



Western
Arthur Labatt Family
School of Nursing



FANSHAWE
School of Nursing

Mental Health and Illness
Nursing 3920B
Winter 2025

Copyright © 2025 The University of Western Ontario and Fanshawe College

All rights reserved. This book is protected by copyright. No part of it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means - electronic, mechanical, photocopying, recording, or otherwise - without written permission from The University of Western Ontario, London, Ontario N6A 3K7 or Fanshawe College, 1001 Fanshawe Blvd., P.O. Box 7005, London, Ontario, N5Y 5R6.

N3920B Mental Health and Illness

Calendar Description

This course provides opportunities for students to apply their understanding of health promotion to the care of adults and children experiencing more complex mental health challenges from a strengths-based perspective.

Expanded Description

In this course, we will explore mental health challenges across the lifespan, through the lenses of social, physical, and biological determinants, using a strengths-based perspective. The concepts of health promotion, social determinants of health, health inequity, social justice, advocacy, empowerment, and trauma and violence-informed care will be interwoven throughout course content. Students will develop knowledge in theoretical components and experience in simulated components, of mental health assessment skills and evidence-informed nursing interventions intended to promote client mental health. Learners will explore the role of interprofessional team members in collaborating with clients to promote health. This course will facilitate the development of clinical judgement through unfolding case studies, with attention towards current trends in mental health care in hospital and community contexts.

Course Goals

1. Identify what you need to know to use the psychosocial rehabilitation and recovery framework in nursing care for clients experiencing mental health challenges.
2. Describe the nursing actions used to complete an assessment of the client's mental health.
3. Explain how the use of pharmacological and non-pharmacological therapeutic techniques support clients who are experiencing mental health challenges.
4. Critically reflect on how the client situation and perspectives, social determinants of health and ability to achieve health equity impacts clients experiencing mental health challenges.
5. Use the clinical presentation of clients experiencing mental health challenges and other sources of subjective and objective evidence to develop a plan of care to support optimal outcomes.
6. Integrate concepts of health teaching to provide supportive care for clients experiencing mental health challenges.
7. Identify opportunities to collaborate with interprofessional team members to support client's achieving optimized health outcomes.

Major Course Concepts:

Advocacy, Caring, Accountability, Client-Centered Care, Critical Inquiry, Clinical Judgement, Communication, Context/Culture, Conflict, Determinants of Health, Evidence Informed Practice, Family, Healing, Health, Health Promotion, Holistic Care, Interprofessional Collaborative Practice, Rehabilitation and Recover, Personal Meaning, Relational Inquiry, Relational Practice, Safety, Strengths-Based Nursing Care, Teaching and Learning, Time & Transition, Wellness

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

Clinician – 1.1 – 1.13, 1.16, 1.18 – 1.20, 1.22 – 1.26; **Professional** – 2.1 – 2.14; **Communicator** – 3.1 – 3.8; **Collaborator** – 4.1 – 4.5; **Leader** – 6.2 – 6.11; **Advocate** – 7.1 – 7.14; **Educator** – 8.1 – 8.4; **Scholar** – 9.1 – 9.3, 9.8

National Interprofessional Competencies (CIHC, 2010) Addressed in the Course:

Interprofessional Communication; Role clarification; Patient/Client/Family Community-Centred Care; Team Functioning; Collaborative Leadership; Interprofessional Conflict Resolution

Nursing Informatics Competencies (CASN, 2012) addressed in the course:

Note: competencies and associated indicators directly from Canadian Association of Schools of Nursing - Nursing Informatics Entry-to-Practice Competencies for Registered Nurses, 2012

- *Information and knowledge management* – Performs search and critical appraisal of on-line literature and resources (e.g., scholarly articles, websites, and other appropriate resources) to support clinical judgement, and evidence-informed decision making; critically evaluates data and information from a variety of sources (including experts, clinical applications, databases, practice guidelines, relevant websites, etc.) to inform the delivery of nursing care.
- *Information and communication technologies* – Describes the benefits of informatics to improve health systems, and the quality of interprofessional patient care.
- *Professional and regulatory accountability* – Advocates for the use of current and innovative information and communication technologies that support the delivery of safe, quality care; recognizes the importance of nurses' involvement in the design, selection, implementation, and evaluation of applications and systems in health care.

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

interprofessional team member: As part of the interprofessional team, nurses play an integral role in the care of acutely ill clients. In this course, students will continue to develop their clinical judgment and understanding of the health care system, with a focus on the hospital environment. Students will explore relevant acute illnesses, and how to care for clients in contexts that can change suddenly and unpredictably. Interprofessional competencies will be discussed and applied in a variety of settings, which will create an understanding of how the healthcare team collaboratively establishes and achieves the client's health care goals. Students will continue to develop their abilities in providing evidence-informed, strengths-based, client-centered care using an across the lifespan and family-based approach.

The activities within this course will facilitate your competencies in acute care clinical practice settings. Course content will introduce you to new and previously explored concepts threaded through each year of the concept-based BScN program curriculum. In this course, you will have the opportunity to apply curricular concepts in greater depth.

How we will work together:

We believe that a safe and positive online classroom climate is essential to experience deeper learning in this course. All members of this course will be offered an opportunity to be listened to and communicate respectfully with their peers. It is expected that you will use your self-monitoring skills to contribute meaningful and respectful content to class discussions and group work. As adult learners that have electively enrolled in this program, we believe that you are inherently passionate about this course's content. As such, it is expected that you engage in all class activities, engaging in lecture content having completed the weekly preparation activities, ready to critically reflect on the material in a dialogue as a member of the classroom discussion community. Respectful participation is expected in all discussions, group assignments, and simulated practice opportunities. As the course instructors, it is our honour to guide your learning and development as a nursing student throughout the term. Please feel free to communicate any concerns you have about this course with us at any time; we can work together to find a solution.

Class Time, Online Course Location and Course Process

Theory

This course will be simultaneously offered as an in-person and online learning experience. You will have the opportunity to choose which learning experience you will participate in each week.

All students will complete weekly self-directed learning activities (ie. readings, watch videos, etc) that will be posted on Brightspace OWL. Weekly learning materials will be posted on Wednesdays at 2355 to Brightspace OWL for the following week. **All students in this course must familiarize themselves with this course's Brightspace OWL site. Please see the orientation video posted on Brightspace OWL for more information.**

In-person lectures will take place on Wednesday. Information about the course location and timing are available on Brightspace OWL. These lectures **will not** be streamed or recorded via Zoom.

Online lectures will be conducted asynchronously. Weekly recorded lectures will be posted on Wednesdays at 1230 to Brightspace OWL, to align with availability of the in-person lecture.

An effort will be made by the course instructor to deliver the same lecture content to both in-person and online learners, though it is important to note that class discussion from in-person lectures will not be captured for online learners. All content relevant to tests and evaluations will be delivered to both in-person and online learners. All examinations will be **IN PERSON** for all learners.

Simulation

A simulated learning component has been integrated into N3290B to allow students the opportunity to allow students to gain a greater understanding of the complex concepts discussed in the theory component of the course. Attendance at all six simulated practice sessions is **mandatory**. There are no make-up sessions. All sessions will be held in person and will be two hours in length. Students are expected to wear a uniform, with a name tag during these sessions.

Instructions will be posted under the Simulation tab on the N3920B site. Students are expected to come fully prepared to care for their assigned clients by completing preparatory work as outlined in the learning activity.

Course Communication

For questions about theory course content or evaluations, students can post in the Discussions forum on Brightspace OWL. Students have the option to select to post anonymously in the discussion forum. These forums are anonymous to provide a safe space for students to raise questions. Questions can be answered either by peers in the course, the teaching assistant or the course instructor. Using the forum for questions about the course allows all students to review answers.

For individual course concerns, all communication with the course instructor is to occur through email. When communicating with me via email, I will try my best to respond within 24 – 48 hours during weekdays; Fridays after 4 pm and during weekends, please expect a response the following week. **Students must include their COURSE CODE in the subject of the email; failure to do so may result in a delay in response.**

All students are also welcome to attend weekly virtual office hours. Office hour information is posted on Brightspace OWL. In-person meetings or meetings outside designated office hours are available on request, made to the course instructor's email.

For questions about simulation course content or assignments, all communication with the simulation coordinator or your simulation clinical instructor is to occur through email. When communicating with the simulation coordinator via email, a response will be sent within 24 – 48 hours during weekdays.

Course Readings and Materials

There is no required text for this course. This course will be utilizing open educational resources, and other publicly available resources to support your learning. OERs, as defined by United Nations Educational Scientific and Cultural Organization (2019) are “learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others” (para. 1). OER is widely supported by UNESCO as a strategy to reach the United Nations Education for All development goal (Miao et al., 2016). OERs offer learners a number of benefits, most specifically reduced cost when compared to commercial text resources, and improved accessibility (through electronic platforms which allow text to audio, increase font size, for example) (Kotsopoulos, 2022; Nguyen-Truong et al., 2019).

Kotsopoulos, D. (2022). Developing an Undergraduate Business Course Using Open Educational Resources. *The Canadian Journal for the Scholarship of Teaching and Learning*, 13(1).

<https://doi.org/10.5206/cjsotlr.acea.2022.1.10992>

Nguyen-Truong, C. K. Y., Graves, J. M., Enslow, E., & Williams-Gilbert, W. (2019). Academic and Community-Engaged Approach to Integrating Open Educational Resources in Population Health Course. *Nurse Educator*, 44(6), 300–303. <https://doi.org/10.1097/NNE.0000000000000653>

United Nations Educational Scientific and Cultural Organization. (2019). *Open educational resources*. <https://en.unesco.org/themes/building-knowledge-societies/oer>

Weekly Lecture Schedule

Week (Lecture Date)	Topic	Course Goals	Important Dates
Week 1 (Jan 8)	Introduction to Mental Healthcare	1-5, 8	*Note simulation due dates based on N3920 rotation and assignment Nurse Achieve Quiz #1 Open: January 22 @ 0800 Close: January 28 @ 2355
Week 2 (Jan 15)	Assessment in the Context of Mental Health		
Week 3 (Jan 22)	Assessment, Intervention, and Response to Crisis		
Week 4 (Jan 29)	Care in the Context of Mental Health Illness/Disorders Part I		
Week 5 (Feb 5)	Care in the Context of Mental Health Illness/Disorders Part II	1-9	Nurse Achieve Quiz #2 Open: Feb 5 @ 0800 Close: Feb 11 @ 2355
Week 6 (Feb 12)	Midterm Exam <i>In-person exam during scheduled lecture time</i>		IN-PERSON MIDTERM EXAM N3921 rotation 1, 3 & 4 students are <u>expected</u> to write their midterm on Feb 12, unless they have an approved academic consideration.
Reading Week (Feb 19)	NO LECTURE		
Week 7 (Feb 26)	Clients Living with Mood Disorders & the Three D's ONLINE ONLY ASYNCHRONOUS. <i>Note: Week 7 asynchronous content will be released on Feb 12</i>	1-9	IN-PERSON MAKE-UP MIDTERM EXAM N3921 rotation 2 students may be able to write their midterm exam on Feb 26 with an approved academic consideration.
Week 8 (Mar 5)	Clients Living with Eating Disorders		Nurse Achieve Quiz #3 Open: Mar 5 @ 0800 Close: Mar 11 @ 2355
Week 9 (Mar 12)	Clients Living with Substance-Related Disorders and Concurrent Disorders		

Week 10 (Mar 19)	Introduction to Forensic Mental Health		
Week 11 (Mar 26)	Clients Living with Anxiety/Trauma-related Disorders		
Week 12 (Apr 2)	Clients Living with Psychotic Disorders & Personality Disorders		
TBD April Exam Period	Final Exam		Exam IN PERSON for all students

Opportunities to Demonstrate Learning

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	INDIVIDUAL /GROUP	VALUE	DUE DATE
Theory			
1. Nurse Achieve Quizzes	Individual	10% (5% per quiz, best 2 of 3)	2 of 4 quizzes as per below
1. Mental Health Nursing and Suicide Risk		Up to 5%	Open: January 22 @ 0800 Close: January 28 @ 2355
2. Pharmacology in Mental Health		Up to 5%	Open: Feb 5 @ 0800 Close: Feb 11 @ 2355
3. Mood Disorders and Eating Disorders		Up to 5%	Open: Mar 5 @ 0800 Close: Mar 11 @ 2355
2. Midterm Exam	Individual	30%	Feb 12 during scheduled lecture time *in-person exam
3. Final Exam	Individual	35%	TBA April Exam Period *in-person exam

Simulation			
4. Reflective Assignment	Individual	15%	Saturday or Monday at 0800 following interview experience
5. Supporting Clients in the Community Group Report	Group	10%	February 3 (rotation 1) or March 24 (rotation 2)

Detailed Overview of Opportunities to Demonstrate Learning

THEORY

1. Nurse Achieve - 10% of course grade
2 quizzes, worth 5% each

Students can choose to complete 2 of 3 quizzes for 5% each.

If you complete all 3 quizzes, your highest 2 quiz grades will be recorded for your course grade.

Mental Health Nursing and Suicide Risk	Up to 5%	Open: January 22 @ 0800 Close: January 28 @ 2355
Pharmacology in Mental Health	Up to 5%	Open: Feb 5 @ 0800 Close: Feb 11 @ 2355
Mood Disorders and Eating Disorders	Up to 5%	Open: Mar 5 @ 0800 Close: Mar 11 @ 2355

Quizzes will take place via Nurse Achieve. Each quiz will be 10 questions. Quizzes will open and close as per the dates above and have a time limit of 45 minutes. Each student will have a maximum of 1 attempt available for each quiz, accessible anytime during the open window. **Students must complete Nurse Achieve quizzes INDEPENDENTLY.**

Further instructions available on the Nurse Achieve tab on Brightspace OWL.

2. Midterm Exam – 30% of course grade

Midterm Exam: Feb 12 during scheduled lecture time

Makeup Midterm Exam: Feb 26 during scheduled lecture time

N3921 ROTATION 2 STUDENTS: N3921 rotation 2 students must use their own judgement to determine if they are able to write the midterm exam on Feb 12 due to their clinical placement schedule. **If it is determined that the student is unable to write on Feb 12, it is the student's responsibility to submit an academic consideration request through Western's online Student Absence Portal by Feb 12.** Students are expected to write their midterm exam on the scheduled make-up midterm date on Feb 26. Please note that placement schedules will be verified during the academic consideration request process.

Students who are NOT submitting an academic consideration request for the midterm exam due to their clinical placement schedule, refer to the “Requests for Academic Consideration” information on the [Nursing Undergraduate Information](#). Note that supporting documentation is required if you seek an academic consideration for this evaluation.

The purposes of the exam are for you to:

- learn course material
- build your knowledge of health promotion and caring for clients with health challenges
- develop insight into how to answer multiple-choice questions and short-answer questions
- apply nursing knowledge to NCLEX-style questions

This exam includes multiple-choice and short-answer questions that test content from lectures (including content delivered by guest lecturers) and readings from Weeks 1-5. **This is an IN-PERSON exam for ALL STUDENTS**, including those who have been participating primarily online.

Students in this course must achieve a minimum of 65% average between the midterm and final exam (excluding all other course evaluations) to be successful in this course.

This means your (midterm grade + final exam grade) / 2 must equal 65% or higher to be successful in this course. Even if your final course grade (with all evaluation components included) is higher than 65%, you will not pass the course unless your average between these two exams meets the minimum requirement.

3. Final Exam - 35% of course grade

TBD during April Exam Period

The purposes of the exam are for you to:

- learn course material
- build your knowledge of health promotion and caring of clients with health challenges
- develop insight into how to answer multiple-choice questions
- apply nursing knowledge on NCLEX-style questions

This multiple-choice exam tests content from lectures (including content delivered by guest lecturers) and readings from the entire course. **This is an IN-PERSON exam for ALL STUDENTS**, including those who have been participating primarily online.

Do not book personal/travel plans until the final exam schedule is posted for April. Please note that this date and time will be released from the Office of the Registrar.

If a student is absent for the exam, they are to contact the academic advisor and course instructor as soon as possible. If an accommodation is warranted and granted, a make-up test will be arranged. If you require accommodated exams, please connect with accommodated education.

Students in this course must achieve a minimum of 65% average between the midterm and final exam (excluding all other course evaluations) to be successful in this course.

This means your (midterm grade + final exam grade) / 2 must equal 65% or higher to be successful in this course. Even if your final course grade (with all evaluation components included) is higher than 65%, you will not pass the course unless your average between these two exams meets the minimum requirement.

SIMULATION

Note: these assignments are graded by the simulation clinical instructor.

1. Reflective Assignment

Due: Saturday or Monday at 0800 that follows the client visit where students are in the role of the nurse

Weighting: 15% of course grade

The Reflective Practice Review (RPR) submission deadlines will vary by both simulation rotation AND the week that students are assigned the nurse's role during a simulated client visit. **The assignment is due on Saturday or Monday at 0800 following the client visit where students are in the role of the nurse.** It is to be submitted via the

Assignments tab on the N3920 site. Further instructions for Simulation Reflective Practice Assignment can be found on the N3920 site in Brightspace OWL.

2. Supporting Clients in the Community Group Assignment

Due: February 3 (rotation 1) or March 24 (rotation 2)

Weighting: 10% of course grade

Student will submit a written Supporting Clients in the Community Group Assignment before the Supporting Clients Living with Mental Health Challenges Simulation (simulation 4). This assignment is submitted with your simulation group (approx. 6 students). The purpose of this assignment is to apply skills developed in community health courses. Students will provide a client living with a mental health challenge, meaningful access to community support services, by implementing client-centered educational approaches. Submit via Brightspace OWL *Assignments* tab. Further instructions for the Supporting Clients in the Community Group Report can be found in Brightspace OWL.

Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#).

Assignments and Exams

Please refer to the Undergraduate BScN Programs Manual for UWO academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. The Undergraduate BScN Programs Manual is found at [School of Nursing Policies](#)

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Course Communication and Process

Both faculty members and students will contribute to the learning in the course. All course participants have a responsibility to engage in discussion, share understandings, and collaborate with colleagues. Due to the significance of theoretical knowledge in developing competence, students are expected to demonstrate professional responsibility through regular engagement and participation in all online and in-person learning activities. This also means that all preparatory activities must be completed, as lecture content will focus on the application of information, rather than simply a review of theoretical information.

Simulated clinical practice will occur weekly for six weeks of the course. Students will be assigned to either the first or second rotation and are expected to attend at their designated times. There are no make-up opportunities for missed simulations. Please see the attendance policy below for more information. Students must visit the course site frequently, as messages and updates are posted by the course instructor regularly. Every attempt will be made by faculty members to respond to emails within 48 hours during weekdays. Faculty members will be available for individual and/or group consultation at mutually agreed upon times. Respectful participation is expected of everyone when communicating electronically or in person.

Absence from Course Commitments

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).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

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.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests 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/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

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.

Attendance

Students are expected to demonstrate professional responsibility through regular 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 and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and in-person or online learning experiences are completed, with consistency. Students who miss lectures or parts of lectures are responsible for the material they have missed. Instructors are not obliged to review the contents of lectures, repeat announcements or retain notes, handouts or overheads.

Attendance for clinical learning experiences is mandatory. The School of Nursing has an obligation to the public and the profession to protect the pedagogical integrity of its courses and the program as a whole. For this reason, clinical learning experiences are mandatory for students to develop essential competencies for entry to practice as Registered Nurses in Ontario.

A student cannot miss more than one simulation. Please note, this does not mean that you are “allowed” to miss one. Students missing more than one simulation session (regardless of reason) will receive an unsuccessful course outcome. Students will not receive a written warning for their absences. Notification of the unsuccessful course will be sent to the student by the simulation coordinator following the second absence in simulation. If a student is absent, the course instructor should be notified and the absence from clinical report submitted. This can be found [Nursing Undergraduate SharePoint site](#).

UWO Student Absence Portal

If you miss an assessment (e.g., term test, quiz, examination) in the theory portion of the course-related due to extenuating circumstances, you may be eligible to request Academic Consideration. Academic consideration may take the form of completing the missed component at a later date or reweighting of the assessment. Students registered with Accessible Education should only use the portal if their extenuating circumstance is NOT related to their disability or plan of accommodation eligibilities.

If you miss an assessment (e.g., assignment, presentation) in the simulation portion of this course due to extenuating circumstances, you may be eligible to request Academic Consideration. Academic consideration may take the form of completing the missed component at a later date or reweighting of the assessment. Students registered with Accessible Education should only use the portal if their extenuating circumstance is NOT related to their disability or plan of accommodation eligibilities.

PLEASE NOTE: Absences from clinical learning (lab, sim, clinical) must complete the Absence from Clinical Learning form, found on the [Nursing Undergraduate SharePoint site](#), notify the instructor prior to the simulation session, and complete all pre-simulation learning activities and submit any assignments as outlined. Students should also review the School of Nursing’s Absence from Clinical Learning policy.

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.

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).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

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.

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 at: <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.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1%20&SelectedCalendar=Live&ArchiveID=#SubHeading_178

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.

Accessibility Statement

Please contact the 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](#)

Correspondence Statement

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 Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

During Lectures: 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 instructor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

During Simulation: Electronic devices are not permitted in the Simulation Suite or debriefing rooms.

If you have concerns or comments about how the use of laptops or mobile devices is affecting your learning during the course, please make an appointment to talk with the instructor.

Uniform Policy

Uniforms must be worn during all simulation/laboratory sessions. For more information, please refer to the Dress and Uniform Policy found at: [Nursing Undergraduate Information - Home \(sharepoint.com\)](#)

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.

Copyright and Audio/Video Recording Statement

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 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.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. 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 Conduct.

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>.

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about topics such as, but not limited to:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with instructors
- Scholarly papers

- Answers to quizzes, exams or assignments

Students who post information on social media related to their clients and/or laboratory experiences will be reported to the Associate Dean of Health Sciences as this demonstrates a breach of client privacy and confidentiality and violates the Student Code of Conduct. Such behavior may compromise a student's standing in the program.

Inclusivity, Diversity, and Respect

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.

Land Acknowledgement

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 an employees 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.

