Mental Health and Illness

Nursing 3920b

Winter 2023

Course Professors:

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N3920B Mental Health and Illness

A: 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.

B: 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.

C: 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.

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. Meaningful learning in this course will occur with diligent preparation related to course materials and active dialogue with colleagues in online discussion forums. Therefore, students are expected to engage weekly with online content.

D: How we will work together:

I 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, arriving to lecture 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, simulated practice opportunities and the interprofessional educational event. As the course facilitators, it is our honour to guide your learning and development as a nursing student throughout the term. We also expect to learn from you. We will be available to answer your questions via OWL *Forums* or *Message* (details below). We will hold regular office hours for consultation and support via Zoom (See Overview tab for times and Zoom links). 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.

E: 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 the OWL page. Weekly learning materials will be posted on Tuesdays at 2355 to OWL for the following week. **All students in this course must familiarize themselves with this course's OWL site. Please see the orientation video posted on OWL for more information**.

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

Online lectures will be conducted asynchronously. Weekly recorded lectures will be posted Tuesdays at 1200pm to 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 assignments will be delivered to both in-person and online learners. All test and 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 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 name tag during these sessions.

Instructions will be posted under the Simulated Practice 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.

F: Course Communication

For questions about theory course content or tests/assignments, students can post in the Forums Q&A. These forums are anonymous to provide a safe space for students to raise

questions. Questions can be answered either by peers in the course 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 OWL Messages. When communicating with me via messages, I will try my best to respond within 24 – 48 hours during weekdays; during weekends, please expect a response the following week. **If emergent, select the button "Send a copy of this message to recipients' email address(es)"** ***DO NOT send emails to my UWO email address.***

All students are also welcome to attend instructor weekly office hours. Office hours will be held **in-person** info on location, day/time posted on OWL.

For questions about simulation course content or assignments, all communication with the simulation coordinator or your instructor is to occur through OWL Messages. *When communicating with the simulation coordinator via messages, a response will be sent within 24 – 48 hours during weekdays.* ***If emergent, select the button "Send a copy of this message to recipients' email address(es)."***

G: 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 leaners 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/cjsotlrcacea.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

H: Weekly Schedule

Week (Lecture Date)	Topic	Course Goals	Important Dates
Week 1 (Jan 9)	Introduction to Mental Healthcare	1-5, 8	***Note simulation due dates based on rotation and assignment**
Week 2 (Jan 16)	Assessment in the Context of Mental Health		
Week 3 (Jan 23)	Assessment, Intervention, and Response to Crisis		**Nurse Achieve Quiz #1** **Open:** January 23 @ 0800 **Close:** January 29 @ 2355
			Case Study Activity Part A **Open:** January 23 @ 2355
Week 4 (Jan 30)	Care in the Context of Mental Health Illness/Disorders Part I		
Week 5 (Feb 6)	Care in the Context of Mental Health Illness/Disorders Part II	1-9	**Nurse Achieve Quiz #2** **Open:** Feb 6 @ 0800 **Close:** Feb 12 @ 2355
			Case Study Activity Part A **Close:** February 6 @ 2355
Week 6 (Feb 13)	Trauma and Violence Informed Care **ONLINE ONLY ASYNCHRONOUS**	4, 6	
Reading Week (Feb 20)	**NO LECTURE**		
Week 7 (Feb 27)	Clients Living with Mood Disorders & the Three D's	1-9	**TVIC Reflection** February 27 @ 2355
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		**Case Study Activity Part B** **OPEN:** March 12 @ 2355
Week 10 (Mar 19)	Introduction to Forensic Mental Health		
Week 11 (Mar 26)	Clients Living with Anxiety/Trauma related Disorders		**Case Study Activity Part B** **CLOSE:** March 26 @ 2355
Week 12 (Apr 2)	Clients Living with Psychotic Disorders & Personality Disorders		**Nurse Achieve Quiz #4** **Open:** Apr 2 @ 0800 **Close:** Apr 8 @ 2355
TBD April Exam Period	Final Exam		**Exam IN PERSON for all learners**

Opportunities to Demonstrate Learning

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	INDIVIDUAL /GROUP	VALUE	DUE DATE
1. Case Study Activity Part A	Individual	**10%**	**OPEN:** January 23 @ 2355 **CLOSE:** February 6 @ 2355
2. Case Study Activity Part B	Individual	**10%**	**OPEN:** March 12 @ 2355 **CLOSE:** March 26 @ 2355
3. TVIC Reflection	Individual	**10%**	February 27 @ 2355
4. Nurse Achieve Quizzes	Individual	**10% (5% per quiz, best 2 of 4)**	2 of 4 quizzes as per below
1. **Mental Health Nursing and Suicide Risk**		**Up to 5%**	**OPEN:** January 23 at 0800 **CLOSE:** January 29 at 2355
2. **Pharmacology in Mental Health**		**Up to 5%**	**OPEN:** Feb 6 at 0800 **CLOSE:** Feb 12 at 2355
3. **Mood Disorders and Eating Disorders**		**Up to 5%**	**OPEN:** Mar 5 at 0800 **CLOSE:** Mar 11 at 2355
4. **Anxiety Disorders and Psychotic Disorders**		**Up to 5%**	**OPEN:** Apr 2 at 0800 **CLOSE:** Apr 8 at 2355
5. Final Exam	Individual	**35%**	**TBA April Exam Period** ***in-person exam***
Simulation			
6. Reflective Assignment	Individual	**10%**	Monday @ 0800 that follows the client visit where students are in the role of the nurse
7. SBAR Report	Individual	**5%**	**Rotation 1:** January 27 @ 0800 (Wednesday's groups) or January 28 @ 0800 (Thursday's groups) **Rotation 2:** March 17 @ 0800 (Wednesday's groups) or March 18 @ 0800 (Thursday's groups)

8. Supporting Clients in the Community Group Report	Group	**10%**	**Rotation 1:** February 6 @ 0800 all groups **Rotation 2:** March 27 @ 0800 all groups

Detailed Overview of Opportunities to Demonstrate Learning

1. / 2. Case Study Activity: Part 1 and Part 2

Part 1:

OPEN: January 23 @ 2355
CLOSE: February 6 @ 2355
Weighting: 10% of course grade

Part 2:

OPEN: March 12 @ 2355
CLOSE: March 26 @ 2355
Weighting: 10% of course grade

Exploration of case studies is an effective tool that promotes critical thinking and synthesis of theoretical knowledge to an applied context. This assignment is an opportunity for you to develop your clinical judgement skills. These case study activities are worth; *Part 1:* 10% of your course grade and *Part 2:* 10% of your course grade, and are completed online. The case study activities will be completed via OWL Tests and Quizzes. The activity will provide students with details of a patient case, and students will respond to various questions including multiple choice, short-answer, and fill in the blank.

The activity is *open-book* and students will submit the activity individually. The activity is open during the timeframe, and students can only submit ONE time. Students can save their progress and return to the activity anytime during the open timeframe.

The purpose of this assignment is to:

- Notice, interpret, and respond to data obtained from client assessment to inform ongoing decision-making about client health status
- Identify priorities for care using critical inquiry to support professional judgement and reasoned decision-making
- Demonstrate your synthesized understanding of course concepts and how they intersect

3. Trauma and Violence Informed Care Reflection

Due: February 27th @ 2355

Weighting: 10% of course grade

The TVIC Case Study Reflective assignment is worth a total of 10% of your course grade. This is an individual assignment that will be submitted through the OWL *Assignments* tab.

Exploration of case studies is an effective tool that promotes critical thinking and synthesis of theoretical knowledge to an applied context. This assignment provides an opportunity to reflect on trauma and violence informed care concepts in a scenario relevant to your future clinical practice.

The purpose of this assignment is for you to:

- Challenge one's assumptions about care in the clinical context
- Reflect on concepts of trauma and violence informed care
- Take responsibility for being a lifelong learner in the context of embodying trauma and violence informed care in your nursing practice

The assignment will have 2 parts:

Part 1: Case Study Reflection

Part 2: Self-Assessment

Further instructions will be posted on OWL.

4. Nurse Achieve-10% of course grade

2 quizzes, worth 5% each

Students can choose to complete 2 of 4 quizzes for 5% each.

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

Quiz 1	**Mental Health Nursing and Suicide Risk**	**Open: January 23 at 0800** **Close: January 29 at 2355**
Quiz 2	**Pharmacology in Mental Health**	**Open: Feb 6 at 0800** **Close: Feb 12 at 2355**
Quiz 3	**Mood Disorders and Eating Disorders**	**Open: Mar 5 at 0800** **Close: Mar 11 at 2355**
Quiz 4	**Anxiety Disorders and Psychotic Disorders**	**Open: Apr 2 at 0800** **Close: Apr 8 at 2355**

Quizzes will take place via Nurse Achieve. Each quiz will be 10 questions. Quizzes will open and close as per the dates below and have a time limit of 45 minutes. Each student will have a maximum of 2 attempts at the quiz, and the highest score will be recorded.

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

5. **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 quiz includes content from throughout the course. **This is an IN-PERSON exam for ALL STUDENTS**, including those who have been participating primarily online.

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 professor 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.

SIMULATION

Note: these assignments are graded by the simulation instructor.

1. **Simulation Reflective Practice Review**

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

   Weighting: 10% of course grade

The Reflective Practice Review (RPR) submission deadlines will vary by both simulation rotation AND the week that students are assigned the role of the nurse during a professional practice virtual client visit**. The Simulation RPR is due on the Monday at 0800 that follows the virtual client visit where students are in the role of the nurse**. Submit via Owl *Assignments* Tab. Further instructions for Simulation Reflective Practice Reviews can be found in the *Resources* section of Owl.

2. Simulation SBAR Report

Due:

- **Rotation 1: January 27 0800 (Wednesday's groups) or January 28 0800 (Thursday's groups)**
- **Rotation 2: March 17 0800 (Wednesday's groups) or March 18 0800 (Thursday's groups)**

Weighting: 5% of course grade

Student will submit a recorded SBAR Report after the Suicide Risk Assessment Simulation. The purpose of this assignment is to support your development of interprofessional communication competencies, ensuring critically relevant data is effectively shared with members of the healthcare team. Submit via OWL *Assignments* Tab. Further instructions for the SBAR Report can be found in OWL.

3. Simulation: Supporting Clients in the Community Group Report

Due:

- **Rotation 1: February 6 0800 all groups**
- **Rotation 2: March 27 0800 all groups**

Weighting: 10% of course grade

Student will submit a written Supporting Clients in the Community Group Report before the Supporting Clients Living with Mental Health Challenges Simulation. 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 implement client-centered educational approaches. Submit via OWL *Assignments* Tab. Further instructions for the Supporting Clients in the Community Group Report can be found in OWL.

J: Policies

Students are required to read the BScN Programs Manual and be familiar with its contents and affiliated policies. Copies of these policies can be reviewed by students on the Nursing Undergraduate Information.

All policies related to assignments are in the Undergraduate Programs Manual on the Western web site at owl.uwo.ca. Please refer to this for information on penalties for late assignments, re-grading of assignments, and the protocol for missed quizzes found on owl.uwo.ca. Marks will be deducted from late assignments according to the policy in the Programs Manual.

Please note that the **Absence from Clinical Learning** policy applies to the simulation components of this course.

Do not book personal/travel plans until the FINAL exam schedule is posted for April. 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 on the basis of compassionate or medical grounds with appropriate supporting documents.

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 advisor (Denice Litzan, dlitzan@uwo.ca). 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 advisor 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 counseling, 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 counselling 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.

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).

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 AI 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.

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.

Western Site: http://writing.uwo.ca/

If, after the assignment review, a student still believes they have grounds with supporting documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals.

Western Site: Undergraduate Student Academic Appeal

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_178

Use of Electronic Devices

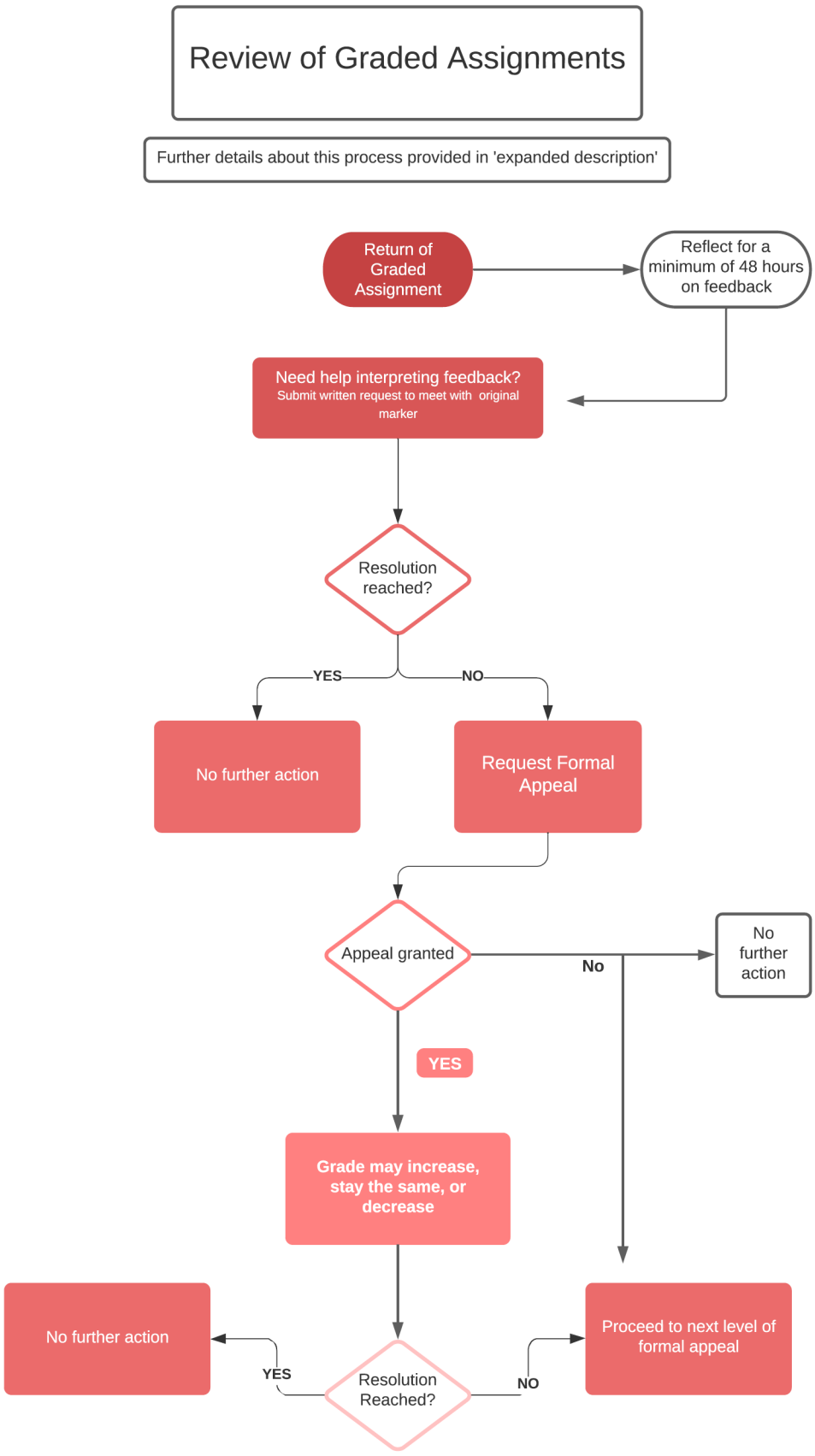
During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

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.**

Cell phones and other electronic devices are **not** permitted in the Simulation Suite.

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

In the event of an event 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 OWL 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


Review of Graded Assignments
Further details about this process provided in 'expanded description'
Return of Graded Assignment
Reflect for a minimum of 48 hours on feedback
Need help interpreting feedback?
Submit written request to meet with original marker
Resolution reached?
YES
NO
No further action
Request Formal Appeal
Appeal granted
No
No further action
YES
Grade may increase, stay the same, or decrease
No further action
YES
Resolution Reached?
NO
Proceed to next level of formal appeal

O: Accessibility, Accommodation and Support Services at Western
Technical Support: For OWL support contact the WTS HelpDesk at https://wts.uwo.ca/helpdesk/index.html

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

Academic Support and Accommodation Services: Check out these services that support academic success. We encourage all students to engage in the writing supports available to them at Western. http://academicsupport.uwo.ca/accessible_education/index.html

Physical Health, Wellness Education and Mental Health: Connect with Student Health Services at Western here: https://www.uwo.ca/health/Physical%20Health/index.html

Indigenous Student Center staff and Elders are available to support you personally, academically and culturally. Reach out at: https://indigenous.uwo.ca/students/

For services related to inclusion, equity and diversity visit *Equity and Human Rights Services*: https://www.uwo.ca/equity/

View Westerns *Anti-Racism Working Group Report* here: https://president.uwo.ca/anti-racism/

P: 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.