

BACHELOR OF PHYSICAL AND HEALTH EDUCATION

SYLLABUS: PHED 4106 – Fall/Winter 2023-24: COMMUNITY LEADERSHIP PLACEMENT (CLP) II

Faculty Instructor:	Dr. Graydon Raymer, graydonr@nipissingu.ca
Placement Officer:	Jennifer Buell, jenniferb@nipissingu.ca
Office:	AC201-A, Centre for Physical and Health Education.
Office Hours*:	8:30AM to 4:30PM, Mon-Fri, Meetings available by appointment
Phone:	705-474-3450 ext. 4896. Voicemails will be forwarded to email
Virtual Meetings:	Via Microsoft Teams or Zoom
Website:	http://clp.nipissingu.ca

*Office hours are times when you can meet with your Placement Officer to discuss your placement or other experiential learning interests you have. Course-related discussions include asking for extra help, seeking clarification of material and following up on aspects of the course that may require clarification. (Cornell University Learning Strategies Centre, n.d.)

Land acknowledgement: Nipissing University sits on the territory of Nipissing First Nation, the territory of the Anishnabek, within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

COURSE CALENDAR DESCRIPTION

Students will participate in a 50 hour, non-paid work experience in an approved community setting which complements course work, previous experience, and future goals. Students develop strong communication skills, critical thinking skills, leadership skills, and societal connections. This course is graded as SATISFACTORY or FAIL.

NOTE: Placements are monitored by the Physical and Health Education Placement Officer and will take place between September 5th, 2023 and April 10th, 2024 once approved.

Prerequisite:	PHED 3106
Antirequisites:	PHED 4606
Location:	Refer to WebAdvisor
Hours:	Mandatory sessions plus a minimum of 50 hours work placement
Credits:	3

COURSE INTRODUCTION & DESCRIPTION

The Bachelor of Physical and Health Education Community Leadership Program (CLP) provides you with experiential learning opportunities relevant to your academic and career goals. PHED 4106 is a **satisfactory/fail** course which requires organization, professionalism, punctuality and thoroughness from all student participants. Please read carefully for all course details including:

- Course calendar and information
- Required documentation
- Application and Assignment details and due dates

Students are unable to start their placement until all required documentation is complete and submitted. Late submissions could result in failing the course or a request made to withdrawal.

GENDER & PRONOUNS

Class rosters are provided to the course instructor with the student's legal name. The PHED Placement Officer will gladly honour any student's request to address them by an alternate name or gender pronoun. Please advise PHED Placement Officer Jennifer Buell (she/her) accordingly early in the semester so that appropriate changes can be made to your placement file. (Center for Excellence in Learning and Teaching, Iowa State University, n.d.)

COMMUNITY LEADERSHIP PLACEMENT I LEARNING OUTCOMES

Students will:

- Gain concrete experience in providing physical and health education services within our community;
- Develop technical communication and administration skills relevant to the field of physical and health education;
- Expand leadership skills and develop personal leadership style;
- Recognize the psycho-social implications of physical and health education to a community's health and wellness;
- Further develop professional competencies such as leadership, written/verbal communication skills, organization and critical thinking skills.

REQUIRED RESOURCES:

A textbook is not required for this course. Please thoroughly read through all resources made available electronically via the Community Leadership Program (CLP) website: <http://clp.nipissingu.ca>. Important updates/communications will be shared using Nipissing University email accounts only (student123@nipissingu.ca) and it is the responsibility of the student to check their accounts regularly and communicate any concerns with your Placement Officer immediately. Students will not require access to Blackboard Learn for PHED 4106.

COURSE EVALUATION - SUMMARY

Students must obtain a minimum of 75% overall to obtain a SATISFACTORY grade

ENTRANCE DOCUMENTS	COMMUNITY LEADERSHIP PLACEMENT COMMITMENT	EXIT DOCUMENTS
<p>Clearance Requirement 10% for verifying requirements & submitting the Offence Declaration Form and/or updated Police Vulnerable Sector Check. An electronic form will be distributed to students that will permit digital upload of clearance documents. Due: Sept. 23rd, 2023 by 4pm</p> <p>Placement Agreement 5% for the CLP Agreement Due: Prior to beginning placement hours</p> <p>Total Marks – 15%</p>	<p>50% for completing 50 hours of successful work placement, and attending any mandatory meetings set up by the coordinator throughout the program. Due: Hours must be completed by April 10th, 2024</p> <p>Total Marks – 45%</p>	<p>Job Application Preparation – 20% CLP Reflection – 10% CLP Evaluation – 10% Host Acknowledgement – 0%</p> <p>Due: Within two weeks of completing placement commitment or April 10th (whichever occurs first)</p> <p>Total Marks – 40%</p>

COURSE EVALUATION – DETAILED DESCRIPTION

PHED 4106 Community Leadership Placement II provides additional experiential learning opportunities for BPHE students, to further guide and support their academic and career goals. Students registered in PHED 4106 are granted the opportunity to seek out their own placement opportunities and submit these requests for approval. Both virtual and face-to-face placements in communities of the students' choice will be considered. Students will be assigned a "Satisfactory" or "Fail" grade in this course.

"Satisfactory": All requirements have been met and successfully submitted. Assignments reflect a solid understanding and development of the competencies and skills achieved in this course.

"Fail": Missing or incomplete information. Absent during mandatory meetings without approval. Lacking knowledge and/or understanding of the competencies and skills presented in this course. Failure to meet mandatory deadlines.

SCHEDULE AND FORMAT

PHED 4106 runs from **September 5th, 2023 to April 10th, 2024** and students are expected to be available to complete their required 50 hours between these time frames in addition to virtual meeting requests made by the program Placement Officer. Schedules will be determined between the student and placement host.

PLACEMENT PROPOSAL PROCESS

In PHED 4106, student-initiated placements are expected; however, a placement arranged between students and placement hosts, **does not equal** an approved placement until it has been reviewed by the Placement Officer and notification has been received to move forward. All in person placements will **follow recommended health and safety measures** as outlined by the Ontario government in response to COVID 19; Alternatively, students may self-initiate a virtual placement. A virtual placement arranged between students and placement host **does not equal** an approved placement until it has been reviewed by the Placement Officer and notification has been received to move forward.

Students who wish to self-initiate a placement will assume the responsibility of connecting with an appropriate host, discussing, and agreeing upon a placement role that provides the student with an optimal professional experience. The host may be a former teacher, coach, clinician, or supporter. Ideally, the host is someone who can support a student's goal of furthering their knowledge in a professional sector. The host may be someone the student knows. However, a host must be able and willing to provide constructive, unbiased feedback. The host must not be an immediate family member.

With all student-initiated placements, students must connect with their Placement Officer to obtain the specific form used to submit their placement proposal. The role is submitted for approval, and the student's proposed host is contacted to verify their ability to supervise placement efforts. They may also be asked to provide information to satisfy the university's insurance policies. All self-initiated placements in PHED 4106 are subject to approval through the School of PHE and must take place in North Bay and surrounding area. Virtual placements proposals may also be accepted. Students have until **Friday, October 20th, 2023** to supply a placement proposal. Students who do not submit a proposal by this date will receive an unsatisfactory grade.

The student must ensure that the proposed placement meets the following guidelines:

- The placement student must **follow recommended health and safety measures** as outlined by the Ontario government in response to COVID 19;
- Placement meets academic and career goals;

- The scope of the role and associated responsibilities are appropriate for the level of study;
- Placement host contact information is available;
- Placement host is an acceptable mentor, available to guide and support student throughout the duration of the 50 hour requirement;
- Placement host is not immediately related to the student;
- Placement is an unpaid position;
- The student is not employed, or has not been employed with proposed placement location;
- The student has not already completed a placement with the proposed agency or group unless there is clear evidence the opportunity will be a new/different experience and will allow the student to gain additional competencies;
- Placement demonstrates a benefit not only to the student, but to the community in fulfilling a true organizational need.

After placement has been approved both student and placement host will be required to sign the CLP Agreement provided by the Placement Officer.

Assigned Placements

If a student does not wish to self-initiate a placement, they must connect with the PHED Placement Officer no later than **September 22nd, 2023** to request a placement assignment. A student who wishes to be assigned a placement through the School of Physical and Health Education will be provided with a placement request form. Students will be asked to provide as much detail as possible on the form to ensure a suitable placement role is assigned. Sometimes a meeting with the placement officer is required to discuss placement goals and determine a match with a suitable host partner. Some placement hosts may not be accepting students at various times, so flexibility may be required. Some sectors involving roles in healthcare and rehabilitative science settings may limit the number of learners able to observe clinicians. This may result in a competitive process and/or being placed in a role that isn't the student's first choice.

In-person placements assigned by the PHED Placement Officer take place within the City of North Bay and will be accessible by city transit (bus). The experiential learning projects that students participate in during their placement are assigned by the PHED Placement Officer and will be based on several criteria including student requests and the availability of hosts. All in-person placements will **follow recommended health and safety measures as outlined by the Ontario government in response to COVID 19.**

TIMELINES AND IMPORTANT COURSE DATES

Friday, September 22, 2023	Deadline for Request Form for PHED placement assignment. Beyond this date, students will have until October 14 th to follow self-initiated placement proposal guidelines
Friday, September 22, 2023	Last day to submit Declaration of Offence. This deadline includes all students registered in PHED 4106 FA, FW, or WI sections.
Friday, October 20, 2023	Last day to submit Placement Proposal (for self-initiated placements only). Please connect with your placement officer directly regarding proposal process and guidelines.
Friday, October 20th, 2023	Deadline to submit signed Placement Agreement. This refers to placements taking place in the fall or winter or throughout both semesters. This deadline applies to students registered in PHED 4106 FA, FW, or WI.
Tuesday, April 10th, 2024	Placement Exit Assignments due

ENTRANCE DOCUMENTS

Clearance Credentials - 10%

All clearance documents supplied in PHED 3106 will be retained by the Placement Office. In PHED 4106, students are required to update their Vulnerable Sector Police Check by completing a Declaration of Offence form. [This form is linked to here.](#)

Clearance documents need to be completed successfully and submitted to the Placement Officer **before students begin their work placement**. Students will be provided with a link to a **secure e-form to upload their Declaration of Offence**. Abiding by the Community Leadership Placement Risk Management Policy*, **student placements will be cancelled, and students will be asked to withdraw** from the course if the required Health & Safety Documents are not successfully complete and **submitted by 4:00 pm by Friday September 22nd, 2023**. No exceptions.

Students should note that select PHED Placement Partner agencies require additional, job specific training. This training is outlined by the partner agency (e.g. WHMIS, Non-Violent Intervention Training). Placements with our clinical partners, including in-person placements in healthcare and the vulnerable sector require proof of vaccines recommended by the Government of Ontario, including the Covid_19 vaccine. Any additional training, documentation or vaccine requirements required will be communicated to students.

During the 2021-22 school year, the School of PHE, in alignment with Nipissing University's vaccination policy, required a vaccination receipt or passport, issued by a recognized Ministry of Health, confirming administration of a minimum of 2 doses of a COVID-19 vaccine approved by Health Canada. ***Please note that this requirement was instituted in response to institutional policy and has been paused as of May 2022**. At this time, Nipissing University does not require proof of vaccination against COVID-19 to register for in-person work placements. However, please be aware that some placement partners, particularly those linked to healthcare and education may still require vaccine declarations. The University policy will evolve to reflect changes to the guidance provided by public health. If this aspect of student clearance credentials is changed, this change will be clearly communicated to you in a timely manner.

Placement Agreements

Once a student has been matched with a placement agency, either through assignment or self-initiated role, both the student and host must sign the **CLP Placement Agreement Form (5%)**. This form must be submitted prior to any work experience hours taking place. The final date for the CLP Agreement to be submitted is **Friday, Oct 20th, 2023**.

Students are strongly encouraged to request an initial orientation meeting prior to signing the placement agreement. Consider the following.

Initial Meeting: Arranged by the student

- Once a student has been approved for placement, they are required to connect with their host supervisor to arrange a meeting (face-to-face, phone, video chat).
- Hosts may have additional information/forms required to be complete by the student. Should any questions arise, the student may reach out to the Placement Officer.
- The initial meeting **does not count toward your 50 hour** workplace experience.

COMMUNITY LEADERSHIP PLACEMENT COMMITMENT– 45%

Minimum of 50 hours of work placement with an approved placement host is mandatory for successful completion of this course. Failure to meet placement expectations and responsibilities will result in an overall grade of zero for this section and a 'fail' for the course. All hours must be accounted for using the [CLP Timesheet](#) and all hours will be confirmed by your placement host.

Placement hours will be coordinated between the student and placement host, with assistance from the Placement Officer when needed. Placement hours can take place at any time, on any date within the semester. It is important to share your academic calendar and unavoidable prior engagements with your placement host to avoid overlaps. Students are expected to be flexible and accommodating to reach the needs of the placement host whenever possible.

EXIT DOCUMENTS

Experiential Learning in its simplest form is described as, “learning through experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking” (Lewis and Williams, 1994).

PHED 4106 students will be required to complete several Exit Documents to reflect upon their experiential learning experience. These documents must be submitted electronically to jenniferb@nipissingu.ca **within two weeks of completing the required 50 hours, and no later than 4:00 pm on April 10th, 2024.**

1. Job Application Preparation – 20%

Referring to your portfolio created in PHED 3106, update your existing accomplishments and employment package with a professional eye and thoughtful consideration on how to showcase these achievements.

Students must include the following documents:

- **Cover Letter – “The Hand Shake”:** Cover letters are the first impression you give potential employers. Your cover letter should be strong and error free. Students are encouraged to research various styles and examples of cover letters, and should personalize their letter by showcasing their experiences and professional competencies.
- **Résumé – “Showcase YOU”:** The pages you use for your résumé should be viewed as real estate. Keeping within the two-page guideline, every inch should be carefully thought out ensuring you are using the space effectively to showcase your experiences and skills. Students are encouraged to research various styles and examples and prepare a résumé they would be proud to submit. E.g., Google Images – Modern Résumé.

Things to consider:

- Include a Professional Profile
 - Include Education and specialized certificates
 - Include Professional and Technological Skills
 - Include additional trainings, certifications etc.
 - Ensure descriptions are clear and concise
- **Mock Interview Questions – “Prepare and Respond”:** Students must prepare and answer three questions a future employer might consider asking in an interview related to their academic and professional goals. This will provide opportunity for the students to demonstrate and reflect on their professional competencies they have developed during their Community Leadership Placement experiences.

2. CLP Reflection – 10%

- The CLP Reflection will allow you to react, discuss, and explore your feelings, knowledge and community issues/ideas.

- This is not a diary and students should show an application of knowledge and growth based on their assigned placement.
- Things to consider:
 - What did you do? – duties, personal tasks, specific projects
 - Your reaction to what you did – positive improvements, troubles, areas of development
 - How is your placement relevant to your academic and professional goals?
 - What have you learned about community or social issues?
 - Has something inspired you to make or suggest change?
 - Did you have any assumptions or stereotypes leading to your placement?
 - What has been challenging? Easy? Unpredicted? Surprising?
 - What have you learned about yourself?
 - What professional competencies did you use, develop, and/or improve on? (Communication skills, conflict resolution, team work, time management, prioritizing etc.)
 - Any other comments you may have – be honest and write freely
- CLP Reflections must be a minimum of 2 pages, with regular spacing and fonts no larger than 12pts.
- It is recommended you make notes after each shift, so you do not forget any key components to your placement experience.
- Be creative!

3. Evaluation – 10%

- Evaluation forms can be found on the CLP website and will be provided via email by the Placement Officer to students and placement hosts.
- Ideally, placement hosts will communicate results with students; however, they can choose to send the completed form to the student for review, review results over video meetings with the student, or send the completed evaluation directly to the Placement Officer. Regardless of which scenario your placement host chooses, **it is the responsibility of the student** to ensure the completed evaluation is submitted on time.

4. Host Acknowledgement – no grade assigned

- A thank you letter to your placement host is not only a nice gesture, it is proper business etiquette. Prior to your last day of placement, please take the time to thank your host (and host organization) for allowing you to complete your placement.
- Things to consider:
 - Include what you have learned, and how you plan to use this knowledge in your future.
 - An email is typically the easiest method; however, a hand written thank you card is considered a professional standard.
- Even though there is no course value assigned to this requirement, it is important to the School of Physical and Health Education to ensure each host is acknowledged for their time and support of your progress. Please include a scanned attachment, or forward a copy of the email to jenniferb@nipissingu.ca for your Placement Officer to include in your exit documentation.
- Please note that gifts or remuneration provided to your host is not expected or required. In fact, some professional codes of conduct restrict professionals from being able to accept personal gifts as an acknowledgement of their support.

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ATTENDANCE

Punctual and regular attendance during work placement is essential for successful completion of this course. This applies to in person or virtual placements. Missing just one day of placement may negatively impact your evaluation. Please take responsibility of your attendance and notify your placement host in advance of any unavoidable absences or technology barriers that may restrict your participation. It is your responsibility to make up any lost hours if an absence interferes with the required 50 hours you must achieve to successfully complete the course. In the case of medical absences, documentation may be requested by your placement host and/or instructor.

STUDENT CODE OF CONDUCT

<https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities>

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural and other interests, and freely associate together for all these purposes, subject to the requirement that they respect the rights of members of the University and general community to pursue these same freedoms and privileges. In order to secure these rights, the University will use its best efforts to ensure the following: that those who wish to teach and those who wish to learn can do so under proper conditions; that academic and general facilities are available to those who wish to use them for their normal purposes; that freedom of movement and freedom from harassment are protected; that all property, including records, documents, and the like is protected; that those who wish to file a complaint have the right to do so without fear of reprisal.

PROFESSIONALISM

The Bachelor of Physical & Health Education Program is a professional preparation program. Upon graduation you will possess skills, attitudes and knowledge to become a leader in the field, assisting others to live healthy, active lives. It is expected that you will behave in a professional manner in all that you do while at Nipissing University. You are ambassadors and positive role models on and off campus. Make every effort to represent Nipissing University, the BPHE program, and most importantly, yourselves, in a way that demonstrates your readiness to become a professional. This includes the way you choose to represent yourselves in social media. Be cognizant of the fact that whether your proper name is used or not, people and employers may have access to seeing the way you are represented on social media that you believe to be 'private'.

Professionalism means:

- Written and verbal communications with peers, professors and staff are positive and respectful.

- Being responsible for your actions and academic work.
- Being respectful of your host placement and instructor, and avoiding the use of electronic communications/tools unrelated to your course or work place assignments.
- Respecting and being open to the views and opinions of others.
- Actively being engaged in all activities, assignments and responsibilities outlined by PHED 3106.

COURSE POLICIES

1. This course outline contains all pertinent information and expectations for PHED 3106.
2. Placements are assigned and must not be initiated by the student or placement host; however, both students and placement hosts are able to indicate preferences during the application process.
3. Students are expected to be punctual, prepared and actively involved in all assignments provided by the instructor and placement host.
4. Course information, including this document, are made available on the Community Leadership Placement (CLP) website. Students are responsible for reviewing information to be prepared for seminars and to complete requirements of the course.
5. Submission of documents must be sent to the PHED Placement Officer by email: jenniferb@nipissingu.ca and must be sent from Nipissing University accounts only. Information coming in from other email accounts may get deleted and/or sent to SPAM folders. It is not the responsibility of the instructor to search for missing documentation. It is important to save all documents as PDF, and name the files using the following format: Student Name, Assignment Name, Course code - e.g., BuellJenniferLogBook3106.pdf
6. Students are responsible for keeping back-up copies of all documentation for this course. If original hard copies have been submitted, students should take a picture or scan of the item before submission.
7. Late submissions will not be accepted without appropriate accommodations being discussed in advance. Approval for late submissions are discussed between the student and instructor and will be determined on a case by case basis. Computer/internet/email problems will not be considered as reasonable excuses.
8. Submitted work will not be returned to the student; however, should a student choose, they can request a meeting with their instructor at any time to discuss course progress, results etc.
9. For information on Petitions and Grade Appeals, follow this link:
[Navigator Suite - Catalog - View Catalog \(nipissingu.ca\)](#)
 Students who feel that they have grounds for an appeal or petition (in all matters other than academic dishonesty) should immediately discuss the matter with the Placement Officer. If the student is not satisfied with this informal session, the student must discuss the matter further with the School of Physical Health and Education Director, Dr. Graydon Raymer – graydonr@nipissingu.ca who may then escalate concerns to the Dean of the School of Education and Professional Studies. Arranging a meeting with the Director must be done as soon as possible, and any information shared with the Dean, needs to be communicated no later than 30 days after official notification of the final grade.
10. If a student requires services and/or supports provided by Accessibility Services, it is their responsibility to contact and arrange such needs. All accommodations are arranged through Accessible Learning, not by the course instructor. Please refer to the Accessible Learning site for more information: [click here](#).
11. All of the components for evaluation must be completed in order to gain credit associated with this course. Assignments have identified due dates. Work must be submitted on time. Extensions must be negotiated prior to the due date and will only be considered in cases of extenuating circumstances at the discretion of the instructor.
12. Students are expected to keep a copy of the course outline for their own records. The School of PHE is not obligated to provide a copy at a later date.

13. Should a student be offered compensation for their efforts at the host placement, this must be arranged as an employment offer between the placement host and the student directly and will void their contributions needed for the course.

14. **Policy for Recording of Lectures/Materials**

<https://www.nipissingu.ca/departments/student-development-and-services/accessibility-services/faculty-resources/classroom-accommodations>

The Ontario Human Rights Commission 'Policy and Guidelines on Disabilities and the Duty to Accommodate' (2001) details the responsibility of the University to provide reasonable academic accommodations to students with disabilities. This includes providing accommodations that will allow for the removal of disadvantage to learning and the demonstration of learning. The accommodations will have been deemed to be reasonable, necessary and supported by documentation provided to Student Accessibility Services.

For some students with disabilities, audio-recording lectures is a necessary accommodation which enables full access to course and lecture materials that may otherwise be unavailable. Once a student has recorded a lecture, the teaching material remains the property of the instructor and is not to be disclosed unless the professor has otherwise consented. Such recording is allowable under existing Canadian copyright legislation due to the exception of 'fair dealing'. For more information about copyright law please visit the Canadian Intellectual Property Office (CIPO) or view the Copyright Act.

Students with disabilities have permission to audio record and, based on the terms defined in fair dealing use the material "for purposes of private study, research, criticism [or] review" (CIPO, 2011). However, the information contained in the audio-recorded lecture is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer's explicit consent and without properly identifying and crediting the lecturer.

15. **Academic Integrity statement and link to Academic Calendar Policy**

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, impersonation and the presentation of altered or falsified documents. Penalties for dealing with such offences will be strictly enforced.

[Navigator Suite - Catalog - View Catalog \(nipissingu.ca\)](#)

Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism should be noted and reported to the Dean. Students should be informed of the University's definition and policy on plagiarism at the beginning of each course.

Most commonly plagiarism exists when:

The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work; parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author; the whole work (e.g. an essay) is copied from another source; and/or a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Using Generative AI tools such as ChatGPT to satisfy course requirements without authorization is academic dishonesty. Written assignments associated with the course, such as reflective reports and the professional prep assignments require the student to reflect on the personal meaning derived from experiential learning and their own professional development, as such AI tools are inappropriate and may not be used.

Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

Library statement

The Harris Learning Library enriches academic achievement, scholarly research, and life-long learning goals by supporting exploration, innovation, teaching, and research. The Library works in partnership with Nipissing University and Canadore College students, staff, and faculty through the provision of exemplary services and a diverse range of resources. The Learning Library home page (<http://www.eclibrary.ca/library/>) is your Gateway to library services, instructional tutorials, LibGuides and a wealth of academic books, articles, and streaming videos accessible through the OMNI Search tool. Friendly, knowledgeable staff are always ready to provide help by email, phone, or in person.

Supporting Students

Your success and well-being are important. If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through Student Development & Services (SDS). Academic writing, math and science supports; peer tutoring; individualized accommodations for students with disabilities; personal or group counselling; and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed.

SDS also works closely with faculty to support your success while in class. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding your academic progress or well-being and connect you with resources or support services on campus. You are under no obligation to follow through with a referral unless you want to; it is your choice unless otherwise stated (i.e. a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect your academic standing, transcript, or overall academic record and your information is kept private and confidential; it is only accessible to authorized University personnel who will reach out to you to see how they can help.

For more information or to reach out for support contact:

Student Development and Services

Visit <https://www.nipissingu.ca/sds> or email sds@nipissingu.ca

Student Retention Alert

Visit www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Nipissing is committed to supporting your success and well-being!

QUESTIONS?

Connect with Jennifer Buell directly, jenniferb@nipissingu.ca