledge Synthesis & Course Review All Learning Module Quizzes will close on Monday, December 2, 2024.	Communication, adverse events, safety, clinical judgment, assessment; all other concepts as relevant
	December 9-22, 2024: Final Examination Period Final Exam to be scheduled by the Office of the Registrar	

Opportunities to Demonstrate Learning

1. Proctortrack Onboarding Quiz (5%)

Due: September 22, 2024 @ 2355hrs

As remote proctoring will be required in this course, **each student must onboard in Proctortrack** located in the course site, **to create a profile and complete the Onboarding Quiz**. 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>

2. PEP Module 7: “Successfully Navigating Conflicts” (5%) Certificate of Completion Due: October 6, 2024 @ 2355hrs

Students are provided with the opportunity to complete “Module 7: Successfully Navigating Conflicts” found within the Preceptor Education Program (3rd ed.).

Direct link to Module 7: <https://preceptor.ca/modules/module-7-successfully-navigating-conflicts/index.html#/>

This module will prepare students to recognize and prevent conflict, understand and apply assertive communication skills and apply conflict management strategies. Once completed, students will then submit their Certificate of Completion via the Assignments' tab.

3. NCLEX-RN Style Questions (15%)

Due: November 3, 2024 @ 2355hrs

Intended to support a student's learning of course content, each student will work independently and submit five (5) well-structured and complete NCLEX-RN style questions based on **any course readings and/or concepts covered through weeks 1 to 7, inclusive**. This assignment will be submitted to Turnitin through the course Assignments' tab. **Students may submit their questions any time in advance of the due date**. Late submission of this assignment after the due date without academic accommodations/considerations will result in penalty. Additional information regarding this assignment, including further description, instructions, and criteria for evaluation will be made available on the course site.

4. Learning Module Quizzes (35%)

Due: December 2, 2024 @ 2355hrs

There are eight (8) learning module quizzes to be completed individually online in the course 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 December 2, 2024 @ 2355hrs.**

Each quiz is worth 5% of the course grade and will consist of 10 multiple choice questions (MCQs) based on the content of the related learning module. Students will have 20 minutes to complete each quiz in one attempt only. The seven (7) highest-scoring quizzes will be included in the course grade calculations.

5. Final Exam (40%)

Date: To be scheduled by the Office of the Registrar

An **individual, online, and synchronous** final exam is scheduled by the Office of Registrar. The final exam will cover course content from weeks 1 through 12, inclusive. The exam will provide an opportunity for students to demonstrate their understanding of course concepts and any relevant applications to their nursing care and management of complex health issues.

****Please note:** Online Proctoring - Tests and 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>

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	VALUE	DUE DATE	COURSE GOALS
1. Proctortrack Onboarding Quiz	5%	September 22, 2024 @ 2355hrs	1-8
2. PEP Module 7	5%	October 6, 2024 @ 2355hrs	1-8
3. NCLEX-RN Style Questions	15%	November 3, 2024 @ 2355hrs	1-8
4. Learning Module Quizzes* Best 7 out of 8 modules x 5% each	35%	December 2, 2024 @ 2355hrs	1-8
5. Final Exam*	40%	TBA	1-8
Total	100%		

**Please refer to the course syllabus for the detailed description of the use of online remote proctoring service for the course learning module quizzes and final exam and the policy on Online Proctoring (p.10) for this course.*

OWL Brightspace Training and Help Resources.

Where Can Students Get Brightspace Help?

If you have questions about using OWL Brightspace, please click on the above link or visit brightspacehelp.uwo.ca/student or [contact the WTS Helpdesk](#) before contacting your Instructor or Teaching Assistants.

Statement on Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees if you are dropped from a course for failing to have the necessary prerequisites.

Assignments and Exams

All policies related to assignments are in the Undergraduate BScN Programs Manual at owl.uwo.ca on the Undergraduate Student Information site. Please refer to the Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Marks will be deducted from late assignments according to the policy in the Programs Manual.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

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

Online Proctoring

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

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar \(westerncalendar.uwo.ca\)](http://westerncalendar.uwo.ca).

Plagiarism: Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source

documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

The Use of AI (Artificial Intelligence) Tools:

*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, independent inquiry and allows them to produce original written contributions.*

Re-submission of Previously Graded Material: Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

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

Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

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

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

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

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

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

Examination Conflicts

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

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

Statement on Use of Electronic Devices (where applicable)

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

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

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

Student Attendance, Participation, and Engagement

Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance, participation, and engagement in all scheduled learning activities (including but not limited to synchronous activities, group work/meetings, and assessments). Much of the learning that takes place is a result of preparation and engagement with the material and active engagement with colleagues and faculty.

School of Nursing Updated Policy on 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.

Final Exams: Do not book personal/travel plans until the FINAL exam schedule is posted for the term. Students who fail to appear for the final examination at the time set need to obtain permission to write the missed exam. Permission may be granted only based on compassionate or medical grounds with appropriate supporting documents.

Mental Health and Support Services

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Student Safety

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

Learning Skills Services

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

Accessibility & Learning Skills Services

Western University is committed to recognizing the dignity and independence of all students and seeks to ensure open and unhindered access to academic activities. Course instructors are committed to providing accommodation and equitable access to all course resources and experiences. Securing provisions for academic accommodation are a shared responsibility between the student and the University. You may wish to contact Student Accessibility Services at (519) 661-2147 or ssd@uwo.ca or visit their website at <http://www.sdc.uwo.ca/ssd/>

If you are a student with a disability and require extra time accommodation, please ensure your accommodations are active on the Accommodated Exams website <https://studentservices.uwo.ca/Accommodatedexamssignup/> for this course at least 10 days before the assessment. Any accommodations posted there will be applied to your assessment(s).

Inclusivity

Course instructors are dedicated to including a range of perspectives and content during shared learning experiences within this course. Together with you, course instructors aim to co-create a classroom/learning atmosphere where we welcome and respect a multitude of views and perspectives. As a result, course instructors will create space that may challenge our prior beliefs but supports inclusivity and respect for all participants.

Land Acknowledgment

Western University is currently located on the traditional lands of the Attawandaron people (also known as the Neutral) and is in the middle of Southwestern Ontario. First Nations surrounding the university are: Chippewas of the Thames First Nation, the Oneida Nation of the Thames, and the Munsee Delaware Nation. It is important to recognize and acknowledge the relationship that Indigenous peoples have with the land and to respect the continuing presence as well as the commitment to reconciliation.

Writing Support Centre - Western Site

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

The Learning Centre - Fanshawe Site

<https://www.fanshawec.ca/student-life/student-services/learning-centre/english-services>

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

Fanshawe Site: Policy A128: Student Appeals

<https://www.fanshawec.ca/sites/default/files/legacy/oldfanshawe/sites/default/files/assets/policies/pdf/a128.pdf>

Office of the Ombudsperson - Western Site

<https://www.uwo.ca/ombuds/>

Fanshawe Student Union Advocacy and Communications Coordinator

www.fsu.com

Office of the Ombudsperson - Fanshawe Site:

<https://www.fanshawec.ca/student-life/student-services/welcome-office-ombuds>

