



**Western**  
Arthur Labatt Family  
School of Nursing

## **N2660S/T Simulation: Mental Health Winter 2026**

### **Simulation Course Coordinator:**

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### **Course Faculty/Instructors:**

Please refer to the N2660 course site

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## N2660S/T Simulation: Mental Health

### Calendar Description

Students will apply their knowledge and skills with clients experiencing mental health challenges. Practice will take place in a simulated environment.

### Expanded Description

This professional practice course consists of an orientation session and five (simulated) professional practice sessions, allowing students to develop understanding of the trajectory of mental health challenges as they work with an assigned client experiencing a mental health illness. *All sessions will be held in person.*

During each session, students will work in groups of six to provide care for a client facing a mental health challenge. Each day, two students in the group will assume the role of the nurse, interviewing the client, while the others will observe and document. Learning activities and client information will be posted so that all students can conduct client research and be prepared to interact in a therapeutic manner. This experience will provide opportunity to gain knowledge and skill in working collaboratively with clients experiencing a mental health concern.

Students will have the opportunity to further develop communication and assessment skills that transcend all client care situations.

**Prerequisite(s):** *Registration in Compressed Time Frame BScN program.*

**Extra Information:** *Simulated Practice, Pass/Fail. In-person sessions.*

**Course Weight:** *0.25*

### Course Learning Outcomes

1. Develop skill in mental health assessment, pattern recognition, critical thinking, clinical judgment, and communication;
2. Further develop organizational ability and flexibility amid rapidly changing situations;
3. Develop an understanding of the ways in which clients and families live with mental health challenges;
4. Identify strengths and abilities present in those managing mental health challenges;
5. Learn about community resources for those living with mental health challenges.

### Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course

Clinician: 1.2, 1.4-1.8, 1.19, 1.25, 1.26

Professional: 2.2, 2.4, 2.5

Communicator: 3.5, 3.7

Leader: 6.6

Advocate; 7.7  
Scholar: 9.2, 9.3

### Course Materials

There are no textbooks required for this course. Students should be familiar with the material found in the N2260 syllabus, posted on the N2660 site in Brightspace. It is recommended that students have access to the following:

American Psychological Association. (2020). Publication manual of the American Psychological Association. (7th ed.). Washington, DC: American Psychological Association.

This information may be accessed at <https://apastyle.apa.org/>. There is no associated cost.

### Weekly Simulation Schedule

Please refer to course site for additional information, including preparation and expectations.

<b>Simulation Overview</b>
Simulation 1: Fundamentals of Mental Health Nursing
Simulation 2: Introduction to Mental Health Assessment
Simulation 3: Suicide Risk Assessment
Simulation 4: Supporting Clients Through a Mental Health Crisis
Simulation 5: Supporting Clients Living with a Mental Health Challenge
Simulation 6: Post-partum Depression

## Methods of Evaluation

The grade for professional practice courses is “P” (pass or satisfactory) or “F” (fail or unsatisfactory). Progress is assessed on the basis of students’ critical reflection on their own practice, participation in all learning experiences, and completed learning activities. Dialogue between students and simulation instructors is ongoing and requires honest, open and clear communication. Care must be provided in a safe manner, according to the standards set out by the College of Nurses. ***All assignments must be completed as outlined and submitted by the due dates. Extensions will be considered when students submit an academic consideration via the Student Absence Portal. Requests for extensions will not be processed on weekends.***

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

### 1. Reflective Practice Review (RPR) Assignment

**Weight:** Minimum 70% must be obtained to achieve a satisfactory grade in the course

**Due:** Sunday (Wednesday Groups) or Monday (Thursday Groups) at 0800 following the client visit where student is in the role of the nurse

The purpose of this assignment is to:

- gain knowledge of therapeutic communication skills as described in the modified Global Interprofessional Therapeutic Communication Scale (GITCS)
- analyze one’s communication skills using the GITCS, identifying strengths and areas for improvement
- identify strategies from the modified GITCS which could be used to improve communication

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 the Sunday (Wednesday Groups) or Monday (Thursday Groups) at 0800 following the client visit where students conduct their first interview in the role of the nurse.

This is a scholarly writing assignment and must follow APA 7<sup>th</sup> edition format. It is to be submitted via the *Assignments* tab on the N2660 course site on OWL Brightspace. Further instructions for the RPR Assignment can be found on the N2660 course site on OWL Brightspace. Students who do not follow the outline or demonstrate ability to critically analyze the experience may be asked to submit another written reflection to support their learning at the discretion of their simulation instructor, course coordinator, and/or the Simulated Education Faculty Lead.

## 2. Supporting Clients in the Community Group Assignment

**Weight:** Minimum 70% must be obtained to achieve a satisfactory grade in the course

**Due:**

- **N2660S:** February 3 (Wednesday Groups) or February 4 (Thursday Groups) at 0800
- **N2660T:** March 24 (Wednesday Groups) or March 25 (Thursday Groups) at 0800

Students will submit a written Supporting Clients in the Community Group Assignment before the Supporting Clients Living with Mental Health Challenges Simulation (simulation 5). 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. It is to be submitted via the *Assignments* tab on the N2660 course site on OWL Brightspace. Further instructions for the Supporting Clients in the Community Group Assignment can be found on the N2660 course site on OWL Brightspace.

*Failure to complete and submit the RPR or the Supporting Clients in the Community Group Assignment by the due dates without prior approval of an extension is considered a breach of professional responsibility and accountability and may result in an unsatisfactory grade in the course.*

*Please refer to the course syllabus, program manual, and undergraduate policies regarding the expectations and requirements for professional writing, including but not limited to plagiarism, academic integrity, and use of Artificial Intelligence (AI).*

## 3. Mental Health Forms

There are several assessments forms which will be completed individually throughout several of the simulations and submitted at the conclusion of those simulations. They include the Mental Status Examination form (simulation 2), the Columbia Suicide Severity Rating Scale (simulation 3) and the Edinburgh Postnatal Depression Scale (simulation 6). These are not graded but must be completed accurately as evidence of ability to actively listen and notice behaviours that may be suggestive of mental health challenges.

## Summary of Evaluations

Evaluation	Description	Due Date
<p style="text-align: center;"><b>Reflective Practice Review (RPR) Assignment</b></p>	<p style="text-align: center;">Submission of reflection on learning after taking on the role of the interviewer for the first time</p> <p style="text-align: center;">Minimum 70% required  (individual submission)</p>	<p style="text-align: center;">Sunday at 0800 following interview experience (Wednesday Groups)</p> <p style="text-align: center;">Monday at 0800 following interview experience (Thursday Groups)</p>
<p style="text-align: center;"><b>Simulation 2: Mental Health Assessment Form</b></p>	<p style="text-align: center;">Completion of Mental Health Assessment Form (individual submission)</p>	<p style="text-align: center;">Due upon completion of your second simulation. To be handed in prior to leaving your simulation.</p>
<p style="text-align: center;"><b>Simulation 3: Suicide Risk Assessment Form</b></p>	<p style="text-align: center;">Completion of Suicide Risk Assessment Form (individual submission)</p>	<p style="text-align: center;">Due upon completion of your third simulation. To be handed in prior to leaving your simulation.</p>

<p><b>Simulation 5: Supporting Clients in the Community Group Assignment</b></p>	<p>Group electronic submission Minimum 70% required</p>	<p><b>Rotation 1</b> Feb 3 at 0800 (Wednesday Groups) Feb 4 at 0800 (Thursday Groups)</p> <p><b>Rotation 2</b> Mar 24 at 0800 (Wednesday Groups) Mar 25 at 0800 (Thursday Groups)</p>
<p><b>Simulation 6: Edinburgh Postnatal Depression Scale</b></p>	<p>Completion of Edinburgh Postnatal Depression Scale (individual submission)</p>	<p>Due to the completion of your sixth simulation. To be handed in prior to leaving your simulation.</p>

### Course and Program Policies

#### Policies

All policies 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](#)

#### Clinical/Laboratory Learning/Simulation-Related Policies

*In addition to the course-specific policy and procedures identified below, please also refer to the Program Manual and the **Absence from Clinical Learning Experiences** policy on the Undergraduate Nursing Information SharePoint Site.*

- **Dress and Uniform Policy**
- **Profession and Remediation for Clinical Practice Courses**
- **Code of Conduct for Clinical Education and Simulation Suites**
- **Professional Integrity Policy**
- **Attendance, Absence, Late Arrival, Early Departure from Lab/Sim Session (see below)**
- **Professional Standards and Ethical Conduct (see below)**

## Specific Clinical/Simulation-Related Policies

### Definition of Clinical Learning Experiences

*All program activities that include labs, simulations, clinical placement, and praxis.*

Students are expected to demonstrate professional responsibility through regular attendance at, and engagement in, all scheduled **clinical learning experiences**. Because much of the learning that takes place is a result of preparation and engagement with the material, and active dialogue with colleagues, clients, interprofessional team members and faculty, maximizing attendance is an important aspect of baccalaureate nursing education. Faculty support student absence for health reasons recognizing nursing students are obligated to follow the College of Nurses of Ontario Code of Conduct (2019) available at: [http://www.cno.org/globalassets/docs/prac/49040\\_code-of-conduct.pdf](http://www.cno.org/globalassets/docs/prac/49040_code-of-conduct.pdf) **Principle 6.7** “Nurses are responsible for maintaining their health. They seek help if their health affects their ability to practice safely”.

If absent, the student **must**, prior to the beginning of the lab/simulation/placement:

- notify the instructor or preceptor
- **complete and submit the Absence from Professional Practice** form located in the Nursing Undergraduate Information SharePoint site, Brightspace OWL, and FanshaweOnline before the shift/session starts

### Attendance and Absences from Clinical/Laboratory Learning/Simulation

**Attendance at all 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. The School’s Progression and Remediation Committee is responsible for reviewing all circumstances around students’ absences from clinical learning experiences.

**Students who miss the following will be reviewed by the committee:**

- **Any missed time up to 20%** of the required hours in a clinical practice placement
- **1 lab session** (Exception: N2271/NRSG7114, see next section of policy)

Students who miss **any amount** of clinical learning required hours will be reviewed by the Progression and Remediation Committee. Any amount of missed clinical hours, regardless of the reason, may result in an unsuccessful course outcome, and documentation may be required.

**Students who miss the following will be receive an unsuccessful course outcome without review:**

**(I.e., This means students who miss the following will automatically receive an unsuccessful course outcome).**

- **20%** or more of the required hours in a clinical practice placement
- **More than 2 labs or 1 simulation** (Exception: Students can not miss more than 1 lab in N2271/NRSG7114)

Students who receive an unsuccessful course outcome in a clinical learning course will be withdrawn. Students can enrol in the next course offering of the course, typically in the next academic year. Students' future clinical learning course enrolments for subsequent courses will also be withdrawn (i.e., If a student is withdrawn from N3911A in Fall, their enrolment in N3921B in Winter will be withdrawn).

**Procedure (Laboratory Learning/Simulation):**

Students missing more than **2 labs (exception: 1 lab in N2271/N7114) or 1 simulation session** in any given course (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 Course Coordinator following the 3rd absence in lab (exception: 2nd lab in N2271), or 2nd absence in simulation.

**NOTE:** There is no make-up available for missed simulations or labs. Support from Teaching Assistants in the lab and sim environment is to provide students with additional learning time as needed; time with the Teaching Assistant **does not** count as make up time because of absences.

**NOTE:** Students who are absent must also complete all pre-laboratory learning or pre-simulation learning activities and submit any assignments as outlined to their clinical instructor.

**Late Arrival and/or Early Departure During Laboratory Learning or Simulation Sessions**

Students are expected to arrive at the clinical skills lab or simulation suite (or a designated classroom) **prior to their scheduled start time for their laboratory learning/simulation sessions**, so that students will be fully ready to participate and engage at their scheduled start time. Punctuality is a core professional expectation, and it will ensure minimal disruption to the student's peers once the session has begun.

As such, students who arrive at the clinical skills lab or simulation suite (or a designated classroom) **more than 15 minutes late** from their scheduled start time will not be allowed to participate and will **automatically be marked absent**. Students will be required to submit an absence report.

Further, akin to professional clinical practice, students are expected to be present and remain fully engaged during their entire laboratory learning/simulation session. As such, students who depart their scheduled session early for a total of 15 minutes or more will be marked absent for their entire session. Note: This is inclusive of any potential late arrivals. In essence, **a student who misses**

**a total of 15 minutes or more from their entire scheduled session (whether due to late arrival and/or early departure, and regardless of the reason) will automatically be marked absent.**

Students will be required to submit an absence report.

## **PROFESSIONAL STANDARDS FOR ALL NURSING STUDENTS**

### **Professional Standards and Ethical Conduct**

All nursing students are expected to uphold the following principles from the College of Nurses of Ontario (CNO) Code of Conduct, Regulated Health Profession Act, or Nursing Act:

- **Respect for Dignity:** Treat patients and colleagues as individuals with inherent worth.
- **Safe and Competent Care:** Deliver care that meets professional standards.
- **Integrity and Trust:** Act honestly and ethically to maintain public confidence.
- **Collaboration:** Work respectfully and effectively with others.
- **Accountability:** Take responsibility for actions and decisions.
- **Public Confidence:** Conduct oneself in a manner that reflects positively on the profession.

### **Unprofessional Conduct**

The following behaviours are considered unprofessional and may result in disciplinary action, including suspension or expulsion:

#### **Breach of Privacy and Confidentiality**

- Unauthorized access, use, or disclosure of personal health information.
- Failure to follow the Personal Health Information Protection Act (PHIPA).
- Sharing patient information on social media or in public forums.
- Taking audio/video/photographic images in any setting including but not limited to: clinical settings, including lab and simulation, for any reason.
- Recording theory classes without expressed permission from the class professor/instructor.
- Posting class content or communications from course professors/instructors online.

#### **Forgery or Falsification of Documents**

- Altering, fabricating, or misrepresenting documents including but not limited to: clinical records, academic documents, pre-placement documents, or official forms in the clinical or academic setting.
- Misrepresentation of clinical hours, assessments, or evaluations.

#### **Discriminatory Behaviour**

- Use of racist, misogynistic, homophobic, or other discriminatory language or actions.
- Harassment or bullying
- Violations of the Harassment and Violence Prevention Policy and Human Rights Policy.

### **Unsafe or Inappropriate Clinical Practice (lab, simulation and clinical settings)**

- Demonstrating lack of knowledge, skill, judgment, professionalism or fitness to practice.
- Engaging in behaviour that jeopardizes patient safety or violates ethical standards.
- Engaging in clinical practice while impaired by any substance.

### **Abuse or Misconduct**

- Physical, emotional, verbal, or sexual abuse.
- Breaches of the therapeutic nurse-client relationship.
- Any behaviour that would be deemed professional misconduct by the CNO

### **Sanctions**

#### **Unprofessional conduct may lead to:**

- Oral or Written Reprimand
- Suspension from clinical or academic activities
- Expulsion from the nursing program
- Mandatory Remedial Education
- Revocation of Clinical Privileges

**Determination as to whether misconduct is sufficiently egregious as to warrant sanction rests with the Director (or designate) of the School of Nursing.**

### **Course Communication and Process**

A respectful, supportive learning environment among students and faculty members will be created. This will be done through diligent preparation, and active participation in all professional practice activities.

Learning in this course is a shared responsibility between instructors and students. All participants have a responsibility to engage in discussion, share understandings, and collaborate with colleagues.

Students will be required to complete all the preparation activities for each professional practice session and to use their knowledge from their preparation to participate fully in professional practice activities. All students are expected to share their experiences and engage in reflective analysis of their professional practice in order to advance learning.

Students will work in small groups to learn how to interview and provide care for a client living with a mental health challenge. Students will alternate, with one pair acting as the nurse each week. During the weeks that students observe rather than interviewing, they are expected to be active in documenting their observations. Students who are observing will lead the debriefing sessions, providing feedback to their peers about the nurse-client interaction. Observers are expected to provide feedback to their peers in a professional manner in order to support learning.

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

### **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.

### **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.

### **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](#)

### **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.

### **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.

### **Academic Accommodations**

No academic accommodation is permitted in relation to clinical learning experiences. Clinical learning experiences refers to activities in the laboratory and simulation contexts. The dynamic and unpredictable nature of clients and the healthcare environment, alongside the highly variable contexts in which students engage in care, renders the specific provision of additional time to complete activities, and/or quiet spaces to complete activities, inappropriate and a risk to client and student safety. All students must complete all practical timed assessments in the required environment within the time allotted. Academic accommodation will be granted for any written tests only, as specified by the Accessible Education services.

### **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.

### **Use of Electronic Devices**

Cell phones and other electronic devices are **not permitted** in the nursing skills lab or simulation centre. If you require a laptop or tablet due to accommodations (supported by Accessible Education), please contact your instructor to discuss this. Please note that basic calculators are permitted for dosage calculations.

## **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.

## **Mental Health Support**

Students who are in emotional/mental distress should refer to MentalHealth@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](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

## **Student Safety**

Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns. This may be found on the Nursing Undergraduate Information - Home (sharepoint.com)

## **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>

## **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: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/undergrad\\_scholastic\\_offence\\_procedure.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/undergrad_scholastic_offence_procedure.pdf)

## **Requests for Relief from Academic Decisions**

Refer to the following link for the policy on requests for relief from academic decisions: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/requests\\_for\\_relief\\_from\\_academic\\_decisions.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/requests_for_relief_from_academic_decisions.pdf)

## **Senate Review Board Appeals**

Refer to the following link for the policy on Senate Review Board appeals:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/SRBA\\_appeals.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/SRBA_appeals.pdf)

## **Scholarly Requirements**

All scholarly writing will follow the 7th edition of the Publication manual of the American Psychological Association (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is plagiarism.

## **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](http://www.turnitin.com)).

## **Use of Artificial Intelligence (AI) for the Completion of Course Work**

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.

## **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](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1%20&SelectedCalendar=Live&ArchiveID=#SubHeading_178)

### **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.

### **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 laboratory sessions or simulations – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

### **Course Numbering Policy, Essay Courses, and Hours of Instruction:**

Refer to the following link for the policy on Course Numbering Policy, Essay Courses, and Hours of Instruction:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/coursenumbering\\_SEP.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursenumbering_SEP.pdf)

### **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
- laboratories
- simulated clients or simulations
- communications with staff and professors

Students who violate this policy will be reported to the Associate Director. Such behaviours may compromise a student's standing in the program.

### **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.

# Review of Graded Assignments

Further details about this process provided in 'expanded description'

