

Practical Nursing
Submission for:
COLLEGE OF NURSES OF ONTARIO
November 1, 2012



Fleming College

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Fleming College, Practical Nursing Diploma Program

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APPENDIX B

Data Submission Checklist

Program Name: Practical Nursing

Date of submission: November 1, 2012

Program Approval Submission Declaration

Type of Review: Annual ✓ Full

I, Carol Kelsey hereby declare that the following statements are true:

1. The information contained in the Practical Nursing Program documentation being submitted by Fleming College (college name) in support of the application for the Practical Nursing Program Approval process has been prepared by the faculty of the Practical Nursing Program, and is the result of the program's original work, that accurately reflects the submitted documentation. This submission contains no material previously published or written by another person, except where properly and fully acknowledged.
2. The Practical Nursing Program has not allowed any other school to copy any portion of this submission.
3. Practical Nursing Program of Fleming College (college name) will take all reasonable care to ensure that this submission is protected so that no one person/program will be able to copy or otherwise use this submission for any improper purpose.

Signature Carol Kelsey Date: 10/30/12
(title/position) Dean month/day/year

Please use the following as a checklist in submitting the documents in support of the Program Approval Process:

	Check List	✓
1.	The <i>PN Program Approval Process Guide</i> has been reviewed <u>before</u> completing all documents for submission.	✓
2.	The self-assessment tool (<i>Appendix C: Self-Assessment Tool</i>) outlining the entry-to-practice competencies mapping to program curricula has been completed for submission.	✓
3.	Supporting program <i>curricula documents</i> (i.e., student handbook/orientation manual; detailed course descriptions/syllabi; and/or weekly course outlines) have been collected for submission to supplement self-assessment mapping.	✓
4.	The Annual Report Form (<i>Appendix D: Annual Report Form</i>) has been completed for submission with documented program student statistics and Key Performance Indicators data.	✓
5.	This Data Submission Checklist and declaration (<i>Appendix B: Data Submission Checklist</i>) has been completed and signed for submission.	✓

* This material (model route and program goals and objectives) may be contained in a student handbook or student orientation handbook, please submit that document.

APPENDIX C Practical Nursing Program Approval – Curriculum Review Entry to Practice Competencies Mapping Self-Assessment Tool							
In accordance with subparagraph i of section 6 (2.1) 1 of Ontario Regulation 376/04, an applicant must have received a diploma in practical nursing granted by a College of Applied Arts and Technology in Ontario whose program was, at the time the applicant graduated, approved by a body or bodies designated by the Council or by the Council itself. This tool has been implemented to assist in the assessment of entry to practice competencies for Registered Practical Nurses (RPN) with respect to applicants applying for a general certificate of registration as a RPN in Ontario. (This tool was developed by the CNO on May 2012)							
PN Program:		Fleming College					
Number of Semesters of PN Program:		4					
Program Personnel Contact:		Molly Westland	Contact Information:	705-749-5530 ext 1238 mwestlan@flemingc.on.ca			
Date Submitted:		30-Oct-12					
Items assessed (for CNO use Only):		Student Handbook / Program Orientation Manual					
		Detailed Course Syllabi / Weekly Outlines					
		Self-Evaluated Competency Mapping					
Overall program summary assessment (for CNO use ONLY):							
Date (Curriculum Review):							
Assessors (Curriculum review):							
RPN COMPETENCIES							
Professional Responsibility and Accountability Assessment (Knowledge)		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
1	Develops a therapeutic relationship with clients	☒ LEARNING OBJECTIVE	NRSG 11 Clinical 1 Objective #3	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 11 Clinical 1 Objective #3 Weeks 1 -7				
		☒ CLINICAL EXPERIENCE	NRSG 11 Clinical 1 Objective #3 Weeks 1 -7				
		☒ EVALUATIVE PROCESS	NRSG 11 Clinical 1 Objective #3 Weeks 3 and 7 and in progress				
2	Identifies clients' health care needs in a caring environment that facilitates achieving mutually agreed health outcomes.	☒ LEARNING OBJECTIVE	NRSG 153 health Assessment Objective # 2	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 15 Clinical 2B; Objective #9				
		☒ CLINICAL EXPERIENCE	NRSG 15 Clinical 2B; Objective #9				

		☒ EVALUATIVE PROCESS	NRSRG 153 Health Assessment Weeks 7 and 15			
3	Collaborates with clients across the lifespan to perform a holistic nursing assessment.	☒ LEARNING OBJECTIVE	NRSRG 153 Health Assessment Objective1 & 8			
		☒ COURSE CONTENT	NRSRG 153 Health Assessment weeks 1 thru 15	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSRG 14; 15; 19; 20; 23 & 24 Clinical (Clinical 14 objective 1)			
		☒ EVALUATIVE PROCESS	NRSRG 14 15;19; 20; 23; 24 Clinical ongoing and weeks 3 and 7			
4	Demonstrates knowledge in critical thinking and problem-solving skills.	☒ LEARNING OBJECTIVE	NRSRG 19; Clinical Objective 11			
		☒ COURSE CONTENT	NRSRG 19; Clinical Objective 11	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSRG 19; Clinical Objective 11			
		☒ EVALUATIVE PROCESS	NRSRG 19 Clinical Objective 11 ongoing and weeks 3 and 7			
5	Uses a theory-based approach	☒ LEARNING OBJECTIVE	NRSRG 153 Health Assessment Objective #5			
		☒ COURSE CONTENT	NRSRG 153 Health Assessment Objective #5	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSRG 14;Clinical 2A Objective #11			
		☒ EVALUATIVE PROCESS	NRSRG 14;15 Clinical 2A & B; ongoing and weeks 3 and 7			
6	Demonstrates knowledge in nursing, health and social sciences.	☒ LEARNING OBJECTIVE	NRSRG 19;20 Clinical 3A &B Objective 12			
		☒ COURSE CONTENT	NRSRG 73 Nursing in the Community Objectives 1-12	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSRG 154 Consolidation Objective # 2			
		☒ EVALUATIVE PROCESS	NRSRG 154 Consolidation ongoing and weeks 5 and 11			
7(a)	Promotes clients' rights and responsibilities by: a) Obtaining client consent prior to initiating nursing care; and	☒ LEARNING OBJECTIVE	NRSRG 150 Skills Lab 2 Objective 4			
		☒ COURSE CONTENT	NRSRG 150 Skills Lab 2 Objective 4 and weekly	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSRG 14; 15 Clinical (Clinical 14 objective 8)			
		☒ EVALUATIVE PROCESS	NRSRG 14; 15 Clinical ongoing and weeks 3 and 7			
7(b)	Promotes clients' rights and responsibilities by: b) Protecting clients' rights by respecting confidentiality, privacy, dignity and self-determination as part of the plan of care.	☒ LEARNING OBJECTIVE	NRSRG 14 Clinical Objective 4			
		☒ COURSE CONTENT	NRSRG 153 Objective 3	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSRG 14 Clinical Objective 4			
		☒ EVALUATIVE PROCESS	NRSRG 14 and throughout program at weeks 3 and 7 of clinical rotations; ongoing			
8	Recognizes the impact of an agency's organizational culture on nursing practice.	☐ LEARNING OBJECTIVE	NRSRG (PAN A) Objective 8			
		☒ COURSE CONTENT	NRSRG 91 PN Theory 1; Objective 12	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSRG 154 Consolidation Objective 16			
		☒ EVALUATIVE PROCESS	NRSRG 91 PN Theory 1; tests and written assignments			
9	Assesses the appropriateness of assigning care to unregulated care providers (UCPs)	☒ LEARNING OBJECTIVE	NRSRG 91 PN Theory 1; Objective 3			
		☒ COURSE CONTENT	NRSRG 97 (PANBA) Objective 1	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSRG 154 Consolidation #14			
		☒ EVALUATIVE PROCESS	NRSRG 154 Consolidation ongoing and weeks 5 and 11			
10	Reviews literature and collaborates with colleagues and other resources in selecting assessment tools or techniques.	☒ LEARNING OBJECTIVE	NRSRG 153 Health Assessment Objective 4			
		☒ COURSE CONTENT	NRSRG 153 Health Assessment Objective 4 (lab)	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSRG 154 Consolidation Objective # 2			
		☒ EVALUATIVE PROCESS	NRSRG 154 Consolidation ongoing and weeks 5 and 11			
11	Demonstrates knowledge of conflict-resolution skills.	☒ LEARNING OBJECTIVE	NRSRG 151 Non-violent Crisis Intervention			
		☒ COURSE CONTENT	NRSRG 151 Non-violent Crisis Intervention	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSRG 19 Clinical Objective 5			
		☒ EVALUATIVE PROCESS	NRSRG 19 Clinical Objective 5 ongoing and weeks 5 and 11			
12	Demonstrates knowledge of therapeutic communication	☒ LEARNING OBJECTIVE	NRSRG 151 Non-violent Crisis Intervention			
		☒ COURSE CONTENT	NRSRG 91 PN 1 Theory Objective #9	☐	☐	☐

12	Demonstrates knowledge of therapeutic communication.	☒ CLINICAL EXPERIENCE	NRSG 19 Clinical Objective 5	☐	☐	☐	
		☒ EVALUATIVE PROCESS	NRSG 19 Clinical Objective 5 ongoing and weeks 5 and 11				
13	Demonstrates knowledge of leadership skills and styles.	☒ LEARNING OBJECTIVE	NRSG 152 Field Prep Objective #4				
		☒ COURSE CONTENT	NRSG 73 Nursing in the Community Objectives 1-12	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation Objective # 10				
		☒ EVALUATIVE PROCESS	NRSG 154 Consolidation Objective ongoing and weeks 5 and 11.				
14	In collaboration with the client, identifies appropriate health teaching strategies that will enhance the client's learning.	☒ LEARNING OBJECTIVE	NRSG Nursing in the Community Objective 4				
		☒ COURSE CONTENT	NRSG Nursing in the Community Objective 4	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG Nursing in the Community Objective 4				
		☒ EVALUATIVE PROCESS	NRSG Nursing in the Community written tests and major project				
15	Demonstrates knowledge of the determinants of health	☒ LEARNING OBJECTIVE	NRSG 61 Health Theory Objective 2				
		☒ COURSE CONTENT	NRSG 61 Health Theory Objective 2	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG 14 Clinical Objective 2				
		☒ EVALUATIVE PROCESS	NRAG 61 Health Theory written tests and assignment				
<u>Professional Responsibility and Accountability Planning</u>		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
16	Advocates for clients' rights	☒ LEARNING OBJECTIVE	NRSG 91 PN theory 1 Objective 4				
		☒ COURSE CONTENT	NRSG 91 PN Theory 1 Objective 4	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG Clinical 11 objective 9				
		☒ EVALUATIVE PROCESS	NRSG Clinical 1 - 4 ongoing and weeks 3 and 7 of rotation				
17	Encourages clients to draw upon their strengths and to identify appropriate resources within the community	☒ LEARNING OBJECTIVE	NRSG Nursing in the Community Objective 4				
		☒ COURSE CONTENT	NRSG Nursing in the Community Objective 4	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG Clinical 14 objective 8				
		☒ EVALUATIVE PROCESS	NRSG Clinical 1 - 4 ongoing and weeks 3 and 7 of rotation				
18	Develops a plan to incorporate critical thinking and problem-solving skills into all aspects of care	☒ LEARNING OBJECTIVE	NRSG 93 PN Theory 3; Objective 6				
		☒ COURSE CONTENT	NRSG 93 PN Theory 3; Objective 6	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG 19 Clinical Objective 13				
		☒ EVALUATIVE PROCESS	NRSG 19 Clinical ongoing and weeks 3 and 7 of rotation; NRSG PN Theory 3 tests				
19	Formulates clinical judgements that are consistent with clients' needs and priorities by responding to changing situations that affect client's health and safety	☒ LEARNING OBJECTIVE	NRSG 153 health Assessment objectives 9				
		☒ COURSE CONTENT	NRSG 153 health Assessment Objectives 3	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation				
		☒ EVALUATIVE PROCESS	NRSG 154 Consolidation ongoing and weeks 5 and 11				
20	Analyzes and interprets initial assessment findings and collaborates with the client in developing approaches to nursing care	☒ LEARNING OBJECTIVE	NRSG 153 Health Assessment obj 10				
		☒ COURSE CONTENT	NRSG 153 Health Assessment obj 10	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG Clinical 15 obj 10				
		☒ EVALUATIVE PROCESS	NRSG Clinical 1 - 4 ongoing and weeks 3 and 7 of rotation				
21	Organizes workload and develops time-management skills to meet responsibilities	☒ LEARNING OBJECTIVE	NRSG 150 Skills Lab obj 5				
		☒ COURSE CONTENT	NRSG 150 Skills lab weekly	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG Clinical 15 obj 11				
		☒ EVALUATIVE PROCESS	NRSG Clinical 2 - 4 ongoing and weeks 3 and 7 of rotation				
		☒ LEARNING OBJECTIVE	NRSG 151 NVCI				

22	Plans how to incorporate conflict-resolution skills when needed	☒ COURSE CONTENT	NRSG 16 Clinical obj 14	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSG Clinical 16 obj 14			
		☒ EVALUATIVE PROCESS	NRSG Clinical 3-5 ongoing and weeks 3 and 7 of rotation and end of consolidation			
23	Selects communication techniques that are appropriate for the client's circumstances needs	☒ LEARNING OBJECTIVE	NRSG Nursing in the Community Objective 4	☐	☐	☐
		☒ COURSE CONTENT	NRSG 91 PN Theory; objective 11			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 1 - 4			
		☒ EVALUATIVE PROCESS	NRSG Clinical 1 - 4 ongoing and weeks 3 and 7 of rotation			
24	Teaches UCPs based on assessment of learning needs	☒ LEARNING OBJECTIVE	NRSG PAN A objective 3	☐	☐	☐
		☒ COURSE CONTENT	NRSG PAN A objective 3			
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	NRSG 154 Consolidation ongoing and weeks 5 and 11			
25	Selects leadership skill and style that is appropriate to the situation	☒ LEARNING OBJECTIVE	NRSG 97 (PANB) Objective #4	☐	☐	☐
		☒ COURSE CONTENT	NRSG 97 (Pan b) OBJ 4			
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	NRSG 154 Consolidation ongoing and weeks 5 and 11			
26	Identifies potential health problems or issues and their consequences for clients	☒ LEARNING OBJECTIVE	NRSG 93 PN Theory 3; Objective 7	☐	☐	☐
		☒ COURSE CONTENT	NRSG 93 PN Theory 3;			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 3 objectives 9 - 11			
		☒ EVALUATIVE PROCESS	NRSG 93 PN Theory 3; written tests			
27(a)	In collaboration with the interprofessional health care team refines and expands client assessment information by (a) Using initial assessment findings to focus on additional and more detailed assessments	☒ LEARNING OBJECTIVE	NRSG 153 Health Assessment Objective 3	☐	☐	☐
		☒ COURSE CONTENT	NRSG 153 Health Assessment			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 3 - 5			
		☒ EVALUATIVE PROCESS	NRSG Clinical 3 - 5 ongoing and weeks 3 and 7 and final in consolidation			
27(b)	In collaboration with the interprofessional health care team refines and expands client assessment information by (b) Analyzing and interpreting data from client assessments	☒ LEARNING OBJECTIVE	NRSG 93 PN Theory 3;	☐	☐	☐
		☒ COURSE CONTENT	NRSG 93 PN Theory 3			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 3 - 5			
		☒ EVALUATIVE PROCESS	NRSG Clinical 3-5 ongoing and weeks 3 and 7 of rotation and end of consolidation			
28(a)	Collaborates with client to develop a plan of care by (a) Questioning and offering suggestions regarding approaches to care	☒ LEARNING OBJECTIVE	NRSG 154 Consolidation	☐	☐	☐
		☒ COURSE CONTENT	NRSG 154 Consolidation			
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	NRSG 154 Consolidation ongoing and weeks 5 and 11			
28(b)	Collaborates with client to develop a plan of care by (b) Seeking information from relevant nursing research, expert and the literature	☒ LEARNING OBJECTIVE	NRSG 91 PN Theory objective 5	☐	☐	☐
		☒ COURSE CONTENT	NRSG 91 PN Theory objective 5			
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	NRSG 91 PN Theory tests and written assignment			
28(c)	Collaborates with client to develop a plan of care by (c) Developing a range of possible alternatives and approaches to care	☒ LEARNING OBJECTIVE	NRSG 93 PN Theory 3; obj 11	☐	☐	☐
		☒ COURSE CONTENT	NRSG 93 PN Theory 3; obj 11 applied throughout semester			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 19 obj 15			
		☒ EVALUATIVE PROCESS	NRSG 93 PN Theory 3 written tests			
28(d)	Collaborates with client to develop a plan of care by (d) Establishing priorities of nursing care	☒ LEARNING OBJECTIVE	NRSG 93 PN Theory 3; obj 11	☐	☐	☐
		☒ COURSE CONTENT	NRSG 93 PN Theory 3; obj 9 applied throughout semester			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 19 obj 15			
		☒ EVALUATIVE PROCESS	NRSG Clinical 3 - 5 ongoing and weeks 3 and 7; consolidation weeks 5 and 11			

28(e)	Collaborates with client to develop a plan of care by (e) Identifying expected outcomes	☒ LEARNING OBJECTIVE	NRSG 93 PN Theory 3; obj 11	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 93 PN Theory 3; obj 11				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 19 obj 15				
		☒ EVALUATIVE PROCESS	NRSG Clinical 3 - 5 ongoing and weeks 3 and 7; consolidation weeks 5 and 11				
28(f)	Collaborates with client to develop a plan of care by (f) Incorporating health teaching strategies into care	☒ LEARNING OBJECTIVE	NRSG 73 Nursing in the Community Objectives 1-12	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 73 Nursing in the Community Objectives 1-12				
		☒ CLINICAL EXPERIENCE	NRSG 73 Nursing in the Community health promotion activity				
		☒ EVALUATIVE PROCESS	NRSG				
29	Collaborates with the interprofessional health care team in developing a client's plan of care	☒ LEARNING OBJECTIVE	NRSG 14 Clinical obj 6	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Clinical 14 obj 6				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2 - 5				
		☒ EVALUATIVE PROCESS	NRSG Clinical 2 - 5 ongoing and weeks 3 and 7; consolidation weeks 5 and 11				
30	Plans to incorporate the determinants of health into all aspects of care	☒ LEARNING OBJECTIVE	NRSG 61 Health Theory obj 2	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 73 Nursing in the Community Objectives 1-12				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2 - 5 ; Community Nursing Health Promotion project				
		☒ EVALUATIVE PROCESS	NRSG Clinical 2 - 5 ongoing and weeks 3 and 7; consolidation weeks 5 and 11				
<u>Professional Responsibility and Accountability Implementation (Knowledge Application)</u>		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
31(a)	Autonomously performs a wide range of nursing interventions (actions, treatments and techniques) that (a) Promote health	☒ LEARNING OBJECTIVE	NRSG Clinical 5 (palliative; community; mental health, acute care)	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 78 Skills lab				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 24 (palliative; community; mental health, acute care) obj 10				
		☒ EVALUATIVE PROCESS	NRSG 78 Skills lab ongoing, written tests, OSCE tests.				
31(b)	Autonomously performs a wide range of nursing interventions (actions, treatments and techniques) that (b) Prevent disease and injury	☒ LEARNING OBJECTIVE	NRSG Clinical 5 (palliative; community; mental health, acute care) obj 10	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 78 Skills lab				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 24 (palliative; community; mental health, acute care) obj 10				
		☒ EVALUATIVE PROCESS	NRSG 78 Skills lab ongoing, written tests, OSCE tests.				
31(c)	Autonomously performs a wide range of nursing interventions (actions, treatments and techniques) that (c) Maintain and restore health	☒ LEARNING OBJECTIVE	NRSG Clinical 5 (palliative; community; mental health, acute care) obj 10	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 78 Skills lab				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 24 (palliative; community; mental health, acute care) obj 10				
		☒ EVALUATIVE PROCESS	NRSG 78 Skills lab ongoing, written tests, OSCE tests.				
31(d)	Autonomously performs a wide range of nursing interventions (actions, treatments and techniques) that (d) Promote rehabilitation	☒ LEARNING OBJECTIVE	NRSG Clinical 5 (palliative; community; mental health, acute care) obj 10	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 79 Skills lab				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 24 (palliative; community; mental health, acute care) obj 10				
		☒ EVALUATIVE PROCESS	NRSG 79 Skills lab ongoing, written tests, OSCE tests.				
31(e)	Autonomously performs a wide range of nursing interventions (actions, treatments and techniques) that (e) Provide palliation	☒ LEARNING OBJECTIVE	NRSG Clinical 5 (palliative; community; mental health, acute care) obj 10	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 79 Skills lab				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 24 (palliative; community; mental health, acute care) obj 10				
		☒ EVALUATIVE PROCESS	NRSG 79 Skills lab ongoing, written tests, OSCE tests.				
32	Collaborates with client and interprofessional health care team to perform appropriate nursing interventions	☒ LEARNING OBJECTIVE	NRSG 24 Clinical obj 11	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 195 Pharmacology Application B; objective 4				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 24 obj 11				

		☒ EVALUATIVE PROCESS	NRSg Clinical 2-5 ongoing and in consolidation; OSCE in Skills Lab			
33	Implements appropriate administration and use of medication(s)	☒ LEARNING OBJECTIVE	NRSg 195 Pharmacology Application B; objective 4	☐	☐	☐
		☒ COURSE CONTENT	NRSg 195 Pharmacology Application B; objective 4			
		☒ CLINICAL EXPERIENCE	NRSg Clinical 2 - 5 NRSg Clinical 14 obj 7			
		☒ EVALUATIVE PROCESS	written tests in theory and clinical setting; OSCE in lab; observation in clinical			
34	Using appropriate aseptic/sterile techniques, manages therapeutic nursing interventions (e.g., IV therapy, drainage tubes, and skin and wound care)	☒ LEARNING OBJECTIVE	NRSg 150 Skills Lab objective 2	☐	☐	☐
		☒ COURSE CONTENT	NRSg 150 Skills Lab objective 2 see lab guide sequence			
		☒ CLINICAL EXPERIENCE	NRSg Clinical 2 -5			
		☒ EVALUATIVE PROCESS	OSCE in lab; written theory; observation and evaluation in clinical setting			
35	In collaboration with the client and interprofessional health care team, prepares client for surgical/diagnostic procedures, and provides postsurgical/diagnostic care	☒ LEARNING OBJECTIVE	NRSg 78 Skills Lab obj 12 ; NRSg Clinical 19 obj 16	☐	☐	☐
		☒ COURSE CONTENT	NRSg 78 (see skills lab guide)			
		☒ CLINICAL EXPERIENCE	NRSg Clinical 19 obj 16			
		☒ EVALUATIVE PROCESS	NRSg 78 OSCE and written test; clinical observation and evaluation			
36	Applies critical thinking and problem-solving skills in all aspects of nursing care	☒ LEARNING OBJECTIVE	NRSg 19 obj 9	☐	☐	☐
		☒ COURSE CONTENT	NRSg 19 Obj 9			
		☒ CLINICAL EXPERIENCE	NRSg Clinical 3 - 5			
		☒ EVALUATIVE PROCESS	NRSg Clinical 3 - 5 ongoing and weeks 3 and 7 and final in consolidation			
37	Questions, clarifies and challenges unclear or questionable orders, decisions or actions made by other interprofessional health care team members	☒ LEARNING OBJECTIVE	NRSg 195 Pharmacology Applications Objective 5	☐	☐	☐
		☒ COURSE CONTENT	NRSg 195 Pharm Apps; ongoing in all courses			
		☒ CLINICAL EXPERIENCE	NRSg 154 Consolidation obj 11			
		☒ EVALUATIVE PROCESS	Throughout program especially during times of medication administration			
38	With the client's consent, includes family and designated representative in care delivery	☒ LEARNING OBJECTIVE	NRSg 91 PN Theory objective 8, 11	☐	☐	☐
		☒ COURSE CONTENT	NRSg 67 Nursing Care of Families objective 9			
		☒ CLINICAL EXPERIENCE	NRSg Clinical 3 - 5			
		☒ EVALUATIVE PROCESS	NRSg Clinical 3 -5 ongoing, mid-term and final			
39	Uses appropriate technology to perform safe effective and efficient nursing interventions	☒ LEARNING OBJECTIVE	NRSg 91 PN Theory (documentation Standard)	☐	☐	☐
		☒ COURSE CONTENT	NRSg 153 Health Assessment objective 7			
		☒ CLINICAL EXPERIENCE	NRSg Clinical 3-5			
		☒ EVALUATIVE PROCESS	OSCE in skills and assessment lab; review of charting in clinical; written tests			
40	Encourages and supports healthy lifestyle choices	☒ LEARNING OBJECTIVE	NRSg 61 Health Theory objectives 1 - 8	☐	☐	☐
		☒ COURSE CONTENT	NRSg 61 Health Theory; NRSg 93 & 94			
		☒ CLINICAL EXPERIENCE	NRSg Clinical 3 - 5 specifically in community setting			
		☒ EVALUATIVE PROCESS	Clinical evaluation; Community Nursing project NRSg 73			
41	Provides care that demonstrates an awareness of client diversity	☒ LEARNING OBJECTIVE	NRSg 91 PN Theory 7; NRSg 153 Health Assessment	☐	☐	☐
		☒ COURSE CONTENT	NRSg 153 Health Assessment; NRSg 73 Community #8			
		☒ CLINICAL EXPERIENCE	NRSg Clinical 2-5			
		☒ EVALUATIVE PROCESS	written tests in theory and clinical setting; OSCE in lab; observation in clinical			
42	Maintains clear, concise, accurate and timely records of client's care	☒ LEARNING OBJECTIVE	NRSg 91 PN Theory (documentation Standard) # 11	☐	☐	☐
		☒ COURSE CONTENT	NRSg 153 Health Assessment objective 7			
		☒ CLINICAL EXPERIENCE	NRSg Clinical 3-5			
		☒ EVALUATIVE PROCESS	OSCE in skills and assessment lab; review of charting in clinical; written tests			
43	Assigns care to LCPs	☒ LEARNING OBJECTIVE	NRSg PAN A objective 3	☐	☐	☐
		☒ COURSE CONTENT	NRSg PAN A objective 3			

43	Assigns care to UCP's	☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation (minimal, not encourage, under direction of preceptor)	☐	☐	☐	
		☒ EVALUATIVE PROCESS	ongoing; midterm and final; written in PAN A				
44	Delegates controlled acts to UCPs, as appropriate	☒ LEARNING OBJECTIVE	NRSG PAN A objective 3				
		☒ COURSE CONTENT	NRSG PAN A objective 3	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation (minimal, not encourage, under direction of preceptor)				
		☒ EVALUATIVE PROCESS	ongoing; midterm and final; written in PAN A				
45(a)	Accountable for one's decisions and actions by (a) practising within one's role and responsibilities	☒ LEARNING OBJECTIVE	NRSG 91 PN Theory CNO Standards; obj 4	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 91 PN Theory (Am I Practicing Nursing?; Utilization Standard) obj 4				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2 - 5				
		☒ EVALUATIVE PROCESS	ongoing; midterm and final in clinical; written in PN Theory				
45(b)	Accountable for one's decisions and actions by (b) verifying and clarifying policies, procedures and orders	☒ LEARNING OBJECTIVE	NRSG 150 Skills Lab 2 objective 1; NRSG 91 Obj 4	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 150 Skills lab: Weekly (see skills lab guide)				
		☒ CLINICAL EXPERIENCE	Simulated in skills lab 150; Clinical 2 - 5				
		☒ EVALUATIVE PROCESS	ongoing; skills lab and clinical;				
46	Applies conflict-resolution skills when needed	☒ LEARNING OBJECTIVE	NRSG 151 Non-violent Crisis Intervention	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 151 Non-violent Crisis Intervention; Communicating at Work				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	ongoing; situational; skills lab. Formally on clinical evaluation				
47	Applies most appropriate therapeutic communication techniques	☒ LEARNING OBJECTIVE	NRSG 91 PN Theory CNO Standards TNCR #4	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 153 objective 2 throughout; Communicating at Work				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	OSCE testing in Health Assessment; ongoing in clinical setting				
48	Applies most appropriate leadership skills and style	☒ LEARNING OBJECTIVE	GEN ED: Intro to Psych	☐	☐	☐	
		☒ COURSE CONTENT	NRSG PAN B #4				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 3 - 5 team leading experience				
		☒ EVALUATIVE PROCESS	written tests in theory and clinical setting; OSCE in lab; observation in clinical				
49	Implements identified health teaching strategies into client's learning	☒ LEARNING OBJECTIVE	NRSG 73 Nursing in the Community Objectives 1-12	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 73 Nursing in the Community Objectives 1-12				
		☒ CLINICAL EXPERIENCE	NRSG 73 Nursing in the Community health promotion activity presented in community				
		☒ EVALUATIVE PROCESS	evaluation of project; ongoing in clinical and skills lab setting				
50	Considers the determinants of health into all aspects of care	☒ LEARNING OBJECTIVE	NRSG 73 Nursing in the Community Objectives 1-12	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 73 Nursing in the Community Objectives 1-12				
		☒ CLINICAL EXPERIENCE	NRSG 73 Nursing in the Community health promotion activity presented in the community setting				
		☒ EVALUATIVE PROCESS	evaluation of project; ongoing in clinical and skills lab setting				
Professional Responsibility and Accountability Evaluation		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
51	Supports professional efforts in nursing to achieve a healthier population (e.g., lobbying, attending health fairs and promoting principles of the <i>Canada Health Act</i>)	☒ LEARNING OBJECTIVE	NRSG 61 Health Theory objective 7; NRSG 73 Nursing in the Community	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 61 introduces concept; NRSG 73 applied concept at higher level				
		☒ CLINICAL EXPERIENCE	NRSG 73 Community Health project (presented as health fair)				
		☒ EVALUATIVE PROCESS	NRSG 73 Community Health project (presented as health fair); volunteer in the Community NRSG				
		☒ LEARNING OBJECTIVE	NRSG PAN B CNO QA program #8				

52	Evaluates and refines critical thinking and problem-solving skills in all aspects of nursing care	☒ COURSE CONTENT	NRSG PAN B CNO QA program #8	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation #1			
		☒ EVALUATIVE PROCESS	NRSG 154 Consolidation learning plans using CNO QA program #1			
53	Demonstrates openness to new ideas, which may change, enhance or support nursing practice	☒ LEARNING OBJECTIVE	NRSG 73 Nursing in the community; objectives 8, 9, 10	☐	☐	☐
		☒ COURSE CONTENT	NRSG 73 objectives 1-12			
		☒ CLINICAL EXPERIENCE	NRSG /clinical 3 - 5 (community, mental health, etc)			
		☒ EVALUATIVE PROCESS	Clinical evaluation; Community Nursing project NRSG 73			
54	Modifies plan of care according to one's knowledge, skill and judgment	☒ LEARNING OBJECTIVE	NRSG 19 # 17	☐	☐	☐
		☒ COURSE CONTENT	NRSG 19 #17			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 3 -5			
		☒ EVALUATIVE PROCESS	NRSG Clinical 3 -5 ongoing, mid term and final			
55	In collaboration with the interprofessional health care team, modifies and evaluates plan of care as needed	☒ LEARNING OBJECTIVE	NRSG 19 #17	☐	☐	☐
		☒ COURSE CONTENT	NRSG 19 # 17			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 3-5			
		☒ EVALUATIVE PROCESS	NRSG Clinical 3 -5 ongoing, mid term and final			
56	Responds appropriately to rapidly changing situations	☒ LEARNING OBJECTIVE	NRSG 93/94 PN Theory 3/4	☐	☐	☐
		☒ COURSE CONTENT	NRSG 93/94 PN Theory 3/4			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 3-5			
		☒ EVALUATIVE PROCESS	written tests in theory and clinical setting; OSCE in lab; observation in clinical			
57	Evaluates effects of organizational culture on nursing practice (e.g., generational differences)	☒ LEARNING OBJECTIVE	NRSG PAN B; Volunteer in the Community; NRSG 73 Nsg in the Community	☐	☐	☐
		☒ COURSE CONTENT	NRSG PAN B; Volunteer in the Community; NRSG 73 Nsg in the Community			
		☒ CLINICAL EXPERIENCE	Volunteer in the community; community nursing, clinical 2-5			
		☒ EVALUATIVE PROCESS	Reflective practice in PAN B; NRSG 73 community project			
58	Evaluates outcomes of care provided by the UCP	☒ LEARNING OBJECTIVE	NRSG PAN A objective 3	☐	☐	☐
		☒ COURSE CONTENT	NRSG PAN A objective 3			
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	reflective practice in PAN B; NRSG 154 Consolidation			
59	Evaluates and refines conflict-resolution skills as necessary	☒ LEARNING OBJECTIVE	NRSG 151 Non-violent crisis intervention	☐	☐	☐
		☒ COURSE CONTENT	NRSG 151 Non-violent crisis intervention			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5			
		☒ EVALUATIVE PROCESS	ongoing in self-reflection and based on feedback as necessary			
60	Evaluates and refines therapeutic communication techniques as needed	☒ LEARNING OBJECTIVE	NRSG PAN B CNO QA program	☐	☐	☐
		☒ COURSE CONTENT	NRSG PAN B CNO QA program; Communicating in the Workplace			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5			
		☒ EVALUATIVE PROCESS	PAN B self reflection; clinical self reflection, peer feedback; formal feedback			
61	Evaluates and refines leadership skills and style as needed	☒ LEARNING OBJECTIVE	NRSG PAN B CNO QA program	☐	☐	☐
		☒ COURSE CONTENT	NRSG PAN B CNO QA program; Communicating in the Workplace; Intro to Psych			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5			
		☒ EVALUATIVE PROCESS	PAN B self reflection; clinical self reflection, peer feedback; formal feedback			
62	Evaluates client's learning and refines health teaching strategies as needed	☒ LEARNING OBJECTIVE	NRSG 73 Nursing in the Community Objectives 1-12	☐	☐	☐
		☒ COURSE CONTENT	NRSG 73 - health promotion/disease prevention; throughout			
		☒ CLINICAL EXPERIENCE	Clinical 3-5; Community Nursing project NRSG 73			
		☒ EVALUATIVE PROCESS	Clinical evaluation; Community Nursing project NRSG 73			

Ethical Practice Assessment (Knowledge)		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
63	Respects clients' diversity and decisions.	☒ LEARNING OBJECTIVE	NRSG 73 Nursing in the Community objective 8	☐	☐	☐	
		☒ COURSE CONTENT	Throughout program specifically health assessment, community; skills lab, clinical				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 3-4-5 (mental health, community, outreach)				
		☒ EVALUATIVE PROCESS	NRSG clinical evaluations; community projects; volunteer in the community project				
64	Identifies the effects on one's values, beliefs and personal experiences on the therapeutic nurse-client relationship	☒ LEARNING OBJECTIVE	NRSG Theory 1; objective 9	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Theory 1; objective 9				
		☒ CLINICAL EXPERIENCE	NRSG Skills Labs 1-2; Clinical 2-4				
		☒ EVALUATIVE PROCESS	Clinical self-reflection; evaluations; OSCE testing in skills and assessment labs				
65	Identifies how one's values, beliefs and assumptions affect interactions among members of the interprofessional health care team	☐ LEARNING OBJECTIVE	NRSG Theory 1; objective 9	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Theory 1; objective 9				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	self- reflection; peer reflection; clinical and lab evaluations				
66	Understands the ethical framework of the therapeutic nurse-client relationship	☒ LEARNING OBJECTIVE	NRSG Theory 1; objective 9	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Theory 1; objective 9				
		☒ CLINICAL EXPERIENCE	Clinical 1-5				
		☒ EVALUATIVE PROCESS	Clinical evaluation; peer and self reflection;				
67	Demonstrates knowledge of the distinction between ethical responsibilities and legal rights and their relevance when providing nursing care	☒ LEARNING OBJECTIVE	NRSG PAN A #10	☐	☐	☐	
		☒ COURSE CONTENT	NRSG PAN A #10				
		☒ CLINICAL EXPERIENCE	Clinical 3 to 5 (mental health; palliative; community)				
		☒ EVALUATIVE PROCESS	written assignment in PAN A; clinical evaluations				
68	Demonstrates knowledge of informed consent as it applies in multiple contexts	☒ LEARNING OBJECTIVE	NRSG Theory 1; objective 4 CNO Standards	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Theory 1;				
		☒ CLINICAL EXPERIENCE	Clinical 2-5; community nursing project NRSG 73				
		☒ EVALUATIVE PROCESS	meets objective in a variety of clinical settings from hospital to home to school to workplace etc				
Ethical Practice Planning		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
69	Respects and preserves clients' rights based on a code of ethics or ethical framework (e.g., safe, compassionate, competent and ethical care; informed decision-making; dignity; privacy and confidentiality; and being accountable)	☒ LEARNING OBJECTIVE	NRSG 153 Health Assessment 10	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 153 Health Assessment				
		☒ CLINICAL EXPERIENCE	Clinical 2-5; skills lab and health assessment lab				
		☒ EVALUATIVE PROCESS	demonstrated competency with each client interaction; OSCE tests; clinical evaluations				
70	Shares appropriate information about clients' care with the interprofessional health care team while respecting confidentiality	☒ LEARNING OBJECTIVE	NRSG 153 Health Assessment 11	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 153 Health Assessment each week				
		☒ CLINICAL EXPERIENCE	Clinical 2-5; skills lab and health assessment lab				
		☒ EVALUATIVE PROCESS	demonstrated competency with each client interaction; OSCE tests; clinical evaluations				
71	Establishes appropriate professional boundaries with clients including the distinction between social and therapeutic relationships	☒ LEARNING OBJECTIVE	NRSG 67 Nursing Care of Families objective 11	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 67 Nursing Care of Families discussed throughout semester				
		☒ CLINICAL EXPERIENCE	Clinical 3-5 specifically in mental health, community and community project				
		☒ EVALUATIVE PROCESS	self- reflection; peer reflection; clinical and lab evaluations				

72	Establishes and maintains a caring environment that supports clients in achieving optimal health outcomes, goals to manage illness or a peaceful death	☒ LEARNING OBJECTIVE	NRSG 67 Nursing Care of Families objective 11	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 67 Nursing Care of Families discussed throughout semester				
		☒ CLINICAL EXPERIENCE	Clinical 3-5				
		☒ EVALUATIVE PROCESS	self- reflection; peer reflection; clinical and lab evaluations				
Ethical Practice Implementation (Knowledge Application)		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
73	Demonstrates behaviours that contribute to an effective and therapeutic nurse-client relationship	☒ LEARNING OBJECTIVE	NRSG Clinical 2-5	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Clinical 2-5				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	self-reflection; peer reflection; clinical and lab evaluations				
74	Engages in relational practice through a variety of approaches that demonstrates caring behaviours appropriate for clients	☒ LEARNING OBJECTIVE	NRSG Clinical 2-5	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Clinical 2-5				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	self-reflection; peer reflection; clinical and lab evaluations				
75	Uses an ethical reasoning and decision-making process to address situations of ethical distress and dilemmas	☒ LEARNING OBJECTIVE	NRSG Clinical 2-5	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Clinical 2-5				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	self-reflection; peer reflection; clinical and lab evaluations				
76	Provides care for clients while being respectful of diversity	☒ LEARNING OBJECTIVE	NRSG Clinical 2-5	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Clinical 2-5				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	self-reflection; peer reflection; clinical and lab evaluations				
77	Demonstrates support for clients making informed decisions about their health care and respects those decisions	☒ LEARNING OBJECTIVE	NRSG Clinical 2-5	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Clinical 2-5				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	self-reflection; peer reflection; clinical and lab evaluations				
78	Advocates for clients or their representatives, especially when they are unable to advocate for themselves	☒ LEARNING OBJECTIVE	NRSG Clinical 2-5	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Clinical 2-5				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	self-reflection; peer reflection; clinical and lab evaluations				
79	Based on ethical and legal considerations, maintains client confidentiality in all forms of communications	☒ LEARNING OBJECTIVE	NRSG Clinical 2-5	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Clinical 2-5				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	self-reflection; peer reflection; clinical and lab evaluations				
80	Uses relational knowledge and ethical principles when working with the interprofessional health care team to maximize collaborative client care	☒ LEARNING OBJECTIVE	NRSG Clinical 2-5	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Clinical 2-5				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	self-reflection; peer reflection; clinical and lab evaluations				
81	Uses self-awareness to support compassionate and culturally safe client care	☒ LEARNING OBJECTIVE	NRSG Clinical 2-5	☐	☐	☐	
		☒ COURSE CONTENT	NRSG PAN B				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				

		☒ EVALUATIVE PROCESS	self- reflection; peer reflection; clinical and lab evaluations				
Ethical Practice Evaluation		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
82	Evaluates appropriate professional boundaries with clients including the distinction between social and therapeutic relationship	☒ LEARNING OBJECTIVE	NRSG 93 PN Theory 3 objective 8; NRSG 91 Health theory obj # 9	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 93 PN theory 3: working with client with mental illness				
		☒ CLINICAL EXPERIENCE	NRSG clinical 3-5 (mental health, community)				
		☒ EVALUATIVE PROCESS	self reflection; peer reflection; clinical evaluation				
83	Recognizes and reports situations within the practice environment that are potentially unsafe	☒ LEARNING OBJECTIVE	NRSG 73 Nursing in the Community # 9	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 73 Nursing in the Community; working in isolated/hazardous environments				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 3-5 specifically working n the community or MH				
		☒ EVALUATIVE PROCESS	self reflection; peer reflection; clinical evaluation				
Service to the Public (Continued Competence) Assessment (Knowledge)		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
84	Monitors trends in nursing research and the health care environment that may result in changes to nursing knowledge and practice	☒ LEARNING OBJECTIVE	NRSG Pan A obj 9	☐	☐	☐	
		☒ COURSE CONTENT	NRSG Pan A obj 9				
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation				
		☒ EVALUATIVE PROCESS	reflective practice, written reports, learning goals and plans				
85	Identifies the unique role and competencies of each member of the interprofessional health care team	☒ LEARNING OBJECTIVE	NRSG PAN A obj 3; NRSG 91 PN Theory 1 obj 4	☐	☐	☐	
		☒ COURSE CONTENT	NRSG PAN A and B; NRSG 91 PN Theory 1				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5				
		☒ EVALUATIVE PROCESS	Clinical evaluations; self and peer evaluations.				
86(a)	Identifies the organization of the health care system at all levels (a) Organizational	☒ LEARNING OBJECTIVE	NRSG 91 PN Theory 1 obj # 1	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 91 PN Theory 1				
		☒ CLINICAL EXPERIENCE	NRSG 73 Nursing in theCommunity - health promotion project				
		☒ EVALUATIVE PROCESS	written assignment; test				
86(b)	Identifies the organization of the health care system at all levels (b) Municipal	☒ LEARNING OBJECTIVE	NRSG 91 PN Theory 1 obj #1	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 91 PN Theory 1				
		☒ CLINICAL EXPERIENCE	NRSG 73 Nursing in theCommunity - health promotion project				
		☒ EVALUATIVE PROCESS	written assignment; test				
86(c)	Identifies the organization of the health care system at all levels (c) Provincial	☒ LEARNING OBJECTIVE	NRSG 91 PN Theory 1 obj #1	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 91 PN Theory 1				
		☒ CLINICAL EXPERIENCE	NRSG 73 Nursing in theCommunitiy - health promotion project				
		☒ EVALUATIVE PROCESS	written assignment; test				
86(d)	Identifies the organization of the health care system at all levels (d) National	☒ LEARNING OBJECTIVE	NRSG 91 PN Theory 1 obj #1	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 91 PN Theory 1				
		☒ CLINICAL EXPERIENCE	NRSG 73 Nursing in theCommunity - health promotion project				
		☒ EVALUATIVE PROCESS	written assignment; test				
86(e)	Identifies the organization of the health care system at all levels (e) International	☒ LEARNING OBJECTIVE	NRSG 91 PN Theory 1 obj #1	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 91 PN Theory 1				
		☒ CLINICAL EXPERIENCE	NRSG 73 Nursing in theCommunity - health promotion project				

		☒ EVALUATIVE PROCESS	written assignment; test				
87	Identifies the needs of the unique community in the practice environment	☒ LEARNING OBJECTIVE	GEN ED: Volunteer in the community	☐	☐	☐	
		☒ COURSE CONTENT	GEN ED: Volunteer in the community				
		☒ CLINICAL EXPERIENCE	volunteer hours in t he community with accompanying written assignment				
		☒ EVALUATIVE PROCESS	presentation of volunteer experience including details of the organization and how it fits into the community				
<u>Service to the Public (Continued Competence)</u> Planning		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
88	Develops a plan to respond to trends in nursing research and the health care environment that result in changes to nursing knowledge and practice	☒ LEARNING OBJECTIVE	NRSG 195 Pharm Apps B # 6	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 195 Pharm Apps B # 6				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 3-5				
		☒ EVALUATIVE PROCESS	written assignment; test, clinical evaluation				
89	Identifies one’s limitations in nursing practice and consults others when necessary	☒ LEARNING OBJECTIVE	NRSG PAN B CNO QA program obj 7-8	☐	☐	☐	
		☒ COURSE CONTENT	NRSG PAN B CNO QA program creation of Learning Plans (CNO QA)				
		☒ CLINICAL EXPERIENCE	Clinical 4JA objective 1				
		☒ EVALUATIVE PROCESS	Consolidation learning goals and plans, self reflection				
90	Develops a plan to incorporate the needs of the unique community in the practice environment	☒ LEARNING OBJECTIVE	NRSG 73 obj 3	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 73 week 1-3				
		☒ CLINICAL EXPERIENCE	NRSG 73 Community Nursing applied project				
		☒ EVALUATIVE PROCESS	NRSG 73 Community Nursing applied project				
<u>Service to the Public (Continued Competence)</u> Implementation (Knowledge Application)		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
91	Responds to trends in nursing research and the health care environment	☒ LEARNING OBJECTIVE	NRSG 94 # 6	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 94 # 6				
		☒ CLINICAL EXPERIENCE	NRSG Clinical 4 -5				
		☒ EVALUATIVE PROCESS	clinical evaluations; self and peer evaluations.				
92	Responds to the needs of the unique community in the practice environment	☒ LEARNING OBJECTIVE	NRSG PAN A # 1	☐	☐	☐	
		☒ COURSE CONTENT	NRSG PAN A # 1				
		☒ CLINICAL EXPERIENCE	NRSG Consolidation 154				
		☒ EVALUATIVE PROCESS	clinical evaluations; self and peer evaluations.				
93	Develops and maintains a partnership with the interprofessional health care team based on respect for the unique role and competencies of each member	☒ LEARNING OBJECTIVE	NRSG 154 Consolidation	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 1PAN B				
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation				
		☒ EVALUATIVE PROCESS	Course tests and clinical evaluations				
94	Enacts the principle that the primary purpose of the nurse is to practise in the best interest of the public and to protect the public from harm	☒ LEARNING OBJECTIVE	NRSG 154 Consolidation	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 1PAN B				
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation				
		☒ EVALUATIVE PROCESS	Course tests and clinical evaluations				
95	Manages physical resources to provide effective and efficient care	☒ LEARNING OBJECTIVE		☐	☐	☐	
		☒ COURSE CONTENT					
		☐ CLINICAL EXPERIENCE					

		☐ EVALUATIVE PROCESS					
96	Responds to changes in the health care environment through consultations and collaboration with the interprofessional health care team	☒ LEARNING OBJECTIVE	NRSG 154 Consolidation				
		☒ COURSE CONTENT					
		☐ CLINICAL EXPERIENCE		☐	☐	☐	
		☒ EVALUATIVE PROCESS					
97	Presents nursing knowledge regarding the client in interprofessional health care team interactions	☒ LEARNING OBJECTIVE	NRSG 153 Health Assessment # 11				
		☒ COURSE CONTENT	NRSG 153 Health Assessment # 11 lab setting	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation				
		☒ EVALUATIVE PROCESS	NRSG 153 health assessment OSCE tests				
98	Provides feedback to interprofessional health care team members about client care	☒ LEARNING OBJECTIVE	NRSG 14 Clinical #12				
		☒ COURSE CONTENT	Communicating in the workplace; NRSG 151 NVCI	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG 14 Clinical #12				
		☒ EVALUATIVE PROCESS	throughout all clinical courses				
<u>Service to the Public (Continued Competence)</u> Evaluation		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	<i>Met</i>	<i>Partially met</i>	<i>Not met</i>	Comments (for CNO use ONLY):
99	Evaluates response to trends in nursing research and the health care environment	☒ LEARNING OBJECTIVE	NRSG 67 Families # 8				
		☒ COURSE CONTENT	NRSG 67 # 8	☐	☐	☐	
		☐ CLINICAL EXPERIENCE					
		☒ EVALUATIVE PROCESS	NRSG 67 #8				
100	Evaluates and refines approaches in providing feedback to the interprofessional health care team	☒ LEARNING OBJECTIVE	Communicating in the workplace				
		☒ COURSE CONTENT	Communicating in the workplace	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation				
		☐ EVALUATIVE PROCESS					
101	Evaluates self awareness that the primary aims of the nurse are to practise in the best interest of the public and to protect the public from harm	☒ LEARNING OBJECTIVE	NRSG PAN A # 2				
		☒ COURSE CONTENT	NRSG PAN A # 2	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	Treaded throughout				
		☒ EVALUATIVE PROCESS	Every evaluation, written test and OSCE is grounded in this				
102	Evaluates the appropriateness of the physical resources to provide effective and efficient care	☒ LEARNING OBJECTIVE	Health Assessment NRSG 153 # 4				
		☒ COURSE CONTENT	Health Assessment NRSG 153 # 4 and associated lab, see guide	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	Clinical 2 to 5				
		☒ EVALUATIVE PROCESS	Health assessment, clinical and lab testing.				
<u>Self Regulation (Professional Behaviours)</u> Assessment (Knowledge)		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	<i>Met</i>	<i>Partially met</i>	<i>Not met</i>	Comments (for CNO use ONLY):
103	Demonstrates professional behaviour with learners and the interprofessional health care team	☒ LEARNING OBJECTIVE	NRSG PAN B # 9				
		☒ COURSE CONTENT	NRSG PAN B # 9	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation				
		☒ EVALUATIVE PROCESS	self reflection; peer reflection; clinical evaluation				
104	Demonstrates a professional presence and models professional behaviour	☒ LEARNING OBJECTIVE	NRSG Skills Lab 1 objective 1				
		☒ COURSE CONTENT	NRSG Skills Lab 1 objective 1 throughout program	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG Clinical 1-5				

		☒ EVALUATIVE PROCESS	clinical evaluations;OSCE test			
105	Identifies changes in the health care system that affect one's own nursing practice	☒ LEARNING OBJECTIVE	NRSG Clinical 2-5			
		☒ COURSE CONTENT	NRSG PAN B CNO QA program	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSG Clinical 2-5			
		☒ EVALUATIVE PROCESS	clinical evaluations; learning plan and goal completion, impact to practice			
106(a)	Uses the standards of practice to assess one's competence to identify gaps in knowledge skill, judgement and attitude by (a) Evaluating one's practice	☒ LEARNING OBJECTIVE	NRSG PAN B CNO QA program # 6	☐	☐	☐
		☒ COURSE CONTENT	NRSG PAN B CNO QA program and learning plans			
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	learning goals and plans; evaluation of impact to practice setting			
106(b)	Uses the standards of practice to assess one's competence to identify gaps in knowledge skill, judgement and attitude by (b) Taking action to seek assistance when necessary	☒ LEARNING OBJECTIVE	NRSG PAN B #6	☐	☐	☐
		☒ COURSE CONTENT	NRSG PAN B			
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	learning goals and plans; evaluation of impact to practice setting			
106(c)	Uses the standards of practice to assess one's competence to identify gaps in knowledge skill, judgement and attitude by (c) Assessing one's areas of strength and areas for improvement in accordance with the College's Quality Assurance Program	☒ LEARNING OBJECTIVE	NRSG PAN B #6	☐	☐	☐
		☒ COURSE CONTENT	NRSG PAN B			
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	learning goals and plans; evaluation of impact to practice setting			
107	Understands the purpose of research for evidence-informed practice	☒ LEARNING OBJECTIVE	NRSG PN theory 3 and 4 (93 / 94) throughout	☐	☐	☐
		☒ COURSE CONTENT	NRSG Skills lab 78/79 throughout			
		☒ CLINICAL EXPERIENCE	Clinical 2-5			
		☒ EVALUATIVE PROCESS	written tests, OSCE tests, clinical evaluations			
108(a)	Demonstrates knowledge of (a) CNO and self-regulation	☒ LEARNING OBJECTIVE	NRSG 91 Nursing theory; PAN A and B; throughout program	☐	☐	☐
		☒ COURSE CONTENT	NRSG 91 Nursing theory; PAN A and B; throughout program			
		☒ CLINICAL EXPERIENCE	Clinical 2-5			
		☒ EVALUATIVE PROCESS	forms basis of clinical evaluation			
108(b)	Demonstrates knowledge of (b) Professional organizations [such as the RPNAO and the RNAO]	☒ LEARNING OBJECTIVE	NRSG PAN A # 1	☐	☐	☐
		☒ COURSE CONTENT	NRSG PAN A #1			
		☐ CLINICAL EXPERIENCE				
		☒ EVALUATIVE PROCESS	demonstrates utilization of resources such as BPGL's			
108(c)	Demonstrates knowledge of (c) Unions	☒ LEARNING OBJECTIVE	NRSG PAN A #1	☐	☐	☐
		☒ COURSE CONTENT	NRSG PANA #1			
		☒ CLINICAL EXPERIENCE				
		☒ EVALUATIVE PROCESS	class assignment			
109	Understands the impact and implications of informatics and technologies in health care	☒ LEARNING OBJECTIVE	NRSG PAN B	☐	☐	☐
		☒ COURSE CONTENT	NRSG PAN B			
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	clinical eval; self evaluation			
110(a)	Demonstrates knowledge of computer skills to do the following (a) Document client care	☒ LEARNING OBJECTIVE	NRSG Clinical 3-4 in some settings; NRSG 154 Consolidation;	☐	☐	☐
		☒ COURSE CONTENT	NRSG Clinical 3-4 in some settings; NRSG 154 Consolidation			
		☒ CLINICAL EXPERIENCE	NRSG Clinical 3-4 in some settings; NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	clinical evaluations			
110(b)	Demonstrates knowledge of computer skills to do the following	☒ LEARNING OBJECTIVE	NRSG Clinical 3-4 in some settings; NRSG 154 Consoldatio	☐	☐	☐
		☒ COURSE CONTENT	NRSG Clinical 3-4 in some settings; NRSG 154 Consoldatio			

110(b)	(b) Obtain and forward information within the agency	☒ CLINICAL EXPERIENCE ☒ EVALUATIVE PROCESS	NRSRG Clinical 3-4 in some settings; NRSRG 154 Consolidatio clinical evaluations	☐	☐	☐	
110(c)	Demonstrates knowledge of computer skills to do the following (c) Obtain and forward information outside the agency	☒ LEARNING OBJECTIVE ☒ COURSE CONTENT ☒ CLINICAL EXPERIENCE ☒ EVALUATIVE PROCESS	NRSRG Clinical 3-4 in some settings; NRSRG 154 Consolidatio NRSRG Clinical 3-4 in some settings; NRSRG 154 Consolidatio NRSRG Clinical 3-4 in some settings; NRSRG 154 Consolidatio clinical evaluations	☐	☐	☐	
110(d)	Demonstrates knowledge of computer skills to do the following (d) Validate evidence-informed practice	☒ LEARNING OBJECTIVE ☒ COURSE CONTENT ☒ CLINICAL EXPERIENCE ☒ EVALUATIVE PROCESS	NRSRG 73 Nursing in the Community #7 NRSRG 73 Nursing in the Community NRSRG 154 Consolidation Health promotion applied project NRSRG 73; clinical evaluations	☐	☐	☐	
Self Regulation (Professional Behaviours) Planning		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
111	Seeks opportunities for professional growth that enhance competence	☒ LEARNING OBJECTIVE ☒ COURSE CONTENT ☒ CLINICAL EXPERIENCE ☒ EVALUATIVE PROCESS	NRSRG Clinical 2-5 NRSRG Clinical 2-5 NRSRG Clinical 2-5 clinical evaluations; self and peer evaluations.	☐	☐	☐	
112	Develops strategies to incorporate changes into the health care system that affect one's nursing practice	☒ LEARNING OBJECTIVE ☒ COURSE CONTENT ☒ CLINICAL EXPERIENCE ☒ EVALUATIVE PROCESS	NRSRG Clinical 2-5 NRSRG Clinical 2-5 NRSRG Clinical 2-5 clinical evaluations; self and peer evaluations.	☐	☐	☐	
Self Regulation (Professional Behaviours) Implementation(Knowledge Application)		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
113(a)	Demonstrates professional conduct by (a) Adhering to the standards of practice of the profession	☒ LEARNING OBJECTIVE ☒ COURSE CONTENT ☒ CLINICAL EXPERIENCE ☒ EVALUATIVE PROCESS	NRSRG PAN A and B NRSRG PAN A and B CNO Standards and reporting practices Clinical 3 to 5 clinical evaluations; class tests and written assignments	☐	☐	☐	
113(b)	Demonstrates professional conduct by (b) Responding professionally to unacceptable behaviour	☒ LEARNING OBJECTIVE ☒ COURSE CONTENT ☒ CLINICAL EXPERIENCE ☒ EVALUATIVE PROCESS	NRSRG PAN A and B NRSRG PAN A and B CNO Standards and reporting practices Clinical 3-5 clinical evaluations	☐	☐	☐	
113(c)	Demonstrates professional conduct by (c) Identifying and responding to incidents of unsafe practice or professional misconduct	☒ LEARNING OBJECTIVE ☒ COURSE CONTENT ☒ CLINICAL EXPERIENCE ☒ EVALUATIVE PROCESS	NRSRG PAN A and B NRSRG PAN A and B CNO Standards and reporting practices Clinical 3-5 clinical evaluations, ongoing, midterm and final. Course tests (written papers)	☐	☐	☐	
113(d)	Demonstrates professional conduct by (d) Documenting incidents and actions taken	☒ LEARNING OBJECTIVE ☒ COURSE CONTENT ☒ CLINICAL EXPERIENCE ☒ EVALUATIVE PROCESS	PN Theory 1 CNO Documentation Standard PN Theory 1 CNO Documentation Standard NRSRG Clinical 2-5 clinical evaluations, ongoing, midterm and final	☐	☐	☐	
113(e)	Demonstrates professional conduct by (e) Participating in quality assurance activities (e.g.	☒ LEARNING OBJECTIVE ☒ COURSE CONTENT	NRSRG PAN B NRSg PAN B CNO QA program	☐	☐	☐	

113(e)	(e) Participating in quality assurance activities (e.g. implementing components of a learning plan)	☒ CLINICAL EXPERIENCE	Consolidation Clinical 154	☐	☐	☐	
		☒ EVALUATIVE PROCESS	self, peer and clinical evaluations				
113(f)	Demonstrates professional conduct by (f) Using informatics and technologies responsibly in the health care setting	☒ LEARNING OBJECTIVE	NRSG 154 Consolidation; PN Theory 1 CNO Documentation Standard				
		☒ COURSE CONTENT	NRSG 154 Consolidation; PN Theory 1 CNO Documentation Standard	☐	☐	☐	
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation; PN Theory 1 CNO Documentation Standard				
		☒ EVALUATIVE PROCESS	self, peer and clinical evaluations				
114	Promotes the continuing development of the profession of nursing (e.g., joining or participating in professional associations or committees, or engaging in scholarly activities)	☐ LEARNING OBJECTIVE		☐	☐	☐	
		☒ COURSE CONTENT	NRSG 97 PAN- guest speaker				
		☐ CLINICAL EXPERIENCE					
		☐ EVALUATIVE PROCESS					
115	Applies practice-setting's policies and procedures into one's practice	☐ LEARNING OBJECTIVE		☐	☐	☐	
		☐ COURSE CONTENT					
		☐ CLINICAL EXPERIENCE					
		☐ EVALUATIVE PROCESS					
116	Responds to changes in the health care system that affect one's nursing practice	☐ LEARNING OBJECTIVE		☐	☐	☐	
		☐ COURSE CONTENT					
		☐ CLINICAL EXPERIENCE					
		☐ EVALUATIVE PROCESS					
117(a)	Uses computer skills in a professional manner to do the following (a) Document client care	☒ LEARNING OBJECTIVE	NRSG 154 Consolidation; PN Theory 1 CNO Documentation Standard (some in sem 3-4 clinical)	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 154 Consolidation; PN Theory 1 CNO Documentation Standard				
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation; PN Theory 1 CNO Documentation Standard (some in sem 3-4 clinical depending on hospital or LTC agency)				
		☒ EVALUATIVE PROCESS	clinical, self-reflection; evaluations; OSCE testing in skills and assessment labs				
117(b)	Uses computer skills in a professional manner to do the following (b) Obtain and forward information within the agency	☒ LEARNING OBJECTIVE	NRSG 154 Consolidation; PN Theory 1 CNO Documentation Standard	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 154 Consolidation; PN Theory 1 CNO Documentation Standard				
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation;				
		☒ EVALUATIVE PROCESS	clinical evaluation; self reflection				
117(c)	Uses computer skills in a professional manner to do the following (c) Obtain and forward information outside the agency	☒ LEARNING OBJECTIVE	NRSG 154 Consolidation; PN Theory 1 CNO Documentation Standard	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 154 Consolidation PN Theory 1 CNO Documentation Standard				
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation				
		☒ EVALUATIVE PROCESS	clinical evaluation; self reflection				
117(d)	Uses computer skills in a professional manner to do the following (d) Validate evidence-informed practice	☒ LEARNING OBJECTIVE	NRSG 154 Consolidation	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 154 Consolidation				
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation				
		☒ EVALUATIVE PROCESS	clinical evaluation and self reflection; peer feedback				
118	Responds in a professional manner to the impact and implications of informatics and technologies in health care	☒ LEARNING OBJECTIVE	NRSG 154 Consolidation	☐	☐	☐	
		☒ COURSE CONTENT	NRSG 154 Consolidation				
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation				
		☒ EVALUATIVE PROCESS	clinical evaluation; self reflection				
Self Regulation (Professional Behaviours) Evaluation		Please specify how this competency is addressed in the curricula	Course number & Reference (as needed to clarify)	Met	Partially met	Not met	Comments (for CNO use ONLY):
		☒ LEARNING OBJECTIVE	NRSG 94 # 6				

119	Critiques and integrates research findings from nursing, and health and social sciences into one's practice	☒ COURSE CONTENT	NRSG 94 # 6	☐	☐	☐
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	clinical evaluation; self reflection			
120	Evaluates changes in the health care system that affect one's nursing practice	☒ LEARNING OBJECTIVE	NRSG PAN B CNO QA program	☐	☐	☐
		☒ COURSE CONTENT	NRSG PAN B CNO QA program			
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☒ EVALUATIVE PROCESS	clinical evaluation; self reflection			
121	Evaluates the impact and implication of informatics and technologies in health care	☒ LEARNING OBJECTIVE	NRSG 154 Consolidation where setting permits	☐	☐	☐
		☒ COURSE CONTENT	NRSG 154 Consolidation			
		☒ CLINICAL EXPERIENCE	NRSG 154 Consolidation			
		☐ EVALUATIVE PROCESS				

Program Name: Practical Nursing Diploma Program

Date of Submission: October 31, 2012

APPENDIX D
CNO Annual Report Form

	Statistics	Number/ Rate	Total
1.	Full-time Intake November 1st March 1st June 30th	97	147
		50	
		0	
2.	Part-time Intake November 1st March 1st June 30th	0	
		0	
		0	
3.	Full-time Retention November 1st	74	Do not use
4.	Part-time Retention June 30th	n/a	Do not use
5.	<u>MTCU Key Performance Indicators (KPIs)</u>	90.2	Do not use
	Program graduate satisfaction rate:		
	Program student satisfaction rate pertaining to the following Capstone questions: - The usefulness of knowledge and skills being acquired to future career - The quality of learning experience - The quality of the facility/resources	91.7	
		78.8	
		65.6	
	Program graduation rate: Full-Time Status Part-Time Status	74	
		n/a	

PRACTICAL NURSING

Course Outlines



Fleming College

LEARN | BELONG | BECOME

SEMESTER 1



Fleming College

LEARN | BELONG | BECOME

ANATOMY AND PHYSIOLOGY I



LEARN | BELONG | BECOME

Course Number: SCIE2

Course Hours: 60

Semester: 1

Coordinator: Kathryn Jarvis Office: 435D

Email: kjarvis@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course is designed to provide the student with an understanding of the anatomy and physiology of the human body. It will begin with an introduction to the organization and the cellular/tissue basis of the human body. The systems that will be focused on in this course are: integumentary, skeletal, muscular, fundamentals of the nervous system, cardiovascular system (blood, heart, and peripheral vascular), lymphatic, and gastrointestinal.

Prerequisites: None.

Corequisites: None.

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
4. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
5. Manage oneself and one's resources to achieve goals

Aim:

The aim of this course is to enable the learner to know and understand the anatomy and physiology of selected systems of the human body, and how they are interrelated.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Demonstrate the ability to use basic medical terminology appropriate to the body systems and functions studied, in order to communicate effectively. (CNOETC 12)
2. Describe the structural and functional organization of the human body at the cellular and tissue level as they pertain to the area being studied. (CNOETC 6)
3. Identify the organ systems of the human body and the major components of each system being studied. (CNOETC 6)
4. Locate and describe anatomical and physiological aspects within the various areas being studied. (CNOETC 6)
5. Identify and solve basic clinical problems using relevant anatomical and physiological information. (CNOETC 6)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Orientation: No Tuesday labs Lab: Course overview Anatomical terminology	1, 2, 3	Test #1 Test #4 Lab work & Weekly quizzes
Week 2	Introduction to the Human Body Homeostasis Anatomical terminology cont.	1, 2, 3	Test #1 Test #4 Lab work & Weekly quizzes
Week 3	Basic Chemistry Cells	1, 2, 3	Test #1 Test #4 Lab work & Weekly quizzes
Week 4	Note: Test #1 to be held in the Test Center this week Tissues Integumentary System	1, 2, 3	Test #2 Test #4 Lab work & Weekly quizzes
Week 5	Musculoskeletal Systems Lab: Skeletal System	3, 4, 5	Test #2 Test #4 Lab work & Weekly quizzes
Week 6	No lecture due to Thanksgiving Lab: Muscular System	3, 4, 5	Test #2 Test #4 Lab work & Weekly quizzes
Week 7	Note: Test #2 to be held in the Test Center this week Fundamentals of the Nervous System	3, 4, 5	Test #3 Test #4 Lab work & Weekly quizzes
Week 8	Independent Learning Week	3, 4, 5	
Week 9	Cardiovascular System: Blood	3, 4, 5	Test #3 Test #4 Lab work & Weekly quizzes
Week 10	Cardiovascular System: Heart	3, 4, 5	Test #3 Test #4 Lab work & Weekly quizzes
Week 11	Note: Test #3 to be held in the Test Center this week	3, 4, 5	Test #4 Lab work & Weekly quizzes

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Cardiovascular System: Blood vessels and Circulation		
Week 12	Lymphatic System	3, 4, 5	Test #4 Lab work & Weekly quizzes
Week 13	Gastrointestinal System	3, 4, 5	Test #4 Lab work & Weekly quizzes
Week 14	Gastrointestinal System	3, 4, 5	Test #4 Lab work & Weekly quizzes
Week 15	Note: Test #4 to be held in the Test Center this week No lectures or labs scheduled	1 - 5	

Learning Sequence Additional Comments:

The learning sequence may be modified at the discretion of the professor.
Students are responsible for any missed information due to absenteeism.

Learning Resources:

Tortora, G., Derrickson, B. (2012) Introduction to the Human Body. The Essentials of Anatomy and Physiology, 9th Edition

Assessment Plan:

Item/Date:	Percent:	Description:
Test #1 Week 4	20	Web CT format. Students will write in the testing center on days specified by the instructor. Multiple choice and diagram format. Material from weeks 1-3: Introduction to the Body, Homeostasis, Terminology, Chemistry, and Cells.
Test #2 Week 7	20	Web CT format. Students will write in the testing center on days specified by the instructor. Multiple choice and diagram format. Material from weeks 4-6: Tissues, The Integumentary System, The Skeletal System, and the Muscular System.
Test #3 Week 11	20	Web CT format. Students will write in the testing center on days specified by the instructor. Multiple choice and diagram format. Material from weeks 7-10: Fundamentals of the Nervous System, Blood, and The Heart.
Test #4 Week 15	30	Web CT format. Students will write in the testing center on days specified by the instructor. Multiple choice and diagram format. This is a comprehensive test on all material covered during the semester. The focus will be on material covered after Test 3: Blood vessels & circulation, Lymphatic System, and the Gastrointestinal System.
Lab work	5	This mark is based on lab preparation & participation in lab

Item/Date:	Percent:	Description:
		exercises. Lab exercises cannot be submitted on another students behalf. All lab work will be checked at the beginning of class and cannot be accepted after take-up has taken place. There will be 12 checks over the term. A maximum of 10 will count at 0.5% each for a total of 5%.
Quizzes	5	There will be 13 On-line Quizzes given throughout the term. You must pass the quiz to receive your mark. A maximum of 10 will count at 0.5% each for a total of 5%.

Additional Assessment Comments:

Lab content will be tested on all term tests.

The final test is comprehensive and will include all material covered throughout the course.

Evaluation is done according to the grading system identified in the Academic Regulations.

A pass mark is 50% for each evaluation, as well as for the entire course.

All evaluations must be attempted. Any evaluations not attempted will be given an incomplete.

Any incomplete still standing at the end of the semester will result in failure of the course.

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial Contact: Registrar's Office

Exemptions contact for this course:

Kathryn Jarvis, Office 435D, email - kjarvis@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. If the student wishes to review his/her own test, the student may request a meeting with the professor. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is

defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%.

Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members

will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected interact in a professional and positive manner. This includes:

1. Be respectful,
2. Set high expectations and standards
3. Demonstrate professionalism
4. Be engaged
5. Stay connected
6. Communicate effectively
7. Be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

INTRODUCTORY COMPUTING



LEARN | BELONG | BECOME

Course Number: COMP345

Course Hours: 45

Semester: 1

Coordinator: Dianne Berlenbach Office: 602C
Email: dberlenb@flemingc.on.ca

Dean: Ann Drennan Office: 5923
Email: adrennan@flemingc.on.ca

Additional Comments:

The weekly course hours are as follows:

- ONE Hour: Scheduled lab every week led by the course professor.
 - TWO Hours: Unscheduled Self-Directed Learning every week assigned by the professor in the scheduled lab classes.
-

Course Description:

Working in the Windows 7 environment, this computer course introduces the student to computer basics (computer terminology, e-mail, file management) and the application and use of word processing, spreadsheet, and presentation software using Microsoft Office 2010. Through the extensive use of hands-on activities, students will gain sufficient knowledge and experience to make productive use of computers as a tool in the college and workplace environments.

Prerequisites: None.

Corequisites: None.

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Uses numerical data, mathematical concepts and reasoning to solve problems
2. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
3. Manage oneself and one's resources to achieve goals

Aim:

Students will develop basic skills in the use of computer applications to develop and present information in an appropriate and comprehensible manner.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Navigate through the essential parts of the Windows 7 Operating System, efficiently use Microsoft Office 2010 Word, PowerPoint and Excel at a basic student level at Fleming College, efficiently manage digital files, retrieve information from an LMS (WebCT) and send email with attachments.
2. List the basic components of the computer, their functionality and terminology.

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Course Introduction Course Outline Introduction to MyITLab		
Week 2	Introduction to Fleming Network: Email, WebCT, Evolve Portal & COMP345 Student Handbook	1	
Week 3	File Management in Windows 7 and Common Features	1,2	
Week 4	Introduction to Word 2010: Create New Documents; Editing text; Select Text; Change Fonts; Insert Graphics; Check Spelling and Grammar; Thesaurus; Footers; Printing	1,2	Intro Test- Windows 7 File Management; Common Features (10%) Word Chapter 1 Assignment (2.5%)
Week 5	Word 2010: Formatting text; Set Margins; Line Spacing; Find and Replace; Bulleted Lists; Headers and Footers; Footnotes; Citations; Bibliographies	1	Word Chapter 2 Assignment (2.5%)
Week 6	Word 2010: Working with Graphics; Setting Tabs; Creating Tables	1	
Week 7	Word 2010: Complete all assignments in Word Video on PowerPoint	1	Test 2- Word 2010 (25%)
Week 8	Independent Learning Week	1	
Week 9	Introduction to PowerPoint 2010: Getting Started; Slides & Presentations; Formatting; Organize Slides; Apply Slide Transitions; Headers and Footers; Print Presentation Handouts; Add Notes Pages	1	PowerPoint Chapter 1 Assignment (2.5%)
Week 10	PowerPoint 2010: Change Themes; Format Slides; Format Text; Bullets and	1	PowerPoint Chapter 2

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Numbering; Format Painter and Clear All Formatting		Assignment (2.5%)
Week 11	PowerPoint 2010: Insert Slides from Other Presentations; Insert Clip Art; Add and Modify Pictures; Shapes and Graphics; Insert Videos -	1	
Week 12	Introduction to Excel 2010: Create and Save workbooks; Construct Simple Formulas; Use SUM Function; Copy; Format; Create Footers; Display and Print Formulas.	1	Test 3- PowerPoint 2010 (25%) Excel Chapter 1 Assignment (2.5%)
Week 13	Excel 2010: Align Text; Use Absolute and Relative References; Format; Create Charts; Modify Charts and Print.	1	Excel Chapter 2 Assignment (2.5%)
Week 14	Excel 2010: Manage Multiple Worksheets; Group Worksheets.	1	
Week 15	Excel 2010: Complete Chapters 1-3	1	Test 4- Excel 2010 (25%)

Learning Sequence Additional Comments:

The learning sequence may be subject to change by the course professor or subject coordinator due to unforeseen circumstances that affect normal college or course operations. Students are expected to attend the one-hour scheduled lab every week. Attendance is recorded by the professor. Students are expected to complete the weekly Self-Directed MyITlabs during the TWO HOURS of self-directed learning each week. Students are to do their own individual work. Computers are available for students in the Learning Commons and various computer labs (when unoccupied by a class) during operational hours. Students may also use their home computers to complete homework assignments if they have Windows 7 and MS Office 2010 with the understanding that neither Fleming College are responsible for technical support.

Learning Resources:

Custom Edition of Skills for Success textbook ISBN 1256885452 prepared for Fleming College by Pearson Publishers.

Assessment Plan:

Item/Date:	Percent:	Description:
Intro Test	10	A computer-based test evaluating materials learned in Windows 7 File management, Skills 7-10, and Common Features in Office 2010, Skills 1-10.
3 Tests	75	Tests in Word 2010, PowerPoint 2010 and Excel 2010 will be administered in the Testing Centre using the MyITLab simulation environment. Texts and any reference materials/learning resources are not allowed. Word Processing (25%) Presentations (25%)

Item/Date:	Percent:	Description:
		Spreadsheets (25%)
6 Progress Assignments	15	Hands on assignments will be downloaded, prepared by the student and then uploaded into MyITLab. The assignments can be done from home or any school computer. They will be assessed by faculty and feedback will be provided. Word Processing (2 x 2.5 =5%) Presentations (2 x 2.5 =5%) Spreadsheets (2 x 2.5 =5%)

Additional Assessment Comments:

Marks will be released in the WebCT Gradebook within two weeks after the FINAL date of submission for assessments.

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Brealey Contact: Terri Geerinck, PLAR Facilitator tgeerinc@flemingc.on.ca

Frost Contact: Contact: Cathy Stalkie, PLAR Facilitator cstalkie@flemingc.on.ca

IMPORTANT: Applications for PLARs MUST be submitted within the FIRST TEN school days, (Sept 17 2012).

Once a student has applied for a PLAR they are immediately taken off the class roster for COMP345 and have given up their seat.

Should the student fail the PLAR test they must take the course in the following term.

A student may not complete a PLAR for a course that the student has failed within the last year.

Exemptions contact for this course:

Dianne Berlenbach, dberlenb@flemingc.on.ca

NOTE:

1. High school courses are not acceptable for consideration in this process.
2. Previous course must have been taken within the past three years.
3. Previous course must contain hours and outcomes deemed equivalent to COMP345 by the Coordinator.

4. It is the student's responsibility to supply a full Course Outline of past course they wish to be considered.
5. The student must continue to attend class until the exemption process is completed.
6. The student is responsible for all learning and evaluations that are assigned during the exemption process.

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. Students are advised to preserve all evaluated work produced or received during the course to verify the official final mark as recorded by Records and Admissions.
2. Students must correspond with faculty through their Fleming College email accounts, not their personal email accounts. Students are required to check their College email frequently (several times a week)
3. Students must exercise proper care and backup procedures for electronic files. Corrupted or lost files are not a valid excuses.
4. Failure to complete assessments within the prescribed date(s) and time(s) results in a zero grade
5. Testing days are assigned to each class section. Information regarding specific testing days is made available on WebCT\COMP345. It is the student's responsibility to note the testing days as they are announced.
Assignments, Tests and assessments from previous courses are not acceptable for submission in the current course.
6. Assessments are to be completed by each individual student. Material in which the course professor detects that all or parts of the work were the result of file sharing will be deemed to be an act of plagiarism. All acts of plagiarism will be handled in accordance with the College Academic Regulations. In addition, the names of the students involved will be reported to their Program Coordinators who may apply additional program-related policies regarding plagiarism.

Course Number: NRSG11**Course Hours: 84****Semester: 1**

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca**Course Description:**

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I, Health Theory, Introductory Pharmacology, and Nursing Skill Labs I. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self and health promotion. Clinical assignments will include: Nursing Homes and Extended Care Facilities.

Prerequisites: None.**Corequisites:**

Health Theory(NRSG61)

Practical Nursing Theory I(NRSG91)

Non-Violent Crisis Intervention(NRSG151)

Anatomy and Physiology I(SCIE2)

Field Preparation/Success Strategies(NRSG152)

Nursing Skill Labs I(NRSG149)

Introductory Pharmacology(NRSG65)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes**Core Competencies and Essential Employability Skills***The student has reliably demonstrated the ability to:*

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.

5. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
6. Manage oneself and one's resources to achieve goals

Aim:

The aim of this course is to enable the student to apply the nursing process at a beginner's level in order to promote the health of individuals in a health care setting.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Complete a nursing health history interview and assessments based on Gordon's Functional Health Patterns. (CNOETPC 3, 5, 27)
2. Demonstrate -beginning utilization of the nursing process for individuals in a long term care setting identifying clients health care needs (CNOETCP 2, 3, 20, 28, 54, 69) .
3. Utilize the principles of therapeutic communication within the context of a nurse-client relationship. (CNO THCR Standard, CNOETC 1, 12, 23, 47, 63, 69-79, 81)
4. Collaborate with members of the health care team and client to identify mutually agreed health outcomes (CNOETC 29, 32, 55, 70, 80, 93, 96-98)
5. Demonstrate accountability consistent with professional ethics and legal responsibilities, client rights, confidentiality as outlined by the College of Nurses of Ontario Practice Standards. (CNOETPC 1, 7, 42, 45, 66, 69, 71, 79, 94, 104, 106, 113)
6. Demonstrate, at a beginning level, the formulation of clinical judgement that is consistent with the clients' needs and priorities, responds to changing situations and clients' health and safety. (CNOETPC 19, 56)
7. Demonstrate at a beginning level organization of workload and time management skills (CNOETPC 21)
8. Consistently obtain consent prior to initiating nursing care (CNOETPC 7a)
9. Advocates for clients' rights (CNOETPC 16)

Additional Learning Outcomes Comments:

Complete a nursing health history interview and assessments based on Gordon's Functional Health Patterns.

Demonstrate -beginning utilization of the nursing process for individuals in a long term care setting identifying clients health care needs

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 9	Orientation to clinical setting: • tour of physical setup • introduction to clinical unit staff and clients/residents • clinical unit expectations • assigned learning activities • determine own learning needs	3, 4, 5	Reflection

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 10	Personal care of clients demonstrating: • personal/oral hygiene, footcare, ROM • assisting with dressing clients • bed making, positioning • body mechanics • patient ambulation and transfer	1, 3, 4, 5	Learning Plan
Week 11	Health history interview and nursing assessments based on Gordon's Functional Health Patterns	1-9	Nursing Care Plan
Week 12	Communication skills practiced and analyzed in weekly reflective practice anecdotal.	1-9	Interim Performance Appraisal Gordon's Functional Assessment
Week 13	Beginning utilization of nursing process: • gathering data re health related needs • identifying potential nursing diagnoses • determining related nursing interventions • evaluating goals	1-9	Nursing Care Plan
Week 14	Care of clients including: • feeding and fluid balance • vital signs: TPR, B/P • bowel and bladder elimination care • topical medications	1-9	Reflection
Week 15	Nursing care documented on appropriate agency forms using SOAP and/or other formats Communication of relevant data to Health Care Team Integrate Knowledge and Skills	1-9	Final Performance Appraisal

Learning Sequence Additional Comments:

The activities described are not limited to the designated week but are ongoing and cumulative. It is expected that the student will accept responsibility for his/her own learning and request experiences that will assist in the application of theory to practice. All assignments are due at Sunday at midnight on the week they are due.

Learning Resources:

Clayton, B., Stock, Y., Cooper, S., (2010). Basic Pharmacology for Nurses, 15th ed., Elsevier Science Canada

College of Nurses of Ontario, Compendium of Standards of Practice for Nurses in Ontario (Available online - www.cno.org)

Donatelle, R., Thompson, A., (2011). Health: The Basics, 5th Canadian ed., Pearson Benjamin Cummings

Field Prep/Success Strategies; No text required

Gray Morris, D., (2010). Calculate with Confidence, 5th ed., Elsevier Science Canada

Mosby's Dictionary of Medicine, Nursing and Health Professions, (2009). 8th ed., Elsevier

Mosby's Nursing Drug Reference, (2011). 12th ed., Elsevier

Non Violent Crisis Intervention Participant's Workbook, 2003

Potter, P., Perry, A., Ross-Kerr, J., Wood, M., (2010). Canadian Fundamentals of Nursing, Revised 4th ed., Elsevier Science Canada

Rathus, S., Longmuir, S., (2012). Human Development (HDEV), Canadian ed., Nelson

Tortora, G., (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology and Wiley Plus, 8th ed., Wiley

Assessment Plan:

Item/Date:	Percent:	Description:
1	Pass/Fail	This clinical course will be evaluated on a pass/fail basis. The student and faculty will complete an Interim Performance Appraisal i.e. Week #12 and a Final Performance Appraisal at the end of the rotation. The student's progress will be determined by the faculty's observations of the student on the unit as well as assignments such as: Health history interview and nursing assessments based on Gordon's Functional Health Patterns Pre clinical nursing care research assignments Post clinical nursing care plans - beginning level

Additional Assessment Comments:

Complete a nursing health history interview and assessments based on Gordon's Functional Health Patterns.

Demonstrate -beginning utilization of the nursing process for individuals in a long term care setting identifying clients health care needs

Utilize the principles of therapeutic communication within the context of a nurse-client relationship.

Collaborate with members of the health care team and client to identify mutually agreed health outcomes

Demonstrate accountability consistent with professional ethics and legal responsibilities, client rights, confidentiality as outlined by the College of Nurses of Ontario Practice Standards.

Demonstrate, at a beginning level, the formulation of clinical judgement that is consistent with the clients' needs and priorities, responds to changing situations and clients' health and safety.

Demonstrate at a beginning level organization of workload and time management skills

Consistently obtain consent prior to initiating nursing care

Advocates for clients' rights

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which

has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office.

A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements.

Exemptions contact for this course:

Judy Osborne, Co-ordinator, Practical Nursing Diploma Program
Office# 207A, Phone 749-5520, ext. 1946
email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%.

Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected to interact in a professional and positive manner.

This includes:

1. Be respectful,
2. Set high expectations and standards
3. Demonstrate professionalism
4. Be engaged
5. Stay connected
6. Communicate effectively
7. Be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

6. CLINICAL

Attendance at clinical orientation is compulsory.

Attendance at clinical is necessary in order to successfully meet the clinical learning outcomes.

Any absence must be reported to the clinical unit within the agency, prior to the scheduled shift.

Attendance is tracked cumulatively and will appear on the student's exit evaluation form.

The College of Nurses of Ontario, "Professional Standards of Nursing Practice" and "Supporting Learners Practice Document" guide student practice.

Clinical Course 1 Learning Outcomes must be met and assignments completed before continuing in the next level of the theory and clinical components of the PN program.

Course Number: NRSG61**Course Hours: 30****Semester: 1**

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca**Course Description:**

This course introduces the student to theoretical principles, concepts, and variables influencing individual, family and community health. Provincial, national and international perspectives will be examined. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self and health promotion.

Prerequisites: None.**Corequisites:**

Clinical I(NRSG11)

Nursing Skill Labs I(NRSG149)

Non-Violent Crisis Intervention(NRSG151)

Practical Nursing Theory I(NRSG91)

Introductory Pharmacology(NRSG65)

Field Preparation/Success Strategies(NRSG152)

Anatomy and Physiology I(SCIE2)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes**Core Competencies and Essential Employability Skills***The student has reliably demonstrated the ability to:*

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
4. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.

5. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
6. Manage oneself and one's resources to achieve goals
7. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of this course is to enable the student to identify factors influencing health and illness across the lifespan. The student will demonstrate a beginning role in health promotion.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Define health and wellness (CNO ETPC 6)
2. Describe the determinants and dimensions of health (CNOETPC 15)
3. Identify the levels of disease prevention and health promotion (CNOETPC 40)
4. Discuss models of health, health promotion and health education (CNOETPC 14, 30, 40)
5. Identify factors influencing health across the lifespan (CNOETPC 15, 40)
6. Discuss potential health risk factors for individual, family and community (CNOETPC 26)
7. Describe the role of the nurse in the promotion of health and prevention of illness (CNOETPC 14, 15, 17, 26, 28, 30, 40, 49, 50, 51)
8. Demonstrate personal modifications in one or more of the dimensions of health (CNOETPC 40, 104, 112)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Orientation to Semester 1		
Week 2	Introduction to the Health Theory Course Introduction of Health Promotion Personal Modification Assignment Definitions of Health and Wellness Determinants and Dimensions of Health How healthy are Canadians? Foundations for Health Promotion: • Models of Health • Levels of Prevention Donatelle, Chapter 1; p. 1-14 Potter and Perry, Chapter 1	1, 2, 3	Class Participation and Discussion Homework: How Healthy are You? - Self Assessment, Donatelle, pg. 6-9
Week 3	Health Education/Health Teaching • Teaching and learning • Motivation • Compliance and literacy • Change Theory Donatelle, Chapter 1; p. 14-27 Potter and Perry, Chapter 21;	1, 2, 3, 4, 6	Class Participation and Discussion Assignment: Submit Self Assessment Summary - 5%

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	p. 294-311		
Week 4	Making Behaviour Change • Predisposing, enabling and reinforcing factors that influence behaviour change • Antecedents and Consequences Donatelle, Chapter 1; p. 14-27	1, 2, 3, 4, 6	Class Participation and Discussion Assignment: Submit Health Promotion Personal Modification Contract - 5%
Week 5	Test #1 - 20% Assessment for Health Promotion based on Functional Health Patterns • Individual • Family • Community Potter and Perry, Chapter 4; p. 41-52, Chapter 20; p. 276-293	1, 2, 3, 4, 5, 6, 7, 8	Test # 1 - 20% Class Participation and Discussion
Week 6	Thanksgiving Day		
Week 7	Interventions for Health Promotion Across the Lifespan • Nutrition and Weight Control Donatelle, Chapter 5 and 6 Potter and Perry, Chapter 43; p.1043-1071 Test #1 Review	1, 2, 3, 4, 5, 6, 7, 8	Class Participation and Discussion
Week 8	Independent Work for Study Week Interventions for Health Promotion Across the Lifespan • Personal fitness • Exercise • Rest and sleep Donatelle, Chapter 2; p. 39-41 and Chapter 4 Potter and Perry, Chapter 36; p. 780-790, Chapter 41; p. 987-1008	1, 2, 3, 4, 5, 6, 7, 8	
Week 9	Interventions for Health Promotion Across the Lifespan Risk Taking Behaviour • Substance use and abuse • Gambling Donatelle, Chapter 9 and 10	1, 2, 3, 4, 5, 6, 7, 8	Class Participation and Discussion
Week 10	Interventions for Health Promotion Across the Lifespan Sexual Health • Sexuality • Birth Control Methods • STD's or STI's • Menopause Donatelle, Chapter 12; p. 323-339,	1, 2, 3, 4, 5, 6, 7, 8	Class Participation and Discussion

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Chapter 7; p. 180		
Week 11	Interventions for Health Promotion Across the Lifespan • Stress Management and Coping Strategies Donatelle, Chapter 3	1, 2, 3, 4, 5, 6, 7,8	Class Participation and Discussion
Week 12	Test #2 - 25% Interventions for Health Promotion Across the Lifespan Holistic Health Strategies Complementary and Alternative Health Care Donatelle, Chapter 15; p.400-405 Potter and Perry, Chapter 35	1, 2, 3, 4, 5, 6, 7,8	Test # 2 - 25% Class Participation and Discussion
Week 13	Interventions for Health Promotion Across the Lifespan Disease Prevention • Cardiovascular Disease, Cancer, Diabetes, Osteoporosis Donatelle, Chapter 11; Chapter 4; p. 81-82, Chapter 5; p. 121-122, Chapter 16; p. 416-417 Test #2 Review	1, 2, 3, 4, 5, 6, 7,8	Class Participation and Discussion Assignment: Submit Health Promotion Personal Modification Assignment - 15%
Week 14	Interventions for Health Promotion Across the Lifespan • Environmental Health • Nurses Role in Health Promotion and Protection • Health Promotion – Future Directions Donatelle, Chapter 13 and 15; p. 392-400, 406-410 Potter and Perry, Chapter 2; p. 18-27	1, 2, 3, 4, 5, 6, 7,8	Class Participation and Discussion
Week 15	Final Comprehensive Test - 30%	1, 2, 3, 4, 5, 6, 7,8	Final Comprehensive Test - 30%

Learning Resources:

College of Nurses of Ontario, Compendium of Standards of Practice for Nurses in Ontario. (Available online - www.cno.org)

Donatelle, R., Thompson, A., (2011). Health: The Basics, 5th Canadian Edition, Pearson Benjamin Cummings: Health Theory Course Notes

Mosby's Dictionary of Medicine, Nursing and Health Professions, (2009). 8th ed., Elsevier

Mosby's Nursing Drug Reference, (2011). 12th ed., Elsevier

Potter, P., Perry, A., Ross-Kerr, J., Wood, M., (2010). Canadian Fundamentals of Nursing, Revised 4th ed., Elsevier Science Canada

Assessment Plan:

Item/Date:	Percent:	Description:
Week 5	20	Test #1
Week 12	25	Test #2
Weeks 3	5	Health Promotion Self Assessment Summary
Week 4	5	Health Promotion Personal Modification Contract
Week 13	15	Health Promotion Personal Modification Assignment
Week 15	30	Final Comprehensive Test

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office.

A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements. The College of Nurses of Ontario may be required to review this documentation.

Exemptions contact for this course:

Exemptions or transfer credits may be granted to a learner who has taken similar or equivalent courses at another educational institution. The learner must verify this with an official transcript and the work must be considered equivalent in content or outcomes to the area of study at Fleming College.

Molly Westland, Chair, School of Community Development and Health

Telephone: (705) 749-5520 Ext. 1208

E-mail: mwestlan@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

Tests may include content of one or more concepts.

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts

of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected to interact in a professional and positive manner. This includes:

8. Be respectful,
9. Set high expectations and standards
10. Demonstrate professionalism
11. Be engaged
12. Stay connected
13. Communicate effectively
14. Be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

INTRODUCTORY PHARMACOLOGY



LEARN | BELONG | BECOME

Course Number: NRSG65

Course Hours: 30

Semester: 1

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course introduces students to the calculations and conversions required to competently prepare to administer medications. An introduction to the theory of pharmacokinetics and the nursing process involved in medication preparation will be explored. The drug legislation and Standards of Medication set by the College of Nurses will also be examined.

Prerequisites: None.

Corequisites:

Clinical I(NRSG11)

Nursing Skill Labs I(NRSG149)

Non-Violent Crisis Intervention(NRSG151)

Practical Nursing Theory I(NRSG91)

Health Theory(NRSG61)

Field Preparation/Success Strategies(NRSG152)

Anatomy and Physiology I(SCIE2)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Uses numerical data, mathematical concepts and reasoning to solve problems
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
4. Manage oneself and one's resources to achieve goals

Aim:

This course introduces students to the information needed to provide safe, effective nursing care for patients receiving drug therapy. Basic mathematics will be reviewed to ensure nurses have working knowledge to calculate accurate dose of drugs, including the ability to convert between different systems of measurement (metric, household). Professional responsibilities associated with

medication administration, drug orders, medication delivery systems and the nursing process will be explored. The basic principles of drug action and interactions will be explored. Students will identify the major factors associated with how drugs are absorbed, distributed, metabolized and excreted by the body. Students will take into consideration how the effects of age and disease impact on drug therapy. Drug legislation and Standards of Medication set by the College of Nurses of Ontario will be examined.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Demonstrate proficiency in mathematical calculations including manipulating fractions and decimals, using ratio and proportion, and converting within and between metric and household systems of measurement.(CNOETPC 33)
2. Describe basic principles of pharmacodynamics across the life span.(CNOETPC 33)
3. Describe standards of practice from the College of Nurses of Ontario, which guide safe administration of medications by the practical nurse.(CNOETPC 33)
4. Calculate safe medication doses for adult clients using a variety of formulas.(CNOETPC 33)
5. Discuss beginning principles of safe preparation and administration of medications utilizing the nursing process. (CNOETPC 33,68)

Additional Learning Outcomes Comments:

College of Nurses of Ontario(CNO) Entry to Practice Competencies(ETPC) are identified beside each learning outcome above.

CNO Practice standard: Medication, Revised 2008 (rev. November 2011)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week #1	Introduction to Pharmacology math skill requirements. Introduction to Learning Support Services(LSS). Addition and subtraction of fractions. Practice Test Gray Morris: Chapter 1 Clayton: Chapter 6	1	Discussion and information sharing. Math skills quiz practice. Class participation and discussion.
Week #2	Multiplication and division of fractions. Add, subtract, multiply and divide decimals. Converting fractions to decimals/decimals to fractions. Gray Morris: Chapter 1,2,3 Clayton: Chapter 6	1,3, 5	Class participation and discussion. Math practice.
Week #3	Abbreviations used with medications. Definitions, Names, Standards and Information Sources. Gray Morris: Chapter 3, Pages 128 & 129 Clayton: Chapter 1	1,4,5	Class participation and discussion.
Week #4	Test # 1 - 20%	1, 3, 4, 5	Test # 1 - 20%
Week #5	Systems of weights and measures used in health care: household and metric systems. Converting within and between systems.	1,4	Class participation and discussion.

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Gray Morris: Chapter 6,7,8 Clayton: Chapter 6		
Week #6	Forms and routes of medication. Introduction to Formula Method of dosage calculation. Practice with content to date. Gray Morris: Chapter 10,15,17 Clayton: Chapter 8 & 9	1,3,4,5	Class participation and discussion. Math practice.
Week #7	Test #2 - 20% CNO Medication Standard for Medications (5%)	1,3,4,5	Test #2 - 20 % Assignment - Due Week 9
Week #8	Independent Learning Week		
Week #9	Principles of drug actions and interactions. CNO Assignment due. Clayton: Chapter 2	2,5	CNO Assignment Due - 5% Class participation and discussion.
Week #10	Principles of Medication Administration and Medication Safety. Clayton: Chapter 7	2,4,5	Class participation and discussion. Practice calculations.
Week #11	Drug Action across the lifespan Clayton: Chapter 3 CNO Standards Review - Assignment Take up Clayton: Chapter 8,9	2,4,5	Class participation and discussion. Practice calculations.
Week #12	Test #3 - 25%	2	Test #3 - 25%
Week #13	Percutaneous (Topical) and Enteral (Rectal Suppositories & Enemas) Medications Clayton: Chapter 8 & 9	4	Class participation. Practice calculations.
Week #14	Nursing Process & Pharmacology Patient Education and Health Promotion Clayton: Chapter 4 & 5	4	Class participation and discussion.
Week #15	Final Comprehensive Test	1,2,3,4,5	Final Test - 30%

Assessment Plan:

Item/Date:	Percent:	Description:
Week 4	20	Test #1 - questions on mathematics, conversions & dosage calculations
Week 7	20	Test #2 - Contains questions on theory content and questions on mathematics, conversions and dosage calculations.
Week 9	5	CNO assignment
Week 12	25	Test #3 - Contains questions on theory content and questions on mathematics, conversions and dosage calculations.
Week 15	30	Final comprehensive test - all content from course

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which

has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office.

Faculty: Betty Deschenes, Office 438D, 705-749-5530 ext 1946

Email: bdeschen@flemingc.on.ca

Co-ordinator: Judy Osborne, Office 443E, 705-749-5530 ext 1946

Email: juosborn@flemingc.on.ca

Exemptions contact for this course:

Co-ordinator: Judy Osborne, Office 443E, 705-749-5530 ext 1946

Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency. Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs. The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected to interact in a professional and positive manner.

This includes:

1. Be respectful,
2. Set high expectations and standards

3. Demonstrate professionalism
4. Be engaged
5. Stay connected
6. Communicate effectively
7. Be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

PRACTICAL NURSING THEORY I



LEARN | BELONG | BECOME

Course Number: NRSG91

Course Hours: 30

Semester: 1

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course introduces the student to the foundational concepts and principles fundamental to the nursing discipline: Nursing, CNO Standards of Practice, Therapeutic Communication/Interpersonal Skills and the Nursing Process. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self and health promotion.

Prerequisites: None.

Corequisites:

Clinical I(NRSG11)

Health Theory(NRSG61)

Nursing Skill Labs I(NRSG149)

Anatomy and Physiology I(SCIE2)

Field Preparation/Success Strategies(NRSG152)

Non-Violent Crisis Intervention(NRSG151)

Introductory Pharmacology(NRSG65)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
5. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
6. Manage oneself and one's resources to achieve goals

7. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of this course is to enable the student to apply the concepts and principles basic to nursing practice.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Explain historical and current trends which have or are influencing the practice of nursing and health care including an organizational, municipal, provincial, national and international prospective. (CNOETPC 84, 86)
2. Describe the legislative regulations governing the profession of nursing. (CNOETPC 105)
3. Describe the roles of the registered practical nurse and scope of practice. (CNOETPC 85)
4. Introduce the CNO Professional Standards for the Registered Practical Nurse. (focusing in TNCR Ethics, Utilization or RN's and RPN's and working with UCP (ENOETPC 85); client choice and rights
5. Demonstrate the relevance of research to the nursing profession. (CNOETPC 84)
6. Utilize beginning research skills to analyze a current nursing issue. (CNOETPC 91)
7. Develop awareness of client diversity. (CNOETPC 41)
8. Identify the communication techniques necessary to establish a therapeutic nurse/client relationship. (CNOETPC 1, 23, 60)
9. Describe therapeutic communication/interpersonal techniques and skills and the ethical framework of the Therapeutic Nurse Client Relationship (CNOETPC9, 47, 82).
10. Utilize the phases of the nursing process to: assess, diagnose, plan, implement and evaluate nursing care. (CNOETPC 5)

Identify various forms of communication/documentation utilized to impart information to patients/families and other health care providers

Additional Learning Outcomes Comments:

College of Nurses Entry to Practice Competencies (CNOETPC) are identified beside each learning outcome above.

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Introduction to Practical Nursing Theory 1 Health & Wellness, Practical Nursing in Canada Potter & Perry: Chapters 1 Appendix pg. 1357-1374	1,2,3	Class participation
Week 2	Canadian Health Care System, Development of Nursing, Theoretical Foundations, Research as a Basis for Practice Potter & Perry: Chapters 2,3,6,7	1,2,3,4,5	Class Participation
Week 3	Nursing Values and Ethics Introduction to Legislation & Regulation of Nursing	2,3,4,5	Class Participation

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Profession Standards of Practice Introduction to CNO and CNO Website College of Nurses of Ontario Potter & Perry: Chapters 8 CNO Compendium of Standards of Practice (www.cno.org)		
Week 4	Legal Implications in Nursing Practice CNO Standards of Practice Potter & Perry: Chapter 9 and CNO Website (www.cno.org)	2,3,4,5,8,9	Class Participation
Week 5	Culture and Ethnicity, Nursing Leadership, Management, and Collaborative Practice Potter & Perry: Chapters 10&11	1,2,3,4,5,8,9	Class Participation
Week 6	Test #1	1,2,3,4,5,7,8 ,9	Test #1
Week 7	Critical Thinking and Caring in Nursing Practice Potter & Perry: Chapters 12 & 19	2,3,4,5,6,7,8 ,9	Class Participation
Week 8	Independent Learning Week		
Week 9	Assignment #1-20% Nurse-Client Relationships Communication Techniques Potter & Perry: Chapters 18 & 19 www.cno.org	5,6,7,8,9	Assignment #1 due: 20% Class Participation
Week 10	Nursing Process: Assessment and Diagnosis: Potter and Perry Chapter 13	1,2,3,4,5,6,7 ,8,9	Class Participation
Week 11	Test #2 -25%	1,2,3,4,5,6,7 ,8,9,10	Test #2- 25%
Week 12	Nursing Process - Planning and Implementing Nursing Care Potter & Perry: Chapter 14	2,3,4,5,6,7,8 ,9,10	Class Participation
Week 13	Nursing Process - Evaluation of Nursing Care Client Education Potter & Perry: Chapters 15 & 21	2,3,4,5,6,7,8 ,9,10	Class Participation
Week 14	Documenting and Reporting, Nursing Informatics Potter & Perry: Chapters 16, 17 CNO Compendium of Standards of Practice	1,2,3,4,5,6,7 ,8,9,10,11	Class Participation
Week 15	Final Comprehensive Test - 30%	1,2,3,4,5,6,7 ,8,9,10,11	Final Comprehensive Test - 30%

Learning Resources:

Clayton, B.D., Stock, Y.N. & Cooper, S.E. (2010). Basic Pharmacology for Nurses (15th ed).
Toronto: Mosby.

College of Nurses of Ontario. Compendium of Standards of Practice for Nurses in Ontario. Available

at www.cno.org

Donatelle, R., (2011). Health: The Basics, (5th Canadian ed.). Pearson Benjamin Cummings.

Field Prep/Success Strategies. No text required.

Gray Morris, M. D., (2010). Calculate with Confidence (5th ed.). Toronto: Elsevier Science Canada.

Mosby's Dictionary of Medicine, Nursing and Health Professions (2009). 8th Edition, Elsevier.

Mosby's Nursing Drug Reference, (2011). 12th Edition, Elsevier.

Non Violent Crisis Intervention Participant's Workbook, 2003.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M. J. (2010). Canadian Fundamentals of Nursing (updated 4th ed.). Elsevier Canada + Nursing Skills Online.

Rathus, S., Longmuir, S. (2012). Human Development (HDEV), Canadian Edition, Nelson.

Tortora, G.J. (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology, 8th Edition, Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
Week 6	25	Test #1
Week 9	20	Research Paper
Week 11	25	Test #2
Week 15	30	Final Comprehensive test - multiple choice

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office.

A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements. The College of Nurses of Ontario may be required to review this documentation.

Faculty: Julie Huschilt, extension 1625, jhuschilt@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple 1 TESTS:

choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook. If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency. Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If

classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs. The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected interact in a professional and positive manner. This includes:

1. Be respectful,
2. Set high expectations and standards
3. Demonstrate professionalism
4. Be engaged
5. Stay connected
6. Communicate effectively
7. Be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

NURSING SKILL LABS I



LEARN | BELONG | BECOME

Course Number: NRSG149

Course Hours: 30

Semester: 1

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course is designed to provide the student with the theory and practical skills required to provide nursing care to clients in long term care settings. Simulated patient care situations, case studies and hands-on application of specific nursing skills will form the basis of this course. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice and therapeutic use of self.

Prerequisites: None.

Corequisites:

Clinical I(NRSG11)

Practical Nursing Theory I(NRSG91)

Non-Violent Crisis Intervention(NRSG151)

Field Preparation/Success Strategies(NRSG152)

Anatomy and Physiology I(SCIE2)

Introductory Pharmacology(NRSG65)

Health Theory(NRSG61)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions

4. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
5. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
6. Manage oneself and one's resources to achieve goals

Aim:

The aim of this course is to enable the student to learn and practice new skills required to provide safe and competent nursing care.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Autonomously performs a wide range of nursing interventions that prevent disease and injury. (CNOETC 31)
2. Implements appropriate administration of topical medications .(CNOETC 33)
3. Applies critical thinking and problem-solving skills in all aspects of nursing care. (CNOETC 36)
4. Maintains clear, concise accurate and timely records of patient care. (CNOETC 42)
5. Applies therapeutic communication techniques. (CNOETC 47)

Additional Learning Outcomes Comments:

1. Identify his/her role and responsibilities within the Nursing Skills Lab setting.
2. Demonstrate correct hand hygiene technique.
3. Identify when Routine Practices would be utilized in all practice settings.
4. Demonstrate proper application and removal of gowns, goggles, masks and gloves.
5. Apply the basic principles of body mechanics.
6. Demonstrate how to correctly position a patient in bed.
7. Demonstrate active and passive range of motion exercises.
8. Demonstrate how to make an occupied and unoccupied bed.
9. Provide personal skin and oral hygiene for a patient.
10. Demonstrate best practice methods for ambulating and transferring a patient.
11. Identify and demonstrate various therapeutic communication skills and techniques.
12. Demonstrate how to feed an adult patient appropriately and accurately.
13. Complete a shift and 24 hour fluid balance form accurately.
14. Provide appropriate bladder and bowel elimination care including administration of suppositories and enemas.
15. Accurately assess normal, hypoactive and hyperactive bowel sounds.
16. Demonstrate accurate measurement of a patient's temperature, pulse, respirations and blood pressure.
17. Instil and/or apply topical medications accurately and safely and document according to agency policy.

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Orientation to Semester 1		
Week 2	Orientation to Lab Routine and Policies Hand Hygiene	1,2,3,4	Active participation is required in all labs

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Routine Practices and Disease Specific Precautions.		
Week 3	Body Mechanics, Positioning, Making an Unoccupied Bed, Making an Occupied Bed	5,6,7,8	
Week 4	Personal Hygiene, Oral Hygiene, Skin Care, Range of Motion Exercised, Dressing the Dependent Patient	8,9	
Week 5	Ambulation, Patient Transfers Therapeutic Communication	10,11	
Week 6	Mid Term Theory Test - 20% Mandatory Lab Skills Review	1-11	Mid Term Theory Test - 20%
Week 7	Mid Term Practicum Test - 30%	12	Mid Term Practicum Test- 30%
Week 8	Independent Learning Week		
Week 9	Feeding and Fluid Balance	13,14	
Week 10	Bladder and Bowel Elimination Care	15,16	
Week 11	TPR and Peripheral Pulses	17	
Week 12	Blood Pressure	17	
Week 13	Topical Medications	18	
Week 14	Final Comprehensive Practicum Test - 30%	1-18	Final Comprehensive Practicum Test - 30%
Week 15	Final Comprehensive Theory Test - 20%	1-18	Final Comprehensive Theory Test - 20%

Learning Resources:

Clayton, B., Stock, Y., Cooper, S., (2010). Basic Pharmacology for Nurses, 15th ed., Elsevier Science Canada

College of Nurses of Ontario, Compendium of Standards of Practice for Nurses in Ontario. (Available online - www.cno.org)

Donatelle, R., Thompson, A., (2011). Health: The Basics, 5th Canadian Edition, Pearson Benjamin Cummings

Field Prep/Study Skills; No text required

Gray Morris, D., (2010). Calculate with Confidence, 5th ed., Elsevier Science Canada

Mosby's Dictionary of Medicine, Nursing and Health Professions, (2009). 8th ed., Elsevier

Mosby's Nursing Drug Reference, (2012). 25th ed., Elsevier

Non Violent Crisis Intervention Participant's Workbook (2003)

Potter, P., Perry, A., Ross-Kerr, J., Wood, M., (2010). Canadian Fundamentals of Nursing, Revised 4th ed., Elsevier Science Canada.

Rathus, S., Longmuir, S., (2012). Human Development (HDEV), Canadian Edition, Nelson

Tortora, G., (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology and Wiley Plus, 8th ed., Wiley

Assessment Plan:

Item/Date:	Percent:	Description:
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Item/Date:	Percent:	Description:
Week 6	20	Theory Test
Week 7	30	Practicum Test
Week 14	30	Final Practicum Test
Week 15	30	Final Comprehensive Theory Test

Additional Assessment Comments:

Lab content will be evaluated by written and practicum testing. The Final Comprehensive Practicum Test is a mandatory pass.

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's office

A nursing faculty committee may review a learners past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements. The College of Nurses may be required to review this documentation.

Faculty: Joan Ayer, Office: 212A, Phone: 705-749-5520 ext. 1475

Email: joayre@flemingc.on.ca

Exemptions contact for this course:

Co-ordinator: Judy Osborne, Office: 443E, Phone: 1946

Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in Grade Book.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is

defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency. Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in

this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected to interact in a professional and positive manner. This includes:

8. Be respectful,
9. Set high expectations and standards
10. Demonstrate professionalism
11. Be engaged
12. Stay connected
13. Communicate effectively
14. Be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

6. NURSING SKILLS LAB I

In order to perform the skill in the clinical setting, it is essential that students demonstrate each skill safely and accurately in the Nursing Skills Lab.

Students are required to purchase a Lab Kit at the Fleming College Bookstore prior to the first lab. In order to participate, each student must purchase their own Lab Kit and bring it to every Semester 1 Lab. Lab content will be evaluated by return demonstration of each lab skill, written and practicum testing.

Written lab tests may include theory and skill content related to more than one lab

All Semester 1 Nursing Skill Labs must be completed prior to practical testing.

The Final Comprehensive Practicum Test is a mandatory pass.

NON-VIOLENT CRISIS INTERVENTION



LEARN | BELONG | BECOME

Course Number: NRS151

Course Hours: 7

Semester: 1

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

The Nonviolent Crisis Intervention® program, developed by the Crisis Prevention Institute, focuses on preventing disruptive behaviour by communicating with individuals respectfully and with concern for their well-being. This course teaches participants to respond effectively to the warning signs that someone is beginning to lose control, and also addresses how staff can deal with their own stress, anxieties and emotions when confronted with these challenging situations. Upon successful completion of this course, students will receive a certificate from the Crisis Prevention Institute.

Additional Comments:

This course is offered as a 7 hour course which will be held in one block of time. It will be timetabled by the faculty at the beginning of the semester and student groups will be notified of the date, time and location of the course.

Prerequisites: None.

Corequisites: None.

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.

4. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
5. Manage oneself and one's resources to achieve goals
6. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The Nonviolent Crisis Intervention® program, developed by the Crisis Prevention Institute (CPI), not only teaches participants to respond effectively to the warning signs that someone is beginning to lose control, but also addresses how participants can deal with their own stress, anxieties and emotions when confronted with these challenging situations.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Avoid and take control of an out-of-control situation (CNOETP 11,46)
2. Demonstrate knowledge of conflict resolution skills (CNOETP 11,46)
3. Respond effectively to the warning signs that someone is beginning to lose control and select communication techniques that are appropriate for the client's circumstances and needs (PRA 23,46,)
4. Evaluate and refine conflict-resolution skills as needed. (PRA 59)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
7 hours	Non-Violent Crisis Intervention	1, 2	ongoing return demonstrations; final test

Learning Resources:

CPI Non-violent Crisis Intervention Workbook

Assessment Plan:

Item/Date:	Percent:	Description:
Day of Class	100	active participation; return demonstrations of learned interventions and passing of final test

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged

and supported to design an individual documentation package that would meet the learning requirements of the course.

Exemptions contact for this course:

Students who hold a current certificate (within 12 months) in CPI Non-Violent Crisis Intervention may be exempt from the workshop. Arrangements must be made with the faculty no less than one week prior to the scheduled workshop. Students who currently hold a valid CPI certificate but require a refresher course to maintain current status are welcome to attend the course.

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

FIELD PREPARATION/SUCCESS STRATEGIES



LEARN | BELONG | BECOME

Course Number: NRS152

Course Hours: 7

Semester: 1

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Prerequisites: None. **Corequisites:** None.

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Course Description:

This course is intended to support student learning and retention by preparing students for the rigorous academic demands of the practical nursing program by enhancing study skills, test-taking abilities and critical thinking skills. It is also intended to prepare students for clinical placement by optimizing sensitivity and caring required when interacting with individuals in the health care system. The following theoretical beliefs and approaches to nursing practice are integrated throughout holistic, humanistic caring, reflective practice and therapeutic use of self.

Aim:

The twofold aim of this course is to develop goal oriented expert learners who use a variety of behaviours to optimize their learning in the practical nursing program and to cultivate nurse-client interactions that are caring and reflective of the profession of nursing.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Identify personal strengths and weaknesses in order to optimize learning potential and achieve academic success. (CNOETC 89, 106 a-b)
2. Identify and utilize techniques and resources for ensuring academic success including study skills, test taking knowledge and critical thinking. (CNOETC 4, 5, 21, 40, 111)
3. Approach clients in a sensitive and caring manner with minimal anxiety as a result of examining relevant concepts and issues related to the initial practice of nursing in a clinical environment. (CNOETC 23, 63, 104)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
1st workshop	Who are you as a learner: learning style (oral, visual, kinaesthetic/ tactile) Learning strategies and study skills Time Management Test writing; dealing with test anxiety	1,2	Assessment of learning style
2nd workshop	Safety in the clinical setting: safe environment, accident risk factors, handling hazardous materials, fire safety Client safety: choking, wheelchair and stretcher safety Being there in the moment for your patient. "Caring and connecting" What to expect from yourself as the caregiver in the clinical setting Discuss case studies in groups, identifying priorities of care	1,2,3	Identification of pertinent key concepts in case studies
3rd workshop	Clinical field preparation: Review of Fleming's clinical policies and guidelines Meet with 2nd year students to discuss techniques for coping with anxieties and expectations for assuming the role of care giver. Meet with clinical teachers for introduction to specifics concerning assigned unit and team.	1,2	Preparation for clinical experience

Learning Sequence Additional Comments:

Workshops #1 and 2 will be combined (4 hours)

Learning Resources:

Course Resources will be available during the first workshop

Assessment Plan:

Item/Date:	Percent:	Description:
workshop #1	P/F	Learning style assessment Test attitude assessment Grade: Pass/Fail
workshop #2	P/F	Concept identification. Caring & connecting case studies Grade: Pass/Fail
workshop #3	P/F	Knowledge of clinical policies, guidelines and expectations Preparation for clinical experience Grade: Pass/Fail

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office.

Faculty:

Marilyn Henderson, Email: mahender@flemingc.on.ca

Julie Huschilt, Email: jhuschil@flemingc.on.ca

Exemptions contact for this course:

Faculty: Marilyn Henderson, Email: mahender@flemingc.on.ca

Julie Huschilt, Email: jhuschil@flemingc.on.ca

Email: igravel@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple 1. TESTS: choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in Grade Book. If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are

due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected interact in a professional and positive manner. This includes:

1. Be respectful,
2. Set high expectations and standards
3. Demonstrate professionalism
4. Be engaged

5. Stay connected
6. Communicate effectively
7. Be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

Course Number: COMM79

Course Hours: 45

Semester: 1

Coordinator: Lisa Stefaniak Office: 326
Email: lstefani@flemingc.on.ca

Dean: Ann Drennan Office: 5923
Email: adrennan@flemingc.on.ca

Course Description:

This first semester course will introduce students to the essential communication skills required to be successful in their chosen post-secondary program. These skills include reading, writing, speaking, listening and critical thinking. Through a series of written assignments, in-class discussions based on readings, and lab activities, students will improve their overall communication skills. Students of COMM79 will engage in a series of activities and assignments designed to provide the essential language skills required for academic success.

Prerequisites: None. **Corequisites:** None.

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
4. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
5. Manage oneself and one's resources to achieve goals

6. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

To improve the student's potential for academic and professional success by further developing essential communication skills.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Use clear, concise, and correct communication to convey ideas and information.
2. Read to comprehend, analyze, evaluate, and respond to diverse source material.
3. Use the critical thinking skills of analysis, synthesis and evaluation to systematically seek out answers, generate opinions, and craft messages--written and oral.
4. Seek out, evaluate, integrate, and document evidence to support and add credibility to ideas.

Additional Learning Outcomes Comments:

Students will achieve the above outcomes by engaging in some, or all, of the following elements of a performance

1. Engage in a series of writing assignments of varying lengths with the goal of producing text that clearly expresses ideas and information through the use of appropriate language, structure and mechanics.
2. Improve foundational language skills (grammar and mechanics) through a combination of self-directed learning, and seminar activities.
3. Complete regular reading assignments and develop strategies for analyzing and responding to a wide variety of source material.
4. Develop an introductory awareness of how audience and purpose influence communication.
5. Identify author, source type, audience, purpose, and author's intent in selected source material.
6. Conduct research and evaluate the quality of supporting evidence for use in arguments and writing assignments.
7. Apply basic principles of quotation and paraphrase integration and accurately document source material according to a recognized citation style (APA).
8. Effectively summarize an author's main ideas and intent.
9. Develop and use strategies to revise writing.
10. Effectively present ideas and information.

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Course welcome Outline of expectations	1-4	See Assessment Plan below

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	In-class reading: "The Risk of Reading"		
Week 2	Reading skills: skimming, scanning, deep reading Study skills: note taking	1-4	
Week 3	Paragraphing and structure Introduction to documentation	1-4	
Week 4	Reading comprehension activity Reading visual material critically	1-4	
Week 5	Documentation Integrating quotations and paraphrases	1-4	
Week 6	Writing summaries Practice summary activity Revision Workshop	1-4	
Week 7	Using Research Understanding the Persuasive Essay Assignment	1-4	
Week 8	Independent Study Week		
Week 9	Research skills Evaluating research Reviewing the documentation "code" Revision Workshop	1-4	
Week 10	Completed questionnaires returned Brainstorming, outlining, and writing the persuasive essay	1-4	
Week 11	Revision skills: proofreading, editing, revising Revision Workshop	1-4	
Week 12	Delivering presentations	1-4	
Week 13	Informal Peer Reviewed Presentations	1-4	
Week 14	Final Persuasive Essay Due	1-4	
Week 15	Persuasive Essay Consultations	1-4	

Learning Resources:

REQUIRED TEXT: PLEASE BRING TO EVERY CLASS

Faigley, L., Graves, R., & Graves, H. (2012). *The little penguin handbook (2nd Canadian ed.)*. Toronto, ON: Pearson.

The handbook includes the access code to MyCanadianCompLab (MCCL)

All required readings will be posted on WebCT. You must bring a copy of each week's reading(s) to the seminars in order to complete the reading comprehension quizzes.

PLEASE NOTE: Students are required to print resources and assignments in this course. Printing costs for this course are approximately \$10. Print credit cards are available for purchase, along with the required textbook, at the Fleming Station Bookstore.

Assessment Plan:

Item/Date:	Percent:	Description:
Weeks 2 -9 (depending on lab schedule)	20	Responding to an Image (lab) 10% Responding to a Reading: Summary (lab) 10%
Week 13	10	Revision portfolio of Image and Summary
Weeks 2-12	15	Reading comprehension and handbook content quizzes
Week 9	5	Persuasive Essay Questionnaire
Week 13	10	Informal Presentation of Persuasive Essay and Peer Feedback
Week 14	20	Persuasive Essay
Week 8	10	Grammar Basics Post-diagnostic quiz (MCCL)
Weeks 8-13	5	Research Diagnostic and Individual Study Plan (MCCL)
Week 14 or 15	5	Final Research Diagnostic (WebCT)

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Please contact the Registrar's Office for more information.

Exemptions contact for this course:

External credits are not accepted for this course. Exemptions for this course are only available to those students who hold internal Fleming credits that are considered equivalents, or to students who test out of the course based on post-admission assessment testing.

If you hold a first semester communications credit from Fleming College that is not listed above, and would like to confirm equivalency, please contact the First Semester Communications Coordinator: Lisa Stefaniak (lstefani@flemingc.on.ca / 705-749-5530 ext. 1362)

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

Class Attendance and Assignments

Attendance at all classes is strongly recommended. Regular class attendance is a key factor in students' success.

Students must attend the course section(s) that appears on their timetables.

Modifications to the Learning Sequence

Rescheduling of course topics and evaluations may be necessary to accommodate scheduling challenges or other unforeseen circumstances.

Significant changes will be discussed and mutually agreed to in class.

Missed Classes

It is the student's responsibility to get caught up from missed classes. Please speak to fellow classmates about notes and handouts, and assignments.

Missed Tests and Assessments

Only in extreme circumstances will a student be permitted to write/submit a missed test or assessment. It is the student's responsibility to contact the professor as soon as possible after a missed test or assessment.

If a student is going to miss a test or assessment for a legitimate reason, they should discuss the issue with their professor as soon as possible. It is the professor's right to determine whether to accommodate a student's request.

Late Assignments

You must submit/present all written/oral assignments on their assigned dates unless you make specific arrangements in writing/voice mail/E-mail with your professor at least 24 hours prior to the due date in question.

In the case of an emergency, make arrangements (in writing, if necessary) immediately upon your return.

Your professor will make special arrangements for valid reasons only. Extenuating circumstances will be discussed on an individual basis. It is the professor's right to determine whether to accommodate a student's request.

A penalty of 10% per day will be applied to an assignment not submitted by the original or extended due date. An assignment more than three days late will receive a grade of zero ("0"). No assignment will be accepted after the last day of classes without prior arrangement with your professor.

Classroom Behaviour

Students are not permitted to use cell phones, iPods, or other electronic devices for the purposes of

sending/receiving calls, text messaging, or web surfing during lectures or seminars.

Students wishing to record the class material must receive permission from the professor. Laptops will be permitted provided that they are being used for an academic purpose related to the activities occurring in the class.

Evaluation Criteria

All written assignments will be graded according to the Department-approved writing assessment tool—available on students' course page.

Grades

Grades for assignments will be entered into the WebCT gradebook within two weeks of an evaluation. Students have two weeks after the grade appears to report any concerns or problems to their professors.

Final grades

Final grades are assigned based on the level of academic achievement which corresponds to the assessment components as cited in this course outline.

Faculty member(s) will not offer additional evaluation activities beyond those cited in this course outline.

Records

Students are encouraged to keep a copy of this outline, copies of all submitted assignments, and to retain graded material until the end of the semester.

Academic Integrity

The College views very seriously any form of academic dishonesty, such as plagiarism, submission of work for which credit has already been received; cheating, impersonation; falsification or fabrication of data; the acquisition of confidential materials, e.g., examination papers; misrepresentation of facts; altering transcripts or other official documents.

Plagiarism

In essence, plagiarism is the submission for credit of work taken without adequate documentation from an existing source. One form of plagiarism involves direct incorporation, without proper credit, of phrases, passages of text, images, or data of any kind from an existing source. A second form involves using data or information without proper credit (even though the incorporated information is paraphrased or otherwise not in direct form).

Students are taught about issues of plagiarism in their first semester communication courses. Specifically, they are taught how to identify and avoid plagiarism. Because of the seriousness of a breach of Academic Integrity, students are strongly encouraged to seek clarification from their Communications instructors prior to the submission of written work. A plagiarized assignment will receive a grade of zero. Students should refer to their first semester textbook, *The Little Penguin Handbook*, or the excellent site by Diana Hacker at <http://www.dianahacker.com/resdoc/> to review the mechanics of citing sources.

Students should also be familiar with the course and college rules about plagiarism: Section 6.6.0 of Fleming's Academic Regulations.

SEMESTER 2



Fleming College

LEARN | BELONG | BECOME

COMMUNICATING AT WORK FOR THE HEALTH PROFESSIONS



Course Number: COMM159

Course Hours: 45

Semester: 2

Coordinator: Lisa Stefaniak Office: 326
Email: lstefani@flemingc.on.ca

Dean: Ann Drennan Office: 5923
Email: adrennan@flemingc.on.ca

Course Description:

Successful communicators use knowledge, skills and strategies to create effective messages for a range of audiences and contexts. This course emphasizes critical thinking and problem-solving to meet communication challenges in today's workplace. Students will refine workplace writing, communication skills and presentation techniques through a variety of assignments, assessments and hands-on practice.

Prerequisites:

College Communications for the Helping Professions (COMM79)
College Communication Skills for the Helping Professions (COMM156)

Corequisites: None.

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

Aim:

The aim of this course is to develop versatility and skill in creating workplace messages that achieve results.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Identify and analyze workplace communication, audiences and contexts.
2. Create professional documents in standard formats that demonstrate mastery of purpose, audience, context and workplace writing conventions.

3. Identify, analyze and manage the verbal and non-verbal elements of messages for specific audiences.
4. Use interpersonal skills to communicate effectively in meetings and collaborate on projects.
5. Use technology and new media to create and enhance workplace communications.
6. Conduct research and analyze information to create effective reports and presentations.
7. Use documentation to acknowledge sources and establish credibility.

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Module 1: Course Overview		
Week 2	Module 2: Workplace communication, audience & context	1, 3	WebCT quiz #1 on Modules 2 & 3 (2%)
Week 3	Module 3: Interpersonal Skills: meetings & minutes	2, 4	In-lab writing (5%) WebCT quiz #2 on Module 4 (2%) Discussion Board 2%
Week 4	Module 4: Report Writing	2, 4, 6	In-lab writing (5%)
Week 5	Module 5: Research & APA documentation	3, 4, 7	In-lab writing (5%) Discussion Board 2%
Week 6	Module 6: Interpersonal Skills: disclosure	1, 3, 4	WebCT quiz #3 on Modules 5, 6 & 7 (2%)
Week 7	Module 7: Resume	2, 5	Research Report (15%) due in lab Discussion Board 2%
Week 8	Reading Week		
Week 9	Module 9: Cover letter	2, 4, 5	WebCT quiz #4 on Module 9 (2%) In-lab writing (5%)
Week 10	Module 10: Brochures	2, 4, 5	In-lab writing (5%) Discussion Board 2%
Week 11	Module 11: Emails & netiquette	2, 4	WebCT quiz #5 on Modules 10 & 11 (2%)
Week 12	Module 12: Interview Skills	4	Employment Writing (15%) Discussion Board 2%
Week 13	Mock Interviews	2, 4	Mock Interviews Weeks 13-15 (15%) Brochure (10%) submitted by one group member
Week 14	Mock Interviews		
Week 15	Mock Interviews		

Learning Resources:

There is no textbook for this course. The online lectures as well as additional resources are provided on the course homepage on WebCT.

Assessment Plan:

Item/Date:	Percent:	Description:
Week 7	15	Research Report
Week 12	15	Employment Writing
Weeks 13-15	15	Mock Interviews
Week 13	10	Brochure
Ongoing	25	In-lab writing (5 @ 5%)
Ongoing	10	WebCT quizzes (5 @ 2%)are based on the online PowerPoint lectures
Discussion Board	10%	Discussion Board entries (5@2%)

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Please contact the Registrar's Office.

Exemptions contact for this course:

Please contact Wendy Morgan at ext. 1485/wemorgan@flemingc.on.ca for information about exemptions from Communications courses.

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

Academic Responsibilities

Mutually, faculty and learners will support and adhere to college Academic Regulations (policy #2-201) and Student Rights and Responsibilities (policy #5-506). In addition, the following guidelines have been developed by the Communications Department to support the learning process.

Class Attendance and Assignments

- Attendance at all classes is strongly recommended. Regular class attendance is a key factor in students' success.
- Students must attend the course section(s) that appears on their timetables.

Modifications to the Learning Sequence

- Rescheduling of course topics and evaluations may be necessary to accommodate scheduling challenges or other unforeseen circumstances. Significant changes will be discussed and mutually agreed to in class.

Missed Classes

- It is the student's responsibility to get caught up from missed classes. Please speak to fellow classmates about notes and handouts, and assignments.

Missed Tests and Assessments

- Only in extreme circumstances will a student be permitted to write/submit a missed test or assessment. It is the student's responsibility to contact the professor as soon as possible after a missed test or assessment.
- If a student is going to miss a test or assessment for a legitimate reason, he or she should discuss the issue with his or her professor as soon as possible. It is the professor's right to determine whether to accommodate a student's request.

Late Assignments

- You must submit/present all written/oral assignments on their assigned dates unless you make specific arrangements in writing/voice mail/E-mail with your professor at least 24 hours prior to the due date in question.
- In the case of an emergency, make arrangements (in writing, if necessary) immediately upon your return.
- Your professor will make special arrangements for valid reasons only. Extenuating circumstances will be discussed on an individual basis. It is the professor's right to determine whether to accommodate a student's request.
- A penalty of 10% per day will be applied to an assignment not submitted by the original or extended due date. An assignment more than three days late will receive a grade of zero ("0"). No assignment will be accepted after the last day of classes without prior arrangement with your professor.

Classroom Behaviour

- Students are not permitted to use cell phones, iPods, or other electronic devices for the purposes of sending/ receiving calls, text messaging, or web surfing during lectures or seminars.
- Students wishing to record the class material must receive permission from the professor.
- Laptops will be permitted provided that they are being used for an academic purpose related to the activities occurring in the class.

Evaluation Criteria

- All written assignments will be graded according to the Department-approved writing assessment tool—available on students' course page.

Grades

- Grades for assignments will be entered into the WebCT gradebook within two weeks of an evaluation.
- Students have two weeks after the grade appears to report any concerns or problems to their professors.

Final grades

- Final grades are assigned based on the level of academic achievement which corresponds to the assessment components as cited in this course outline.
- Faculty member(s) will not offer additional evaluation activities beyond those cited in this course

outline.

Records

- Students are encouraged to keep a copy of this outline, copies of all submitted assignments, and to retain graded material until the end of the semester.

Academic Integrity

The College views very seriously any form of academic dishonesty, such as plagiarism, submission of work for which credit has already been received; cheating, impersonation; falsification or fabrication of data; the acquisition of confidential materials, e.g., examination papers; misrepresentation of facts; altering transcripts or other official documents.

Plagiarism

In essence, plagiarism is the submission for credit of work taken without adequate documentation from an existing source. One form of plagiarism involves direct incorporation, without proper credit, of phrases, passages of text, images, or data of any kind from an existing source. A second form involves using data or information without proper credit (even though the incorporated information is paraphrased or otherwise not in direct form).

- Students are taught about issues of plagiarism in their first semester communication courses. Specifically, they are taught how to identify and avoid plagiarism. Because of the seriousness of a breach of Academic Integrity, students are strongly encouraged to seek clarification from their Communications instructors prior to the submission of written work.
- A plagiarized assignment will receive a grade of zero.
- Students should refer to their first semester handbook, The Little Penguin Handbook, or the excellent site by Diana Hacker at <http://www.dianahacker.com/resdoc/> to review the mechanics of citing sources.
- Students should also be familiar with the course and college rules about plagiarism: Section 6.6.0 of Fleming's Academic Regulations.

Academic Appeals Process

As per the Academic Regulations, students are required to follow the process of appeals of Academic Decisions as follows:

Appeal the academic decision to the course professor within 5 college business days of receiving the final grade.

Appeal the academic decision to the appropriate coordinator/designate within 5 college business days from the decision above. If the issue remains unresolved after meeting with the program coordinator the student may pursue the formal complaint process.

In situations when a student has a concern regarding the grade assigned to a discrete assignment within a course, the student may informally appeal the grade by discussing with the faculty member who assigned the grade. Distinct assignments cannot be formally appealed but rather can be included as part of a Formal Written Appeal with respect to a final grade.

CLINICAL IIA



LEARN | BELONG | BECOME

Course Number: NRS14

Course Hours: 84

Semester: 2

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Prerequisites:

Clinical I (NRS11)

Nursing Skill Labs I (NRS149)

Field Preparation/Success Strategies (NRS152)

Non-Violent Crisis Intervention (NRS151)

Practical Nursing Theory I (NRS91)

Health Theory (NRS61)

Introductory Pharmacology (NRS65)

Anatomy and Physiology I (SCIE2)

Corequisites:

Pharmacology Applications A(NRS86)

Anatomy and Physiology II(SCIE3)

Health Assessment(NRS153)

Practical Nursing Theory II(NRS92)

Nursing Skill Labs II(NRS150)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.

5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals

Course Description:

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I and II, Nursing Skill Labs I and II, Introductory Pharmacology and Pharmacology Applications and Health Assessment/Labs. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation. Clinical assignment will include: complex continuing care and medical units in hospital settings.

Aim:

The aim of this course is to enable the student to apply the nursing process for the individual experiencing specific stressors.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Identify own learning needs that promote personal and professional development. (CNOETC 111)
2. Apply knowledge of growth and development and specific alterations in health in planning care for individuals and their families. (CNOETC 4, 26)
3. Utilize the nursing process to care for individuals across the lifespan with alterations in health. (CNOETC 2, 20, 28 a-f, 54)
4. Perform nursing care consistent with the College of Nurses of Ontario, Professional Standards. (CNOETC 1, 7 a-b, 42, 45 a-b, 66, 69, 71, 79, 94, 104, 106 a-c, 113 a-f,)
5. Utilize therapeutic communication skills when interacting with clients, family, peers, faculty and health care team members. (CNO TNCR Standard; CNOETC 1, 12, 23, 47, 63, 69-79, 81)
6. Collaborate with members of the health care team and client towards a mutually agreed health outcomes. (CNOETC 29, 32, 55, 70, 80, 93, 96-98)
7. Demonstrate safe preparation and administration of medications. (CNOETC 33)
8. Assist client to identify hospital and community resources which contribute to the individual/families adaptation to an alteration in health. (CNOETC 17)
9. Modify plan of care based on knowledge, skill and judgement, in consultation with clinical teacher, HCT and client. (CNOETC 54)
10. Respond to rapidly changing situations in collaboration with clinical teacher and HC team (CNOETC 56)
11. Perform a client assessment incorporating Gordon's functional abilities as a theory based approach to assessment. (CNOETC 3, 5, 27 a-b)
12. Provides feedback to interprofessional health care team members about client care throughout and at end of shift (CNOETC 98)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
1	Orientation to clinical setting • tour of hospital and clinical unit • introduction to clinical unit staff and clients • clinical unit expectations • assigned learning activities • determine personal learning needs	2, 3, 4	Self Reflection and Goal Setting
2	Nursing care of clients demonstrating: • personal hygiene, foot care, ROM • bed making, positioning • body mechanics • patient ambulation and transfer	1-12	Clinical 2A Pharmacology Exercises Nursing Assessments based on Gordon's Functional Health Patterns
3	Communication skills practised and analyzed in weekly reflective practice anecdotal. Communication of relevant data to health care team. Nursing care documented on appropriate agency forms using SOAP and/or other formats.	1-12	Reflective Practice Anecdotal
4	Care of clients including: • feeding, fluid balance records • vital signs: TPR, B/P, peripheral pulses • bowel and bladder care • topical and bowel related medications	1-12	Interim Performance Appraisal
5	Nursing assessments based on Gordon's Functional Health Patterns	1-12	Pre Clinical Nursing Care Research Assignment
6	Utilization of nursing process for clients experiencing specific stressors • gathering assessment data • identifying potential nursing diagnoses • determining related nursing interventions • evaluation	1-12	Post Clinical Nursing Care Plan
7	Care of clients including: • assessment of respiratory status • IV therapy • surgical dressings Integrate knowledge and skills	1-12	Final Performance Appraisal

Assessment Plan:

Item/Date:	Percent:	Description:
1	P/F	This clinical course will be evaluated on a pass/fail basis. The student and faculty will complete an Interim Performance Appraisal, week 4 and a Final Performance Appraisal at the end of the rotation.

Item/Date:	Percent:	Description:
		The student's progress will be determined by the faculty's observations of the student on the unit as well as assignments such as: • Clinical 2A pharmacology exercises • Pre Clinical nursing care research assignments • Daily nursing assessments based on Gordon's Functional Health Patterns • Post Clinical nursing care plans • Administration of topical, bowel and G-Tube related medications • Weekly reflective practice anecdotal

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's office.

A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements. The College of Nurses may be required to review this documentation.

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook. If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments **MUST BE SUBMITTED**, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

6. CLINICAL

Attendance at clinical orientation is compulsory. Attendance at clinical is necessary in order to successfully meet the clinical learning outcomes. Any absence must be reported to the clinical unit within the agency, prior to the scheduled shift. Attendance is tracked cumulatively and will appear on the student's exit Performance Appraisal.

The College of Nurses of Ontario, "Professional Standards of Nursing Practice" and "Supporting Learners Practice Document" guide student practice.

Clinical Course IIA Learning Outcomes must be met and assignments completed before continuing in the next level of the clinical program.

Course Number: NRS15**Course Hours: 84****Semester: 2**

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca**Course Description:**

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I and II, Nursing Skill Labs I and II, Introductory Pharmacology and Pharmacology Applications and Health Assessment/Labs. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation. Clinical assignment will include complex continuing care and medical units in hospital settings.

Aim:

The aim of this course is to enable the student to apply the nursing process for the individual experiencing specific stressors.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Identify own learning needs that promote personal and professional development. (CNOETC 111)
2. Apply knowledge of growth and development and specific alterations in health in planning care for individuals and their families. (CNOETC 4, 26)
3. Utilize the nursing process to care for individuals across the lifespan with alterations in health. (CNOETC 2, 20, 28 a-f, 54)
4. Perform nursing care consistent with the College of Nurses of Ontario, Professional Standards (CNOETC 1, 7 a-b, 42, 45 a-b, 66, 69, 71, 94, 104, 106 a-c, 113 a-f)
5. Analyze the effect of own communication skills when interacting with clients, family, peers, faculty and health care team members. (CNOETC 60)
6. Collaborate with members of the health care team and the client towards mutually agreed health outcomes. (CNOETC 29, 32, 55, 70, 80, 93, 96-98)
7. Demonstrate safe preparation and administration of medications. (CNOETC 33)
8. Assist the individual and/or family to utilize available hospital and community resources. (CNOETC 17)
9. Identifies clients' health care needs with the goal of achieving mutually agreed health outcomes. (CNOETC 2)

10. Analyzes and interprets initial assessment findings and collaborates with the client in developing approaches to nursing care. (CNOETC 20)
11. Organize workload and develop time-management skills to meet responsibilities (CNOETC 21)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
9	Orientation to clinical setting •tour of hospital and clinical unit •introduction to clinical unit staff and clients •clinical unit expectations •assigned learning activities •determine learning needs	1,2,3,5	Self Reflection and Goal Setting
10	Personal care of clients demonstrating: •personal hygiene, foot care, ROM •bed making, positioning •body mechanics •patient ambulation and transfer	1-11	Clinical Pharmacology Exercises Nursing Assessments based on Gordon's Functional Health Patterns
11	Communication of relevant data to health care team. Nursing care documented on appropriate agency forms using SOAP and/or other formats. Communication skills practised and analyzed in weekly reflective practice anecdotal.	1-11	Reflective Practice Anecdotal
12	Assessments of clients based on Gordon's Functional Health Patterns Research and identify •significance of normal and abnormal test and lab results •rationale for assigned client's medications	1-11	Interim Performance Appraisal
13	Care of clients including: •feeding, IV therapy, fluid balance records •vital signs: TPR, B/P, peripheral pulses •ostomy care •oral, topical, parenteral and G/J tube medications	1-11	Pre Clinical Nursing Care Research Assignment
14	Utilization of nursing process for clients experiencing specific stressors •gathering assessment data •identifying potential nursing diagnoses •determining related nursing interventions •evaluation	1-11	Post Clinical Nursing Care Plan

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
15	Care of clients including: •assessment of respiratory status •surgical dressings Integrate knowledge and skills	1-11	Final Performance Appraisal

Assessment Plan:

Item/Date:	Percent:	Description:
1	P/F	This clinical course will be evaluated on a pass/fail basis. The student and faculty will complete an Interim Performance Appraisal, week 4 and a Final Performance Appraisal at the end of the rotation. The student's progress will be determined by the faculty's observations of the student on the unit as well as assignments such as: • Clinical 2B pharmacology exercises • Pre Clinical nursing care research assignments • Daily nursing assessments based on Gordon's Functional Health patterns • Post Clinical nursing care plans • Weekly reflective practice anecdotal • Administration of medications: oral, topical, G/J tube and parenteral • Drug profile related to medication pass experience

Learning Sequence Additional Comments:

The activities described are not limited to the designated week but are ongoing and cumulative. It is expected that the student will accept responsibility for his/her own learning and request experiences that will assist in the application of theory to practice.

Learning Resources:

Clayton, B., Stock, Y., Cooper, S., (2010). Basic Pharmacology for Nurses, 15th Edition, Elsevier Science Canada

College of Nurses of Ontario, Compendium of Standards of Practice for Nurses in Ontario, (Available on-line -www.cno.org)

D'Amico, D., Barbito, C., Twomey, C., and Harder, N., (2012). Health and Physical Assessment in Nursing, Canadian Edition, Pearson Education

Donatelle, R., Thompson, A., (2011). Health: The Basics, 5th Canadian Edition, Pearson Benjamin Cummings

Gray Morris, D., (2010). Calculate with Confidence, 5th Edition, Elsevier Science Canada

Ignatavicius, D., Workman, M., (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, 6th Edition, Elsevier Science Canada

Ignatavicius, D., Workman, M., (2010). Medical-Surgical Nursing - Critical Thinking Study Guide, 6th Edition, Elsevier Science Canada

Mosby's Dictionary of Medicine, Nursing and Health Professions, (2009). 8th Edition, Elsevier

Mosby's Nursing Drug Reference, (2012). 25th Edition, Elsevier

Pagana, D., Pagana, T., (2010). Mosby's Diagnostic and Laboratory Test Reference, 10th Edition, Mosby

Potter, P., Perry, A., Ross-Kerr, K., Wood, M., (2010). Canadian Fundamentals of Nursing, Revised 4th Edition, Elsevier Canada

Tortora, G., (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology, 8th Edition, Wiley

Assessment Plan:

Item/Date:	Percent:	Description:
1	P/F	This clinical course will be evaluated on a pass/fail basis. The student and faculty will complete an Interim Performance Appraisal, week 4 and a Final Performance Appraisal at the end of the rotation. The student's progress will be determined by the faculty's observations of the student on the unit as well as assignments such as: • Pre Clinical nursing care research assignments • Daily nursing assessments based on Gordon's Functional Health Patterns • Post Clinical nursing care plans • Weekly reflective practice anecdotes • Administration of medications: oral, topical, G/J tube and parenteral • Drug profile related to medication pass experience

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's office. A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements.

Exemptions contact for this course:

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook. If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments

are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors

on all assignments.

6. CLINICAL

Attendance at clinical orientation is compulsory.

Attendance at clinical is necessary in order to successfully meet the clinical learning outcomes.

Any absence must be reported to the clinical unit within the agency, prior to the scheduled shift.

Attendance is tracked cumulatively and will appear on the student's exit Performance Appraisal.

The College of Nurses of Ontario, "Professional Standards of Nursing Practice" and "Supporting Learners Practice Document" guide student practice

Clinical Course IIB Learning Outcomes must be met and assignments completed before continuing in the next level of the clinical program.

PHARMACOLOGY APPLICATIONS A



LEARN | BELONG | BECOME

Course Number: NRS86

Course Hours: 15

Semester: 2

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course builds on Introductory Pharmacology to enable the student to safely and competently administer medications in a clinical setting. Concepts will include utilization of the nursing process in the administration of medications. This course also explores the drug classification system.

Prerequisites:

Clinical I (NRS81)

Introductory Pharmacology (NRS65)

Nursing Skill Labs I (NRS149)

Anatomy and Physiology I (SCIE2)

Practical Nursing Theory I (NRS91)

Health Theory (NRS61)

Non-Violent Crisis Intervention (NRS151)

Field Preparation/Success Strategies (NRS152)

Corequisites:

Clinical IIA(NRS14)

Practical Nursing Theory II(NRS92)

Anatomy and Physiology II(SCIE3)

Health Assessment(NRS153)

Nursing Skill Labs II(NRS150)

Clinical IIB(NRS15)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
4. Manage oneself and one's resources to achieve goals

Aim:

The aim of this course is to enable the student to utilize the drug classification system and to safely prepare and administer medications and intravenous solutions in a health care setting.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Describe the drug classification system and develop beginning knowledge of specific pharmacological drug categories. (CNOETPC 6)
2. Identify steps of the nursing process for the safe preparation and administration of oral and parenteral medications. (CNOETPC 20, 33)
3. Continue to explore and employ Medication Standards outlined by the College of Nurses of Ontario. (CNOETPC 37, 42)
4. Explain the principles of intravenous therapy, including common solutions, appropriate delivery techniques, calculation of drip rates and recognition of potential complications. (CNOETPC 6, 33)
5. List the therapeutic action, common adverse effects of medications within specific drug classifications. (CNOETPC 6)
6. Integrate theoretical knowledge of medications into the clinical practice setting. (CNOETPC 26, 27, 36)

Additional Learning Outcomes Comments:

College of Nurses of Ontario Entry to Practice Competencies (CNOETPC) are identified beside each learning outcome above.

CNO Practice Standards: Medication Revised 2008

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
1	Introduction to the Pharmacology Applications A Course. Drug Classifications and researching medications Drug Classification: Antianxiety Agents and Anxiolytics Clayton: Chapter 14 and 16 Mosby's 2012 Nursing Drug Reference	1,2,3	Class participation and discussion

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
2	Introduction to IV Therapy and Calculations Complications of IV Therapy Clayton: Chapter 12 Gray Morris: Chapter 21 and 22	2,3,4	Class participation and discussion
3	Drug Classification: Anti-inflammatory medications and antipyretics Clayton: Chapter 20, pp. 325-334 and Chapter 38 Mosby's 2012 Nursing Drug Reference Reconstitution of Medications Gray Morris: Chapter 19	1,2,3	Class participation and discussion Practice Quiz
4	Test #1 - all content to date	1,2,3,4	Test # 1 - 20%
5	Drug Classification: GI Medications: antacids, antiemetics, emetics, antiulcer agents, laxatives, antidiarrheals Clayton: Chapter 33, 34, 35 Mosby's 2012 Nursing Drug Reference	1,2,3	Class participation and discussion
6	Pediatric Calculations Gray Morris: Chapter 25	2,3	Class participation and discussion Practice Quiz
7	Test # 2 - all content to date	1,2,3,4	Test # 2 - 25%
8	Drug Classification: Antihistamines, Epinephrine Clayton: Chapter 30, pp. 468-473 Mosby's 2012 Nursing Drug Reference	1,2,3	Class participation and discussion
9	Drug Classification: Antimicrobial and Antiviral medications. Clayton: Chapter 46 Mosby's 2012 Nursing Drug Reference	1,2,3	Class participation and discussion
10	Drug Classification: Parenteral and Oral Antidiabetic Medications. Clayton: Chapter 36 Gray Morris: Chapter 20 Mosby's 2012 Nursing Drug Reference	1,2,3	Class participation and discussion Practice Quiz
11	Test # 3 - all content to date	1,2,3,4	Test # 3 - 25%
12	Drug Classification: Anticoagulants Clayton: Chapter 27 Gray Morris: Chapter 23 Mosby's 2012 Nursing Drug Reference	1,2,3	Class participation and discussion
13	Drug Classification: Analgesics: Opiate agonists and antagonists; nonopiate analgesics	1,2,3	Class participation and discussion

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Clayton: Chapter 20 Mosby's 2012 Nursing Drug Reference		
14	Final Comprehensive Test - all content to date	1,2,3,4	Final Comprehensive Test - 30%

Learning Resources:

Clayton, B., Stock, Y., Cooper, S., (2010). Basic Pharmacology for Nurses, 15th Edition, Mosby

College of Nurses of Ontario, Compendium of Standards of Practice for Nurses in Ontario
(Available at www.cno.org)

D'Amico, D., Barbito, C., Twomey, C., and Harder, N., (2012). Health and Physical Assessment in Nursing, Canadian Edition, Pearson Education

Donatelle, R., Thompson, A., (2011). Health: The Basics, 5th Canadian Edition, Pearson Benjamin Cummings

Gray Morris, D., (2010). Calculate with Confidence, 5th Edition, Elsevier Science Canada

Ignatavicius, D., Workman, M., (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, 6th Edition, Elsevier Science Canada

Ignatavicius, D., Workman, M., (2010). Medical-Surgical Nursing-Critical Thinking Study Guide, 6th Edition, Elsevier Science Canada

Mosby's Dictionary of Medicine, Nursing and Health Professions, (2009). 8th Edition, Elsevier

Mosby's Nursing Drug Reference, (2012). 25th Edition, Elsevier

Pagana, D., Pagana, T., (2011). Mosby's Diagnostic and Laboratory Test Reference, 9th Edition, Mosby

Potter, P., Perry, A., Ross-Kerr, J., Wood, M., (2010). Canadian Fundamentals of Nursing, Revised 4th Edition, Elsevier Canada

Tortora, G., (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology, 8th Edition, Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
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Item/Date:	Percent:	Description:
Week 4	20	Test #1
Week 7	25	Test #2
Week 11	25	Test # 3
Week 14	30	Final Comprehensive Test

Additional Assessment Comments:

This course will require a grade of 50% to pass.

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's office

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written

within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments **MUST BE SUBMITTED**, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is

similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

All aspects of this course must be attempted to achieve a final grade. Tests may include content of one or more concepts. It is mandatory to write the final comprehensive test. This test may include all theory taught within this course.

PRACTICAL NURSING THEORY II



LEARN | BELONG | BECOME

Course Number: NRS92

Course Hours: 45

Semester: 2

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course introduces the student to the theoretical foundation of stress and adaptation. The concepts include application of the nursing process related to defence mechanisms and specific stressors. The drug classification system including specific pharmacotherapeutics will be included with each concept. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Prerequisites:

Clinical I (NRS91)

Anatomy and Physiology I (SCIE2)

Nursing Skill Labs I (NRS149)

Practical Nursing Theory I (NRS91)

Health Theory (NRS61)

Introductory Pharmacology (NRS65)

Non-Violent Crisis Intervention (NRS151)

Field Preparation/Success Strategies (NRS152)

Corequisites:

Clinical IIA(NRS14)

Nursing Skill Labs II(NRS150)

Health Assessment(NRS153)

Anatomy and Physiology II(SCIE3)

Pharmacology Applications A(NRS86)

Clinical IIB(NRS15)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
4. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
5. Manage oneself and one's resources to achieve goals

Aim:

The aim of this course is to enable the student to have knowledge of the defence mechanisms within the body and to apply the nursing process for clients experiencing specific stressors.

The curriculum threads of nutrition, growth and development, communication, physical, psychosocial, cultural and spiritual needs are integrated throughout.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Examine stress and adaptation responses as homeostatic mechanisms within the context of nursing. (CNOETC 5)
2. Apply knowledge of internal and external defence mechanisms. (CNOETC 6)
3. Apply the nursing process as a framework for the client experiencing specific stressors. (CNOETC 106)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
1	Orientation to semester 2 Introduction to Defence Mechanisms Stress and Adaptation and related nursing interventions. Reading: Potter and Perry: Chapter 30	1, 2	Class participation and discussion
2	Skin and Mucous Membranes. Reading: Potter and Perry: Chapter 32, pp. 561-566 & Chapter 38, pp. 830-838 Iggy: Chapter 26	1, 2,3	Class participation and discussion
3	Inflammation. Reading: Potter & Perry: Chapter 33, pp. 640-643	1, 2,3	Class participation and discussion

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Iggy: Chapter 19		
4	Thursday - Immune Response. Reading: Iggy: Chapter 19 Friday - Test #1 (20%)	1, 2	Friday Test#1 (20%) Class participation and discussion
5	GI Response. Reading: Potter and Perry: Chapter 43 pp. 1046-1048; Chapter 45 pp. 1118-1126 Iggy: Chapter 55	1, 2, 3	Class Participation and discussion
6	Protective Senses Reading: Potter and Perry: Chapter 48 Protective Reflexes Reading: Iggy: Chapter 43 pp. 940-941; Tortora pp. 776-779	1, 2	Class participation and discussion
7	Thursday - Hypo/Hyperglycemia Reading: Potter & Perry: Appendix B, pp. 1377, 1378 & 1385 Iggy: Chapter 25 Friday - Test # 2	1, 2, 3	Friday Test #2 (25%) Class participation and discussion
8	Independent Learning Week		
9	Hypo/Hyperglycemia Reading: Potter & Perry: Appendix B pp. 1377, 1378, 1385 Iggy: Chapter 67	1,2,3	Class Participation and Discussion
10	Infection Reading: Potter and Perry, Chapter 33 Iggy: Chapter 25	1, 2, 3	Class participation and discussion
11	Trauma - Skin & Wound Integrity - Surgical Client Potter and Perry Chapter 47 & 49 Iggy: Chapter 16, 17 & 18	1, 2, 3	Class participation and discussion
11	Trauma - Skin & Wound Integrity - Surgical Client cont'd Potter and Perry Chapter 47 & 49 Iggy: Chapter 16, 17 & 18	1, 2, 3	Class participation and discussion
12	Thursday: Pain Reading: Potter and Perry: Chapter 42 Iggy: Chapter 5 Friday - Test #3 (25%)	1, 2, 3	Friday Test # 3 (25%)
13	Pain Reading: Potter and Perry: Chapter 42 Iggy: Chapter 5	1, 2, 3	Class participation and discussion
14	Loss, Grief, Death and Dying Reading: Potter & Perry: Chapter 29 Iggy: Chapter 9	1,2,3	Class participation and discussion
15	Friday: Nursing Theory II Final Comprehensive Test (30%)	1, 2, 3	Final Comprehensive

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
			Test - 30%

Learning Resources:

Clayton, B., Stock, Y., Cooper, S., (2010). Basic Pharmacology for Nurses, 15th Edition, Mosby

College of Nurses of Ontario, Compendium of Standards of Practice for Nurses in Ontario.
(Available online - www.cno.org)

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Tortora, G., (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology, 8th Edition, Wiley

Assessment Plan:

Item/Date:	Percent:	Description:
Week 4	25	Term Test #1
Week 7	20	Term Test #2
Week 11	25	Term Test #3
Week 14	30	Final Comprehensive Test

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office.

A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements. The College of Nurses of Ontario may be required to review this documentation.

Joan Ayre, Office 438C, Phone: 705-749-5530 Ext. 1475, joayre@flemingc.on.ca

Coordinator: Judy Osborne Office: 207A, Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

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Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum

mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

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2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments **MUST BE SUBMITTED**, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

All aspects of this course must be attempted to achieve a final grade. Tests may include content of one or more concepts. It is mandatory to write the final comprehensive test. This test may include all theory taught within this course.

NURSING SKILL LABS II



LEARN | BELONG | BECOME

Course Number: NRS150

Course Hours: 30

Semester: 2

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course is designed to provide the student with the theory and practical skills required to provide nursing care for patients in complex continuing care and medical settings. Simulated patient care situations, case studies and application of specific nursing skills will form the basis of this course. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Prerequisites:

Non-Violent Crisis Intervention (NRS151)

Field Preparation/Success Strategies (NRS152)

Anatomy and Physiology I (SCIE2)

Clinical I (NRS11)

Nursing Skill Labs I (NRS149)

Practical Nursing Theory I (NRS91)

Introductory Pharmacology (NRS65)

Health Theory (NRS61)

Corequisites:

Clinical IIA(NRS14)

Clinical IIB(NRS15)

Health Assessment(NRS153)

Anatomy and Physiology II(SCIE3)

Practical Nursing Theory II(NRS92)

Pharmacology Applications A(NRS86)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals

Aim:

The aim of this course is to apply the art and science of nursing interventions to achieve maximum client outcomes.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Choose appropriate equipment and procedures to implement nursing interventions including the verification and clarification of procedures, policies and orders. (CNOETC 31)
2. Safely implement a variety of psychomotor nursing skills. (CNOETC 47)
3. Document client care information using appropriate and accurate terminology while respecting confidentiality of records. (CNOETPC 7b, 42)
4. Maintain clients' rights by obtaining consent prior to initiating nursing care (CNOETP 7a)
5. Organize workload and develop time-management skills to meet responsibilities (CNOETP 21)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1 2 hours	Introduction to Skills Lab; Report and Shift assessment: Pulse Oximetry; Oxygen therapy/Incentive Spirometry/Sputum Collection	1-5	hands on skills demonstration
Week 2 2 hours	Intravenous Therapy	1-5	hands on skills demonstration
Week 3 2 hours	Surgical Asepsis, Simple Dressings	1-5	hands on skills demonstration
Week 4 2 hours	J Tubes/G Tubes Nutrition	1-5	hands on skills demonstration

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 5 2 hours	Theory Test #1: 10% Ostomy Care		Theory Test #1: 10% hands on demonstration
Week 6 2 hours	Midterm Practicum Testing - 25%	1-5	Midterm Practicum Test: 25%
Week 7	Family Day		
Week 8	Independent Learning Week		
Week 9 2 hours	Oral Medications (including J & G tube) 1/2 Class	1-5	hands on skills demonstration
Week 10 2 hours	Oral Medications (including J & G tube) 1/2 Class	1-5	hands on skills demonstration
Week 11 2 hours	Theory Test #2 - 10% Practice Lab		Theory Test#2 10% Practice Lab
Week 12 2 hours	Subcutaneous Injections	1-5	hands on skills demonstration
Week 13 2 hours	Intramuscular Injections	1-5	hands on skills demonstration
Week 14	Final Comprehensive Practicum Test: 30%		Final Comprehensive Practicum Test: 30%
Week 15	Final Comprehensive Theory Test: 25%		Final Comprehensive Test: 25%

Learning Sequence Additional Comments:

The activities described are not limited to the designated week but are ongoing and cumulative. It is expected that the student will accept responsibility for her/his learning and request experiences that will assist in the application of theory to practice.

Learning Resources:

Ateah, C., et al, (2009). Human Development, 2nd Canadian Ed. Nelson: Human Growth and Development Course Notes.

Clayton, B. D., Stock, Y.N., Cooper, S.E. (2010). Basic Pharmacology for Nurses 15th ed., Mosby.

College of Nurses of Ontario. Compendium of Standards of Practice for Nurses in Ontario. (Available online - www.cno.org)

D'Amico,D.,Barbitto,C., Twomey,C. & Harder,N. (2012). Health and Physical Assessment in Nursing (Canadian Edition). Pearson Education.

Davis' Drug Guide for Nurses (2009) 12th ed., F.A.Davis Company

Donatelle, R. (2011). Health: The Basics, (4th Canadian edition). Pearson Benjamin Cummings.

Gray Morris, D. (2010). Calculate with Confidence, (5th ed.), Elsevier Science Canada.

Ignatavicius, D. D., Workman, M. L. (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, (6th ed.). Saunders.

Ignatavicius, D.D., Workman, M.L. (2010). Medical-Surgical Nursing - Critical Thinking Study Guide, (6th ed.). Saunders.

Pagana, D.K., Pagana, T. J. (2011). Mosby's Diagnostic and Laboratory Test Reference (9th ed.), Mosby.

Potter, P.A., Perry, A.G., Ross-Kerr, J.C., Wood, M.J. (2010). Canadian Fundamentals of Nursing (Revised 4th ed.). Elsevier Canada.

Stedman's Medical Dictionary for the Health Professions and Nursing (2008)(6th ed.). Lippincott, Williams and Wilkins.

Tortora, G. J. (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology + Wiley Plus, 8th ed., Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
Week 6	15	Theory Test #1
Week 7	20	Midterm Practicum Test
Week 11	15	Theory Test #2
Week 15	30	Final Comprehensive Practicum Test: Mandatory Pass
Week 15	20	Final Comprehensive Theory Test

Additional Assessment Comments:

Lab content will be evaluated by written and practical tests. The final practical test is a mandatory pass. Students who are unsuccessful with the final practical test may be given an opportunity for a supplemental final practical test if they are passing all components of the nursing skills lab course to date.

Written tests may be multiple choice and/or short answer. Tests may be comprehensive in content.

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office

A nursing faculty committee may review a learner's past achievements to determine credits and placement in the nursing program. Learner's are required to obtain documentation indicative of previous achievements.

Andrea Mowry, Office 438C, Email: amowry@flemingc.on.ca

Exemptions contact for this course:

Coordinator: Judy Osborne Office: 207A, Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments **MUST BE SUBMITTED**, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

6. LAB

In order for students to perform a skill safely in the clinical setting it is essential that each skill is practiced and assessed in the skill lab environment. Students may not perform a skill in the clinical setting until they have completed the lab and have demonstrated the ability to safely perform that skill in the simulated setting. Labs that are missed will be made up at a mutually agreed upon time.

All skills must be completed before practical testing. All aspects of the Nursing Skill Labs II course must be attempted to achieve a final grade. The final comprehensive test may include all related theory and skills.

Course Number: NRSG153**Course Hours: 60****Semester: 2**

Coordinator: Judy Osborne Office: 207A
Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A
Email: ckelsey@flemingc.on.ca

Course Description:

This course introduces the student to the theoretical knowledge necessary to assess the physical, psychological, socio-cultural and spiritual experience of individuals across the lifespan. The student will use skills of observation, interviewing, inspection, auscultation and palpation to collect data. The student will have an opportunity to demonstrate and practice the specific health assessment concepts and/or skills in a lab setting. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Prerequisites:

Clinical I (NRSG11)
Anatomy and Physiology I (SCIE2)
Field Preparation/Success Strategies (NRSG152)
Health Theory (NRSG61)
Practical Nursing Theory I (NRSG91)
Nursing Skill Labs I (NRSG149)
Non-Violent Crisis Intervention (NRSG151)
Introductory Pharmacology (NRSG65)

Corequisites:

Clinical IIA(NRSG14)
Clinical IIB(NRSG15)
Practical Nursing Theory II(NRSG92)
Nursing Skill Labs II(NRSG150)
Anatomy and Physiology II(SCIE3)
Pharmacology Applications A(NRSG86)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals

Aim:

The aim of this course is to enable the student to apply the art and skill of health assessment.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Identify the role of the RPN in health assessment across the lifespan. (CNOETPC 45)
2. Utilize appropriate communication strategies to interview and obtain pertinent client information from the client, family and collaboratively with the interprofessional care providers. (CNOETPC 1, 12, 23, 38, 47, 60)
3. Articulate the importance of maintaining client confidentiality and right to privacy, dignity and client choice. (CNOETPC 7, 68)
4. Choose the equipment and procedures needed for health assessment of a client based on theoretical knowledge, collaboration with clinical teacher and other resources. (CNOETPC 10)
5. Perform a complete physical assessment of a client using an organized model including Gordon's functional abilities. (CNOETPC 3,5)
6. Analyze client information in order to develop a nursing care plan.
7. Document information using appropriate and accurate terminology. (CNOETPC 30, 31, 42, 110, 113, 117)
8. Integrate client's psychosocial, environmental, economic, cultural factors into physical assessment findings. (CNOETPC 6, 15, 17, 19, 41, 50, 63)
9. Formulates clinical judgement based on a variety of assessment findings and client needs and priorities. (CNOETPC 18, 19, 30)
10. Analyzes and interprets initial assessment findings and collaborates with the client in developing approaches to nursing care. (CNOETPC 28)
11. Present nursing knowledge regarding the client in interprofessional health care team interactions using SBAR format and principles of effective communication. (CNOETPC 29, 48, 61, 70, 97, 98)

Additional Learning Outcomes Comments:

College of Nurses of Ontario Entry to Practice Competencies (CNOETPC) are identified beside each learning outcome above.

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Lec: Introduction to Health Assessment Theory, The Health History Interview and Physical Exam D'Amico & Barbarito Chapters 7 & 10 Lab: Introduction to Health Assessment, The Health History Interview & Computerized Documentation of Nursing Home Client	1,2,3,4,5,6,7	Class participation
Week 2	Lec & Lab: Respiratory System Assessment D'Amico & Barbarito Chapter 6, 7 & 15	1,2,3,4,5,6,7	Class participation
Week 3	Lec & Lab: Cardiac and Peripheral Vascular System Assessments D'Amico & Barbarito Chapter 6, 7, 17 & 18	1,2,3,4,5,6,7	Class participation
Week 4	Lec & Lab: Abdomen & Urinary Systems Assessment D'Amico & Barbarito Chapter 6, 7, 19 & 20	1,2,3,4,5,6,7	Class participation
Week 5	Lec: Test # 1 - 20% Lab: Mental Health D'Amico & Barbarito Chapter 5, 6 & 7	1,2,3,4,5,6,7	Theory Test # 1 - 20% Class participation
Week 6	Lec & Lab: Head, Neck, Skin, Hair, Nails D'Amico & Barbarito Chapter 6, 11 & 12	1,2,3,4,5,6,7	Class participation
Week 7	Lec: Nutrition Assessment D'Amico & Barbarito Chapter 9 Lab: Practicum Test # 1 20%	1,2,3,4,5,6,7	Class participation Practicum Test # 1 - 20%
Week 8	Independent Learning Week		
Week 9	Lec & Lab: Eyes, Ears, Nose, Mouth and Throat System Assessment D'Amico & Barbarito Chapters 6, 13 & 14	1,2,3,4,5,6,7	Class participation
Week 10	Lec & Lab: Neurologic System Assessment D'Amico & Barbarito Chapters 6, 13, 14 & 24	1,2,3,4,5,6,7	Class participation
Week 11	Lec: Test #2 - 15% Lab: Nutritional System Assessment D'Amico & Barbarito Chapter 9 and Appendix G, Homework Assignments	1,2,3,4,5,6,7	Theory test # 2 - 15% Lab Class participation
Week 12	Lec & Lab: Musculoskeletal System Assessment D'Amico & Barbarito Chapter 23	1,2,3,4,5,6,7	Class Participation
Week 13	Lec & Lab: Male & Female Reproductive System Assessments D'Amico & Barbarito Chapters 16, 21, 22 & 26	1,2,3,4,5,6,7	Class participation

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 13	Lab: Good Friday Holiday	1,2,3,4,5,6,7	Good Friday Holiday
Week 14	Lec: Final Comprehensive Theory Test - 20% Lab: Head to Toe Assessment, Practice	1,2,3,4,5,6,7	Final Theory Test - 20% Class participation
Week 15	Lec: Review Lab: Final Practicum Test - 25% (Mandatory Pass)		Final Practicum Test - 25% Class

Learning Sequence Additional Comments:

Lecture Faculty: Betty Deschenes (Front seven weeks)

Lecture Faculty: Julie Huschilt (Back seven weeks)

Lab Tech: Gwen Parkes

Learning Resources:

Ateah, C., et al, (2009). Human Development, (2nd ed Canadian. Nelson: Human Growth and Development Course Notes

Clayton, B.D., Stock, Y.N., Cooper, S.E.(2010). Basic Pharmacology for Nurses, (15th ed.). Mosby

College of Nurses of Ontario, (2008). Compendium of Standards of Practice for Nurses in Ontario, (available online)www.cno.org

D'Amico, D., Barbarito, C., Twomey, C & Harder, N (2012). Health & Physical Assessment in Nursing, Canadian Edition. Pearson, Prentice Hall, New Jersey

Davis's Drug Guide for Nurses,12th ed. F.A. Davis Company

Donatelle, R., (2011). Health: The Basics, (5th Canadian Edition). Pearson Benjamin Cummings.

Gray Morris, D. (2010). Calculate with Confidence, (5th ed.). Elsevier Science Canada.

Ignatavicius, D. D., & Workman, M. L., (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, (6th ed.). Elsevier Science Canada

Ignatavicius, D. D., & Workman, M. L., (2010). Medical-Surgical Nursing-Critical Thinking Study Guide, (6th ed.). Elsevier Science Canada

Pagana,D.K. & Pagana,T.J. (2011). Mosby's Diagnostic and Laboratory Test Reference, (9th ed.). Mosby

Potter, P.A., Perry, A. G., Ross-Kerr, J. C., Wood, M. J. (2009). Canadian Fundamentals of Nursing, (Revised 4th ed.). Elsevier Canada

Stedman's Medical Dictionary for Health Professions and Nursing (2008). (6th ed.) Lippincott Williams & Wilkins

Tortora, G.J. (2010). Introduction to the Human Body: The Essentials of Anatomy & Physiology and Wiley Plus (8th ed.)Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
Week 5	20	Written Theory Test #1
Week 7	20	Practicum Test #1
Week 11	15	Written Theory Test # 2
Week 14	20	Comprehensive Theory Test
Week 15	25	Comprehensive Practicum Test Mandatory Pass

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

PLAR options, please contact the Registrar's Office

Faculty:

Betty Deschenes, Office 438D
Telephone 705-749-5530 Ext. 1379
email: bdeschen@flemingc.on.ca

Julie Huschilt, Office 205
Telephone 705-749-5530 Ext. 1625
email: jhuschilt@flemingc.on.ca

Coordinator: Judy Osborne Office: 207A
Email: juosborn@flemingc.on.ca

Exemptions contact for this course:

Coordinator: Judy Osborne Office: 207A
Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and the mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments **MUST BE SUBMITTED**, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when

absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

In order for students to perform a skill safely in the clinical setting it is essential that each skill is practiced and assessed in the skills lab environment. Students may not perform a skill in the clinical setting until they have completed the lab and have demonstrated the ability to safely perform that skill in the simulated setting. Labs that are missed will be made up at a mutually agreed upon time. All skills must be completed before practical testing.

All aspects of the Lab Component of the Health Assessment Course must be attempted to achieve a final grade.

Lab and Theory tests may include theory and skill content related to more than one lab and lecture.

Final comprehensive lab test may include all Health Assessment related theory and skills.

INTRODUCTION TO PSYCHOLOGY



LEARN | BELONG | BECOME

Course Number: SOCI36

Course Hours: 45

Semester: 2

Coordinator: Roberta Legacy Office: 5905
Email: rlegacy@flemingc.on.ca

Dean: Ann Drennan Office: 5923
Email: adrennan@flemingc.on.ca

Course Description:

This course offers a systematic approach to exploring human behaviour. The concepts and empirical findings are examined using a variety of theoretical approaches. Major topics include perception, motivation, learning, memory, intelligence, and personality.

Prerequisites: None.

Corequisites: None.

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
4. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
5. Manage oneself and one's resources to achieve goals

General Education Themes:

Personal Understanding: Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose, allowing students the opportunity to study institutionalized human social behaviour in a systematic way.

Aim:

To provide an overview of the fundamentals of psychology so that learners can apply this knowledge to their personal and professional lives.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Demonstrate knowledge of major concepts, theoretical perspectives and empirical findings in accordance with the American Psychological Association (APA) guidelines.
2. Apply basic research methodology in psychology per APA guidelines
3. Apply psychological principles to his or her personal and professional life in accordance with APA guidelines.
4. Practice critical and creative thinking, sceptical inquiry, and, when possible, the scientific approach to solve problems related to behaviour and mental processes in accordance with APA guidelines

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Topic 1	Domain I (Methods):Introduction to Psychology and Critical Thinking	1,2,3,4	Quiz, Critical Thinking Application, Psychology in Your Life Assignment
Topic 2	Domain I (Methods):Critical Thinking and Research Methods	1,2,3,4	Quiz, Critical Thinking Application, Psychology in Your Life Assignment
Topic 3	Domain II (Cognitive):Memory	1,2,3,4	Quiz, Critical Thinking Application, Psychology in Your Life Assignment
Topic 4	Domain II (Cognitive):Learning: Classical Conditioning	1,2,3,4	Quiz, Critical Thinking Application, Psychology in Your Life Assignment
Topic 5	Domain II (Cognitive):Learning: Operant Conditioning	1,2,3,4	Quiz, Critical Thinking Application, Psychology in Your Life Assignment
Topic 6	Domain III (Biopsychological): Health, Stress and Healthy Living	1,2,3,4	Quiz, Critical Thinking Application, Psychology in Your Life Assignment
Topic 7	Domain III (Biopsychological): Biology	1,2,3,4	Quiz, Critical Thinking Application, Psychology in Your Life Assignment
Topic 8	Domain IV (Developmental): Personality - Part 1	1,2,3,4	Quiz, Critical Thinking Application, Psychology in Your Life Assignment
Topic 9	Domain IV(Developmental): Personality - Part 2	1,2,3,4	Quiz, Critical Thinking Application, Psychology in Your Life Assignment

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Topic 10	Domain V (Variations in Individual and Group Behaviour): Disorders Part 1	1,2,3,4	Quiz, Critical Thinking Application, Psychology in Your Life Assignment
Topic 11	Domain V (Variations in Individual and Group Behaviour): Disorders Part 2	1,2,3,4	Quiz, Critical Thinking Application, Psychology in Your Life Assignment

Learning Sequence Additional Comments:

The Learning Sequence is structured using the 5 Domains outlined in the APA Guidelines. For the actual week to week detail of the course, please refer to the course calendar that your seminar leader will provide to you in the first two weeks of class. Each seminar will have its own calendar that specifies the due dates for each assessment piece, readings and other important day to day information please use this resource.

Learning Resources:

Text: (required)

Huffman, K., Younger, A. & Vanston, C. (2010). Visualizing psychology. Canadian Edition. Mississauga: Wiley.

The Student Companion Site for Visualizing Psychology has many resources that students may find helpful in preparing for quizzes and other assessments.

<http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0471767964&bcsId=3563>

Students need to access Preparation Guides for each lecture. It is expected that students will complete the Preparation Guide before coming to their scheduled lecture time. The guides will be posted in WebCT 72 hours prior to the lecture. These Preparation Guides will be extremely helpful in preparing students for their weekly quizzes. Students may choose to download the file or print a hard copy. It is recommended that students bring the completed Preparation Guide to both their lecture and seminar classes.

Assessment Plan:

Item/Date:	Percent:	Description:
Weekly Quizzes	40	10 weekly quizzes at 4% each (15 multiple choice questions) on the ideas of the week. To learn about these ideas students MUST complete the Preparation Guide and attend lecture. Quizzes will be given at the beginning of each seminar.
Critical Thinking Applications	35	Two individually written critical thinking applications will be completed in class. The first will be worth 15% and the second will be worth 20%.

Psychology in Your Life Assignment	25	Individually produced project that encourages students to demonstrate how psychology is relevant to their lives. Students will be given a variety of options to demonstrate this knowledge.
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Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Please contact the Registrar's Office if you are interested in completing a PLAR for this course.

Exemptions contact for this course:

For further information contact Tara Meldrum, tmeldrum@flemingc.on.ca or Roberta Legacy, rlegacy@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. Regular attendance in lecture and seminars is required for success. If you are experiencing difficulty with any aspect of the course, you are strongly encouraged to consult your professor in person, by e-mail or voice-mail.
2. Handouts may be distributed during lectures and/or seminars. Since students are expected to be present, it becomes the student's responsibility to obtain such handouts from other students. Preparation Guides will be posted on WebCT, students are expected to complete them prior to lecture.
- 3 Guidelines for all assessments will be provided by your seminar professor.
4. Students will NOT be allowed to use electronic devices in class or seminar unless they are being used specifically for student learning. If students are in violation of this rule during lecture or seminar, they will be asked to leave.
5. The student is responsible for keeping a copy of all submitted work and records of all work in case of a dispute. Students are also encouraged to check WebCT's gradebook frequently and to notify their professor immediately should any errors or discrepancies be noticed. For further clarification, refer to the Student's Rights and Responsibilities document (policy 3-326).

6. ASSESSMENT POLICY

Quizzes will occur weekly in seminar. Students are expected to be in attendance for each quiz or they will be assigned a grade of zero. Students who come late to class and miss the quiz will also be assigned a grade of zero. If students arrive after a quiz has started, they will not be given extra

time to complete the quiz. If students are going to be absent, they must notify their professor in advance in order to be given consideration for accommodation.

There will be two in class written Critical Thinking Applications (CTA). Students are expected to be in attendance for each CTA or they will be assigned a grade of zero. Students who come late to class and miss the CTA will also be assigned a grade of zero. If students arrive after a CTA has started, they will not be given extra time to complete the CTA. If students are going to be absent, they must notify their professor in advance in order to be given consideration for accommodation. The Psychology in Your Life Assignment will be due at the beginning of seminar on the specified due date. A penalty of 10% per day will be applied to the assignment if it is not submitted by the original due date. An assignment more than three days late will receive a grade of zero ("0") Your professor will make special arrangements for accommodations for valid reasons only. You may be required to provide medical/legal documentation of your absence. Other extenuating circumstances will be discussed on an individual basis.

7. The professor reserves the right to deduct marks for spelling/grammar/communication skills evident on any assignment. This is to ensure that communication skills which are appropriate to the program of study are developed. All course work should be prepared and presented in a professional manner.

8. Appeal of grades should follow process as outlined in academic regulations. (article 6.2.3)

9. ACADEMIC INTEGRITY

The College views very seriously any form of academic dishonesty, such as plagiarism, submission of work for which credit has already been received; cheating, impersonation; falsification or fabrication of data; the acquisition of confidential materials, e.g., examination papers; misrepresentation of facts; altering transcripts or other official documents.

10. PLAGIARISM

In essence, plagiarism is the submission for credit of work taken without due documentation from an existing source. One form of plagiarism involves direct incorporation, without proper credit, of phrases, passages of text, images, or data of any kind from an existing source. A second form involves using data or information without proper credit (even though the incorporated information is paraphrased or otherwise not in direct form).

A plagiarized assignment will receive a grade of zero.

The following site is recommended to review the mechanics of citing sources.

<http://www.dianahacker.com/resdoc/>

Know the course and college rules about plagiarism Section 6.6.0 of Fleming's Academic Regulations.

11. LEARNING SUCCESS STRATEGIES

We encourage students who require learning accommodations to bring their accommodation requirements to the attention of your professor at the beginning of the semester so that we can better meet your needs

ANATOMY AND PHYSIOLOGY II



LEARN | BELONG | BECOME

Course Number: SCIE3

Course Hours: 60

Semester: 2

Coordinator: Kathryn Jarvis Office: 435D
Email: kjarvis@flemingc.on.ca

Coordinator: Adedayo Adeeko Office: 415
Email: aadeeko@flemingc.on.ca

Dean: Carol Kelsey Office: 438A
Email: ckelsey@flemingc.on.ca

Additional Comments: This course is a pre-requisite for subsequent core courses. A passing grade is necessary to continue in the program.

Course Description:

This course is designed to provide the student with an understanding of human anatomy and physiology as they pertain to the following systems: Nervous, Special Senses, Endocrine, Immune, Respiratory, Urinary, Fluids & Electrolytes/Acid-Base, Reproductive including Pregnancy & Birth.

Prerequisites: Anatomy and Physiology I (SCIE2) **Corequisites:** None.

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
4. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
5. Manage oneself and one's resources to achieve goals

Aim:

The aim of this course is to enable the learner to know and understand the anatomy and physiology of selected systems of the human body and how they are interrelated.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Demonstrate the ability to use basic medical terminology appropriate to the body systems and functions studied, in order to communicate effectively. (CNOETC 12)
2. Describe the structural and functional organization of the human body at the cellular and tissue level as they pertain to the area being studied. (CNOETC 6)
3. Identify the organ systems of the human body and the major components of each system being studied. (CNOETC 6)
4. Locate and describe anatomical and physiological aspects within the various areas being studied. (CNOETC 6)
5. Identify and solve basic clinical problems using relevant anatomical and physiological information. (CNOETC 6)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Lab: Neurophysiology Lecture: Neurophysiology	1-5	Tests 1 & Final
Week 2	Lab: Spinal Cord and Spinal Nerves Lecture: Spinal Cord & Spinal Nerves	1-5	Tests 1 & Final
Week 3	Lecture: Brain & Cranial Nerves	1-5	Tests 1 & Final
Week 4	Lab: Autonomic Nervous System Lecture: Test #1 Complete ANS	1-5	Tests 2 & Final
Week 5	Lab: Endocrine System **Special Senses Independent Study Due at the beginning of lab. Lecture: Endocrine System	1-5	Tests 2 & Final
Week 6	Lab: Body Defences & Immune System Lecture: Body Defenses & Immune System	1-5	Tests 2 & Final
Week 7	Lab: Special Senses Take-up Lecture: Test #2	1-5	Tests 3 & Final
Week 8	Lab: Respiratory System Lecture: Respiratory System	1-5	Test 3 & Final
Week 9	Lecture: Respiratory System continued	1-5	Test 3 & Final
Week 10	Lab: Urinary System Lec: Urinary System	1-5	Test 3 & Final
Week 11	Lab: Fluids, Electrolytes & Acid/Base Balance	1-5	Final test

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Lec: Test #3 Begin Reproductive Systems		
Week 12	Lab: Reproductive Anatomy Lecture: Reproductive Systems	1-5	Final test
Week 13	Lab: Lactation Lecture: Pregnancy, Labour & Birth	1-5	Final test
Week 14	Lecture: Final Comprehensive Test	1-5	

Learning Sequence Additional Comments:

Students are advised to print the lecture notes from the Web CT Course Page prior to the lecture and bring them to the lecture & lab each week. The learning sequence may be modified at the discretion of the professor. Students are responsible for any missed information due to absenteeism.

Learning Resources:

Tortora, G. & Derrickson, B.(2010)Introduction to the Human Body: The Essentials of Anatomy and Physiology (8th edition)

Assessment Plan:

Item/Date:	Percent:	Description:
Test 1 Week 4	20	In lecture. Multiple choice +/- diagram format. Material from weeks 1-3: Neurophysiology, Spinal Cord & Spinal Nerves, Brain & Cranial Nerves
Test 2 Week 7	20	In lecture. Multiple choice +/- diagram format. Material from weeks 4-6: The ANS, The Endocrine System, Body Defenses & The Immune System
Test 3 Week 11	20	In lecture. Multiple choice +/- diagram format. Material from weeks 7-10: The Special Senses, Respiratory System, Urinary System
Test 4 Week 14	30	In lecture. Multiple choice +/- diagram format. This is a comprehensive test on all material covered during the semester. The focus will be on the material taught after test 3: Fluids, Electrolytes & Acid/Base Balance, The Reproductive Systems, Pregnancy, Labour & Birth
Lab Mark	5	2.5% of this mark is based on lab preparation & participation in lab exercises. The remaining 2.5% is for completion of an Independent Study of the Special Senses. The Independent Study is due in lab week 5. All lab work will be checked at the beginning of class and cannot be accepted after take-up has taken place or answer keys posted.
Quiz Mark	5	There will be 12 On-line Quizzes given throughout the term. You must pass the quiz to receive your mark. A maximum of 10 will count at 0.5% each for a total of 5%.

Additional Assessment Comments:

Lab content will be tested on all term tests. The final test is comprehensive and will include all material covered throughout the course. Evaluation is done according to the grading system identified in the Academic Regulations. The pass mark is 50%. All evaluations must be attempted. Any evaluations not attempted will be given an incomplete. Any incomplete still standing at the end of the semester will result in failure of the course.

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial Contact: Registrar's Office

Exemptions contact for this course:

Co-Ordinator: Kathryn Jarvis Office #: 435D, E-mail: kjarvis@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in Grade Book.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students. When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis.

If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency. Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

SEMESTER 3



Fleming College

LEARN | BELONG | BECOME

CLINICAL IIIA



LEARN | BELONG | BECOME

Course Number: NRSG19

Course Hours: 84

Semester: 3

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I, II and III, Nursing Skills Labs I, II and III, and Health Assessment/Labs. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation. Clinical assignment will include one of the following: mental health, maternal/child, medicine, surgery, rehabilitation and palliative.

Prerequisites:

Clinical IIA (NRSG14)

Pharmacology Applications A (NRSG86)

Clinical IIB (NRSG15)

Nursing Skill Labs II (NRSG150)

Anatomy and Physiology II (SCIE3)

Health Assessment (NRSG153)

Practical Nursing Theory II (NRSG92)

Corequisites:

Nursing Care of Families(NRSG67)

Practical Nursing Theory III(NRSG93)

Nursing Skill Labs III(NRSG78)

Professional Aspects of Nursing A(NRSG96)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals

Aim:

The aim of the course is to enable the student to apply the nursing process for individuals/families experiencing alterations in physical and mental health. The application of theory includes the integration of the curriculum threads: nutrition, growth and development, communication, physical, psychosocial, cultural and spiritual needs as well as pharmacotherapeutics.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Identify own learning needs that promote personal and professional development. (CNOETC 89, 106 a-c, 112)
2. Apply knowledge of growth and development and specific alterations in health in planning care for individuals and their families. (CNOETC 4, 26)
3. Utilize the nursing process to care for individuals across the lifespan with alterations in health. (CNOETC 2, 20, 28 a-f, 54)
4. Perform nursing care consistent with the College of Nurses of Ontario, Professional Standards. (CNOETC 1, 7 a-b, 42, 45 a-b, 66, 69, 71, 79, 94, 104, 106 a-c, 113 a-f, 115)
5. Utilize therapeutic communication skills when interacting with clients, family, peers, faculty and health care team members. (CNOETC 1, 12, 23, 47, 63, 69-79,81)
6. Collaborate with members of the health care team towards a common client goal (CNOETC 29, 32, 55, 70, 80, 93, 96-98)
7. Demonstrate safe preparation and administration of medications. (CNOETC 33)
8. Identify hospital and community resources which contribute to the individual/families adaptation to an alteration in health. (CNOETC 85)
9. Analyze and interpret data from client assessment. (CNOETC 27b)
10. Use initial assessment finding to focus on additional and more detailed assessments. (CNOETC 20, 27a)
11. Demonstrate knowledge in critical thinking and problem solving skills in the clinical setting. (CNOETC 4)
12. Demonstrate knowledge of nursing, health and social sciences. (CNOETC 36)
13. Incorporate critical thinking and problem solving skills in to day to day practice in a variety of acute care settings. (CNOETC 36)
14. Incorporate conflict-resolution skills when needed (CNOETC 22)

15. Collaborate with client to develop a plan of care by developing a range of possible alternatives and approaches to care (CNOETC 28)
16. Prepare client for surgical/diagnostic procedures, and provide postsurgical/diagnostic care (CNOETC 35)
17. Modify plan of care according to knowledge, skill and judgment, at times in collaboration with other HCP's (CNOETC 54, 55)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
1	Orientation to clinical setting Tour of hospital and clinical unit Introduction to clinical unit staff and clients Clinical unit expectations Assigned learning activities Determine own learning needs	1, 2, 3, 4	Self Reflection and Goal Setting
2	Plan and implement care for clients across the lifespan, experiencing alterations in physical and/or mental health	1-17	Pre-clinical nursing care research assignment
3	Identify practical nurse's role within the health care team Research significance of normal and abnormal lab and test results	1-17	Post clinical nursing care plan
4	Analyze impact of own communication skills Evaluate learning needs and goals	1-17	Interim Performance Appraisal
5	Identify available hospital and community resources Safely prepare and administer medications for a group of clients	1-17	Reflective Practice Anecdotal
6	Monitor and regulate IV therapy Demonstrate pre and post-op teaching Collaborate with health care team members	1-17	Medication Profile Assignment
7	Demonstrate wound irrigation and packing Remove drains, sutures and staples Integrate knowledge and skills	1-17	Final Performance Appraisal
8	Independent Study Week		

Learning Sequence Additional Comments:

The activities described are not limited to the designated week but are ongoing and cumulative. It is expected that the student will accept responsibility for his/her own learning and request experiences that will assist in the application of theory to practice.

Learning Resources:

Ateah, C., et al, (2009). Human Development, 2nd Canadian Edition, Nelson; Human Growth and Development Course Notes

Clayton, B., Stock, Y., Cooper, S., (2010). Basic Pharmacology for Nurses, 15th ed., Mosby Inc.

College of Nurses of Ontario, Compendium of Standards of Practice for Nurses in Ontario
(available on-line - www.cno.org)

D'Amico, D., Barbito, C., Twomey, C., Harder, N., (2012). Health and Physical Assessment in Nursing, Pearson Education

Davis's Drug Guide for Nurses, 12th ed., (2009). F. A. Davis Company

Donatelle, R., Thompson, A., (2011). Health: The Basics, 5th Canadian Edition, Pearson Benjamin Cummings

Fortinash, K., (2007). Psychiatric Nursing Care Plans, 5th ed., Mosby Inc.

Gray Morris, D., (2010). Calculate with Confidence, 5th ed., Elsevier Science Canada.

Ignatavicius, D., Workman, M., (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, 6th ed., Elsevier Saunders.

Ignatavicius, D., Workman, M., (2010). Critical Thinking Study Guide, 6th ed., Elsevier Saunders

Leifer, G., (2011). Introduction to Maternity and Pediatric Nursing, 6th ed., Elsevier Inc.

Pagana, D., Pagana, T., (2011). Mosby's Diagnostic and Laboratory Test Reference, 9th ed., Mosby

Potter, P., Perry, A., Ross-Kerr, J., Wood, M., (2009/2010). Canadian Fundamentals of Nursing, 4th ed., Elsevier Canada

Robinson, D., (2008). The Mental Status Exam, 2nd ed., Rapid Psychler Press

Stedman's Medical Dictionary for the Health Professions and Nursing, 6th ed., (2008). Lippincott, Williams and Wilkins

Tortora, G., (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology, 8th ed., Wiley

Assessment Plan:

Item/Date:	Percent:	Description:
1	Pass/Fail	This clinical course will be evaluated on a pass/fail basis. The student and teacher will complete an Interim Performance Appraisal, week 4 and a Final Performance Appraisal at the end of the rotation. The student's progress will be determined by the teacher's observations of the student on the unit as well as assignments such as: • clinical pharmacology exercises • pre clinical nursing care research assignments

Item/Date:	Percent:	Description:
		• post clinical nursing care plans • weekly reflective practice anecdotal • drug profile related to medication pass assignment • team leader experience • additional assignments specific to a clinical setting may also be assigned, e.g. growth and development assessment

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's office.

A nursing faculty committee may review a learners past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements. The College of Nurses may be required to review this documentation.

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.) Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%.

Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of

music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs. The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

6. CLINICAL

Attendance at orientation is compulsory.

Attendance at clinical is necessary in order to successfully meet the clinical learning outcomes. Any absence must be reported to the clinical unit within the agency, according to agency policy.

Attendance is tracked cumulatively and will appear on student's exit evaluation form. All hours missed from scheduled clinical courses will be added to the required Pre Grad Consolidation hours.

The College of Nurses of Ontario, "Professional Standards of Nursing Practice" and "Supporting Learners Practice Document" guide student practice.

Clinical Course 3A learning outcomes must be met and assignments completed before continuing in the next level of the clinical program.

CLINICAL IIIB



LEARN | BELONG | BECOME

Course Number: NRSG20

Course Hours: 84

Semester: 3

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I, II and III, Nursing Skills Labs I, II and III, and Health Assessment/Labs. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation. Clinical assignment will include one of the following: mental health, maternal/child, medicine, surgery, rehabilitation and palliative.

Prerequisites:

Clinical IIA (NRSG14)

Pharmacology Applications A (NRSG86)

Nursing Skill Labs II (NRSG150)

Anatomy and Physiology II (SCIE3)

Health Assessment (NRSG153)

Practical Nursing Theory II (NRSG92)

Clinical IIB (NRSG15)

Corequisites:

Nursing Care of Families(NRSG67)

Professional Aspects of Nursing A(NRSG96)

Practical Nursing Theory III(NRSG93)

Nursing Skill Labs III(NRSG78)

Clinical IIIA(NRSG19)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals

Aim:

The aim of the course is to enable the student to apply the nursing process for individuals/families experiencing alterations in physical and mental health. The application of theory includes the integration of the curriculum threads: nutrition, growth and development, communication, physical, psychosocial, cultural and spiritual needs as well as pharmacotherapeutics.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Identify own learning needs that promote personal and professional development. (CNOETC 89,106 a-c, 112)
2. Apply knowledge of growth and development and specific alterations in health in planning care for individuals and their families. (CNOETC 4, 26)
3. Utilize the nursing process to care for individuals across the lifespan with alterations in health. (CNOETC 2, 20, 28 a-f, 54)
4. Perform nursing care consistent with the College of Nurses of Ontario, Professional Standards. (CNOETC 7 a-b, 42, 45 a-b, 66, 69, 71, 79, 94, 104, 106 a-c, 113 a-f, 115)
5. Analyze the effect of own communication skills when interacting with clients, family, peers, faculty and health care team members. (CNOETC 60)
6. Collaborate with members of the health care team towards a common client goal. (CNOETC 29, 32, 55, 70, 80, 93, 96-98)
7. Demonstrate safe preparation and administration of medications. (CNOETC 33)
8. Assist the individual and/or family to utilize available hospital and community resources. (CNOETC 85, 95)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
9	Orientation to clinical setting	1,2,3,4,5	Self Reflection

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Tour of hospital and clinical unit Introduction to clinical unit staff and clients Clinical unit expectations Assigned learning activities Determine own learning needs		and Goal Setting
10	Plan and implement care for clients across the lifespan, experiencing alterations in physical and/or mental health	1-13	Pre Clinical Nursing Care Research Assignment
11	Research significance of normal and abnormal lab and test results Collaborate with members of health care team	1-13	Post Clinical Nursing Care Plan
12	Analyze impact of own communication skills Evaluate learning needs and goals	1-13	Interim Performance Appraisal
13	Health teaching re available hospital and community resources Safely prepare and administer medications for a group of clients	1-13	Medication Profile Assignment
14	Demonstrate beginning leadership role with team leading assignment Monitor and regulate IV therapy including blood transfusions	1-13	Reflective Practice Anecdotal
15	Perform catheterization Care of client with CBI Integrate knowledge and skills	1-13	Final Performance Appraisal

Learning Sequence Additional Comments:

The activities described are not limited to the designated week but are ongoing and cumulative. It is expected that the student will accept responsibility for his/her own learning and request experiences that assist in the application of theory to practice.

Learning Resources:

Ateah, C., et al, (2009). Human Development, 2nd Canadian Edition, Nelson; Human Growth and Development Course Notes

Clayton, B., Stock, Y., Cooper, S., (2010). Basic Pharmacology for Nurses, 15th ed., Mosby Inc.

College of Nurses of Ontario, Compendium of Standards of Practice for Nurses in Ontario. (available on-line-www.cno.org)

D'Amico, D., Barbito, C., Twomey, C., Harder, N., (2012). Health and Physical Assessment in

Nursing, Canadian Edition, Pearson Education

Davis's Drug Guide for Nurses, 12th ed., (2009). F. A. Davis Company

Donatelle, R., Thompson, A., (2011). Health: The Basics, 5th Canadian Edition, Pearson Benjamin Cummings

Fortinash, K., (2007). Psychiatric Nursing Care Plans, 5th ed., Mosby Inc.

Gray Morris, D., (2010). Calculate with Confidence, 5th ed., Elsevier Science Canada

Ignatavicius, D., Workman, M., (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, 6th ed., Elsevier Saunders

Ignatavicius, D., Workman, M., (2010). Critical Thinking Study Guide, 6th ed., Elsevier Saunders

Leifer, G., (2011). Introduction to Maternity and Pediatric Nursing, 6th ed., Elsevier Inc.

Pagana, D., Pagana, T., (2011). Mosby's Diagnostic and Laboratory Test Reference, 9th ed., Mosby

Potter, P., Perry, A., Ross-Kerr, J., Wood, M., (2009/2010). Canadian Fundamentals of Nursing, 4th ed., Lippincott, Williams and Wilkins

Robinson, D., (2008). The Mental Status Exam, 2nd ed., Rapid Psychler Press

Stedman's Medical Dictionary for the Health Professions and Nursing, 6th ed., (2008). Lippincott, Williams and Wilkins

Tortora, G., (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology, 8th ed., Wiley

Assessment Plan:

Item/Date:	Percent:	Description:
1	P/F	This clinical course will be evaluated on a pass/fail basis. The student and faculty will complete a Interim Performance Appraisal, week 4 and a Final Performance Appraisal at the end of the rotation. The student's progress will be determined by the faculty's observations of the student on the unit as well as assignments such as: • clinical pharmacology exercises • pre clinical nursing care research assignments • post clinical nursing care plans • weekly reflective practice anecdotal • drug profile related to medication pass experience

Item/Date:	Percent:	Description:
		• team leader experience • additional assignments specific to a clinical setting may also be assigned, e.g. growth and development assessment

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's office.

A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements. The College of Nurses may be required to review this documentation.

Exemptions contact for this course:

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The

rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

6. CLINICAL

Attendance at orientation is compulsory.

Attendance at clinical is necessary in order to successfully meet the clinical learning outcomes.

Any absence must be reported to the clinical unit within the agency, according to agency policy.

Attendance is tracked cumulatively and will appear on student's exit evaluation form.

All hours missed from scheduled clinical courses will be added to the required Pre Grad Consolidation hours. The College of Nurses of Ontario, "Professional Standards of Nursing Practice" and "Supporting Learners Practice Document" guide student practice.

Clinical Course 3B learning outcomes must be met and assignments completed before continuing in the next level of the clinical program.

NURSING CARE OF FAMILIES



LEARN | BELONG | BECOME

Course Number: NRSG67

Course Hours: 45

Semester: 3

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course assists the student in exploring the care of families across the age span. The content concepts include the study of the: childbearing family, childrearing family, family in crisis and the aging family in a variety of contexts (health and illness) and settings (community, home and hospital). The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Prerequisites:

Clinical IIA (NRSG14)

Nursing Skill Labs II (NRSG150)

Anatomy and Physiology II (SCIE3)

Health Assessment (NRSG153)

Practical Nursing Theory II (NRSG92)

Clinical IIB (NRSG15)

Pharmacology Applications A (NRSG86)

Corequisites:

Clinical IIIA(NRSG19)

Professional Aspects of Nursing A(NRSG96)

Clinical IIIB(NRSG20)

Nursing Skill Labs III(NRSG78)

Practical Nursing Theory III(NRSG93)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
6. Manage oneself and one's resources to achieve goals
7. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of this course is to enable the student to employ a theoretical foundation when caring for families throughout the lifespan. The curriculum threads of nutrition, growth and development, communication, physical, psychosocial, cultural and spiritual needs, and promotion of health as well as pharmacotherapeutics are integrated throughout.

Learning Outcomes:

1. Integrate knowledge of growth and development with the nursing process for individuals across the lifespan. (CNOETPC 6)
2. Explore ethical/legal issues that impact nursing care of families. (CNOETPC 66, 67)
3. Describe cultural, spiritual and psychosocial needs of individuals/families experiencing illness and/or hospitalization. (CNOETPC 2, 63, 76)
4. Utilize the nursing process and evidence-based practice in the care of families in transition. (CNOETPC 2, 5, 20, 28, 54)
5. Describe health promotion strategies for the individual across the lifespan. (CNOETPC 31)
6. Identify the roles and functions of community resources that promote, maintain and restore health.(CNOETPC 6, 17)
7. Use the drug classification system to develop knowledge required to administer specific medications safely and competently. (CNOETPC 33)
8. Evaluates response to trends in nursing research and the health care environment (CNOETPC 99)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Introduction to the course Nursing care of the family after birth. Read Leifer: chapter 9, pp. 199-211	1,2,3,4,5,6,7	Lecture Class discussion
Week 2	Nursing Care of the Family After Birth continued.	1,2,3,4,5,6,7	Lecture Class discussion

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Complications following birth. Read Leifer: chapter 10		
Week 3	Nursing care of the normal newborn. Read Leifer: chapter 12 Nursing care of the high risk newborn. Read Leifer: chapter 13 & 14	1,2,3,4	Lecture Class discussion
Week 4	Prenatal Care and Adaptations to Pregnancy Read Leifer: chapter 4 Friday: Test #1: 25%	1,2,4	Lecture Friday Sept. 30: Test #1: 25%
Week 5	Nursing Care of the Woman with Complications During Pregnancy. Read Leifer: chapter 5 The Labour Process. Nursing Care During Labour and Birth. Read Leifer: chapter 6	2,3,4,7	Lecture Class discussion
Week 6	Monday: Thanksgiving Day Friday: Nursing Care of the Woman with Complications During Labour and Birth Read Leifer: chapter 5	1,2,3,5	Lecture Class discussion
Week 7	Trends and Issues in Family Centred Nursing Care Friday: Test #2: 20% Read Leifer: Chapter 15 pp.345-379 Chapter 26 pp.624,627	1,2,3,4	Lecture Class discussion Friday Oct. 21: Test #2: 20%
Week 8	Independent Learning Week		
Week 9	The Child's Experience of Hospitalization Nursing Management of Pain in Children Nursing Responsibilities: Diagnostic and Therapeutic Techniques with Children. Read Leifer: Chapter 21 pp. 463-479 Chapter 22 pp.492-495	1,2,3,4,5,6	Lecture Class discussion
Week 10	Nursing Care of the Family in Crisis. Read Ateah, pp. 431-434 Read Leifer: Chapter 24 pp.566-569	1,2,6	Lecture Class discussion
Week 11	Nursing Care of the Aging Family. Ageism. Physical and Psychological Changes Associated with Aging. Cultural Diversity in Views of Health and Aging. Read Ateah: pp.552-555 Read Potter & Perry: Chapter 25	1,2,3,6	Lecture Class discussion
Week 12	Promotion of Health and Wellness in the Older Adult. Theories of Aging.	1,2,3,5,6	Friday Nov. 25: Test #3: 25% Lecture

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Read Ateah: pp. 549-550 Friday: test #3		Class discussion
Week 13	Communicating with the Older Adult. Geriatric Nutrition. Solitude and Connection. Safety.	3,5,6	Lecture Class discussion
Week 14	Sexuality and Intimacy. Family Care Giving. Nursing in Long Term Care Facilities. The End of Life. Read Ateah: Chapter 17	1,2,3,4	Lecture Class discussion
Week 15	Final Comprehensive Test	1,2,3,4,5,6	Final Comprehensive Test Monday Dec. 12: 30%

Learning Resources:

Ateah, C. et al, (2009). Human Development, 2nd Canadian Ed. Nelson

College of Nurses of Ontario. Compendium of Standards of Practice for Nurses in Ontario.
(available on line- www.cno.org)

Clayton, B., Stock, Y., (2010) Basic Pharmacology for Nurses, 15th ed., Mosby Inc.

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Leifer,G., (2011). Introduction to Maternity and Pediatric Nursing, (6th ed.). Elsevier Inc.

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Potter, P.A., Perry, A.G., Ross-Kerr, J.C., Wood, M.J., (2009 & 2010) Canadian Fundamentals

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Robinson, D. (2008). The Mental Status Exam, (2nd ed.). Rapid Psychler Press

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Lippincott, Williams and Wilkins.

Tortora, G., J., (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology, 8th ed., Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
Test#1 Friday	25%	written test - content to be posted
Test #2 Friday	20%	written test - content to be posted
Test #3 Friday	25%	written test - content to be posted
Final Comprehensive Test Monday	30%	final written test on entire course content

Additional Assessment Comments:

All elements of the evaluation must be completed in order to pass the course

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office.

A nursing faculty committee will review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation of previous program achievements.

Exemptions contact for this course:

Faculty: Joan Ayre, Office 212 A, Phone: 705 7495530 ext 1475

Email: joayre@flemingc.on.ca

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

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If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

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2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

NURSING SKILL LABS III



LEARN | BELONG | BECOME

Course Number: NRSG78

Course Hours: 30

Semester: 3

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Course Description:

This course is designed to provide the student with the theory and practical skills required to provide nursing care to medical/surgical and newborn/pediatric patients. Simulated patient care situations, case studies and hands on application of specific nursing skills will form the basis of this course. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Prerequisites:

Clinical IIA (NRSG14)

Anatomy and Physiology II (SCIE3)

Health Assessment (NRSG153)

Clinical IIB (NRSG15)

Pharmacology Applications A (NRSG86)

Practical Nursing Theory II (NRSG92)

Nursing Skill Labs II (NRSG150)

Corequisites:

Clinical IIIA(NRSG19)

Clinical IIIB(NRSG20)

Practical Nursing Theory III(NRSG93)

Professional Aspects of Nursing A(NRSG96)

Nursing Care of Families(NRSG67)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals
8. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of this course is to enable the student to develop new skills and refine existing skills required to provide safe, ethical, competent nursing care to clients across the lifespan in a variety of clinical settings.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Demonstrate physical and psychological assessment skills for clients across the continuum. (CNOETPC 27)
2. Describe and demonstrate safe, efficient and accurate utilization of equipment and technology used in patient care in all clinical, classroom and lab settings.(CNOETPC 39, 95, 102)
3. Identify and demonstrate various forms of communication/documentation utilized to monitor a client's progress and communicate with other care providers. (CNOETPC 23, 42, 110, 117)
4. Utilize the phases of the nursing process to assess, diagnose, plan, implement and evaluate nursing care. (CNOETPC 5, 54)
5. Demonstrate infection control practices including hand hygiene, isolation procedures, sterile technique. (CNOETPC 31, 34, 91, 106)
6. Describe the pathophysiology of the disease processes related to the clients being cared for. (CNOETPC 4, 6, 20)
7. State the role and responsibilities of the Practical Nurse in the lab, classroom and across all clinical settings. (CNOETPC 45, 85, 108)
8. Identify situations where clients may be at risk for cardiac arrest across all clinical settings. (CNOETPC 56)
9. Identify laboratory and diagnostics tests and normal values. (CNOETPC 20, 27)
10. Demonstrate organizational and leadership skills in providing care for clients across the continuum and in all clinical settings. (CNOETPC 4, 13, 21, 25, 48, 61)
11. Demonstrate health teaching individualized to the client in lab and clinical settings. (CNOETPC 14, 49, 62)
12. Demonstrate care of the client across the perioperative experience in acute care settings. (CNOETPC 29, 31, 35)

13. Demonstrates knowledge and application of informed consent and client confidentiality.
(CNOETPC 7, 16, 38, 68, 70, 77, 79)

Additional Learning Outcomes Comments:

Refer to Semester III Student Laboratory Guide for description of learning outcomes for each Nursing Skills Lab.

College of Nurses of Ontario Entry to Practice Competencies(CNOETPC) are identified beside each learning outcome above.

CNO Practice Standards: Infection Prevention and Control

CNO Practice Standards: Therapeutic Nurse-Client Relationship, Revised 2006

CNO Practice Standards: Documentation, Revised 2008

CNO Practice Guidelines: Consent

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
1	Orientation to Nursing Skill Labs III Sterile technique and fluid balance	1,2,3,4,5,6,7,8 ,9,10,11,12	Active participation is required in all labs
2	Pre Operative Care	1,2,3,4,5,6,7,8 ,9,10,11,12	Class participation including skills practice & demonstration
3	Post Operative Care	1,2,3,4,5,6,7,8 ,9,10,11,12	Class participation including skills practice & demonstration
4	Wound Irrigation and Wound Packing	1,2,3,4,5,6,7,8 ,9,10,11,12	Class participation including skills practice & demonstration Nursing Skills Online
5	Drains Sutures and Staples	1,2,3,4,5,6,7,8 ,9,10,11,12	Class participation, including skills practice & demonstration Nursing Skills Online
6	Test # 1 Care and Removal of Nasogastric Tubes	1,2,3,4,5,6,7,8 ,9,10,11,12	Test 20% - theory Class participation including skills practice & demonstration Nursing Skills Online
7	Practical Testing - 25%		Practical Testing 25% - skills demonstration
8	INDEPENDENT STUDY WEEK		
9	Tracheostomy care/suctioning	1,2,3,4,5,6,7,8 ,9,10,11,12	Class participation including practice & skills demonstration Nursing Skills Online

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
10	Catheterization and Continuous Bladder Irrigation and Calculation of True Urine Output	1,2,3,4,5,6,7,8 ,9,10,11,12	Class participation including skills practice & demonstration Nursing Skills Online
11	Chest tubes and blood transfusions	1,2,3,4,5,6,7,8 ,9,10,11,12	Class participation including skills practice & demonstration Nursing Skills Online
12	Nursing Care of Patients undergoing Diagnostic Testing, procedures and laboratory studies	1,2,3,4,5,6,7,8 ,9,10,11,12	Class participation in case study exercises Nursing Skills Online
13	Cardiac Emergencies; CPR; Code Blue	1,2,3,4,5,6,7,8 ,9,10,11,12	Class participation including skills practice & demonstration
14	Final Practicum Testing - 30%	1,2,3,4,5,6,7,8 ,9,10,11,12	Final Practicum Test - 30% Mandatory pass Skills demonstration
15	Final Written Test	1,2,3,4,5,6,7,8 ,9,10,11,12	Final Written Theory Test 20%
1 - 15	Skills On Line	1,2,3,4,5,6,7,8 .9,10,11,12	5% - no part marks, must complete all assignments as outlined in Lab Manual

Learning Sequence Additional Comments:

The learning sequence as described represents the basic direction of learning but may require minor timetable adjustments.

It is recommended you complete the readings and post test assignments from Nursing Skills Online Modules outlined in your Lab Guide before attending the lab.

Learning Resources:

Ateah, C., et al. (2009). Human Development, 2nd Canadian Edition. Nelson: Human Growth and Development Course Notes.

Clayton, B.D., Stock, Y.N. & Cooper, S.E. (2010). Basic Pharmacology for Nurses (15th ed). Toronto: Mosby.

College of Nurses of Ontario: Standards of Practice for Nurses in Ontario. (Available at www.cno.org) online learning modules; QA resources

D'Amico, & Barbito, C. Twomey, C.c Harder, N. (2012) Health and Physical Assessment in Nursing. Canadian Edition Pearson Education.

Davis's Drug Guide for Nurses, 12th ed., (2012). F.A. Davis Company

Donatelle, R., Thompson, A., (2011) Health: The Basics, (5th Canadian ed.). Pearson Benjamin Cummings.

Fortinash, K.M.,(2007). Psychiatric Nursing Care Plans, (5th ed)Mosby Inc.

Gray Morris, M. D., (2010). Calculate with Confidence (5th ed.). Toronto: Elsevier Science Canada.

Ignatavicius, D. D., Workman, M. L., (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, (6th ed.). Elsevier Saunders.

Ignatavicius, D. D., Workman, M. L., (2010). Critical Thinking Study Guide, (6th ed.). Elsevier Saunders.

Non Violent Crisis Intervention Participant's Workbook,

Pagana, D.K., Pagana, T.J. (2011). Mosby's Diagnostic and Laboratory Test Reference, 9th ed. Mosby.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M. J. (2009 or 2010). Fundamentals of Nursing (4th ed.). Elsevier Canada.

Robinson, D. J., (2008). The Mental Status Exam, (2nd ed.). Rapid Psychler Press.

Stedman's Medical Dictionary for the Health Professions and Nursing, 6th ed. (2008). Lippincott Williams & Wilkins.

Tortora, G.J. (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology & Wiley Plus, 8th ed., Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
Week 6	20	Theoretical Test
Week 7	25	Practical Testing Objective Structured Clinical Examination
Week 14	30	Final Practical Test (Mandatory Pass) Objective Structured Clinical Examination
Week 15	20	Final Comprehensive Theoretical Test
Week 1 – 15	5	Skills On Line Applicable exercises are to be completed prior to lab, mark will be based on completion of all exercises and due dates Exercises and dates are outlined in the Skills Lab Guide No part marks, must complete all assignments

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office.

A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements. The College of Nurses may be required to review this documentation.

Contact for this course:

Faculty: Liz Mathewson, Office: 438C, Phone: 705-749-5530 ext. 1634

Email: lmathews@flemingc.on.ca

Faculty: Betty Deschenes, Office: 438D, Phone: 705-749-5530 ext. 1379

Email: bdeschen@flemingc.on.ca

Co-ordinator: Iris Gravel, Office: 438B, Phone: 705-749-5520 ext. 1386

Email: igravel@flemingc.on.ca

Exemptions contact for this course:

Co-ordinator: Iris Gravel, Office: 438B, Phone: 705-749-5520 ext. 1386

Email: igravel@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented

illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester. For the skills lab this will require the completion of a make up lab

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty

members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

Additional academic responsibilities are outlined in the Semester III Student Laboratory Guide. In order for students to perform a skill safely in the clinical setting it is essential that each skill is practiced and assessed in the skills lab environment. Students may not perform a skill in the clinical setting until they have completed the lab and have demonstrated the ability to safely perform that skill in the simulated setting. Labs that are missed will be made up at a mutually agreed upon time. All skills must be completed before practical testing.

Lab kits must be purchased in the Bookstore prior to lab. Lab kits must be brought to each lab in order for the student to participate. Students who do not participate will be considered absent.

All aspects of this Nursing Skills Lab Course must be attempted to achieve a final grade. Lab tests may include theory and skill content related to more than one lab. Final comprehensive lab test may include all Semester III lab related theory and skills.

PRACTICAL NURSING THEORY III



LEARN | BELONG | BECOME

Course Number: NRSG93

Course Hours: 60

Semester: 3

Coordinator: Judy Osborne Office: 207A, Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A, E mail: ckelsey@flemingc.on.ca

Course Description:

This course begins the study of alterations in health within the context of the nursing process. The content concepts include alterations in health: mental, respiratory, cardiovascular, immune, endocrine, fluid and electrolytes and oncology. This course also explores related pharmacotherapeutics.

Prerequisites:

Clinical IIA (NRSG14)
Anatomy and Physiology II (SCIE3)
Health Assessment (NRSG153)
Nursing Skill Labs II (NRSG150)
Practical Nursing Theory II (NRSG92)
Clinical IIB (NRSG15)
Pharmacology Applications A (NRSG86)

Corequisites:

Clinical IIIA(NRSG19)
Nursing Skill Labs III(NRSG78)
Professional Aspects of Nursing A(NRSG96)
Nursing Care of Families(NRSG67)
Clinical IIIB(NRSG20)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals
8. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of this course is to enable the student to employ a theoretical foundation when caring for clients and/or families with specific alterations in health. The concepts include alterations in health systems: mental, respiratory, cardiovascular, immune, endocrine, fluid and electrolytes and oncology. Physical, psychosocial, cultural and spiritual needs as well as pharmacotherapeutics are integrated throughout.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Determine nursing care based on knowledge of specific alterations in physical and mental health. (CNOETPC 6,26,28)
2. Utilize the nursing process as a framework for the care of the individual/family experiencing an alteration in physical and mental health.(CNOETPC 5,54,74,88)
3. Describe nursing interventions appropriate to various age groups with an alteration in physical and mental health while maintaining respect for cultural diversity. (CNOETPC 63,76)
4. Utilize the drug classification system to develop knowledge for safe and effective administration of specific medications. (CNOETPC 33)
5. Identify community resources for the individual/family with an alteration in physical and mental health. (CNOETPC 17,90)
6. Utilize critical thinking skills for problem solving in all aspects of care. (CNOETPC 4,18,36.37,52)
7. Identify potential health problems or issues and their consequences for client care.(CNOETPC 6,19.20,26,56)
8. Identifies roles and responsibilities of interprofessional health care team for clients with physical and mental health alterations. (CNOETPC 27,70,85,97)
9. Interprets Best Practice Guidelines and literature. (CNOETPC 4,10,84,91,107)
10. Explore appropriate professional boundaries with clients, specifically evaluating social versus therapeutic relationships in the community and hospital. (CNOETPC 71,82)
11. Collaborate with client to develop a plan of care by developing a range of possible alternatives and approaches to care. (CNOETPC 28)

Additional Learning Outcomes Comments:

College of Nurses of Ontario(CNO) Entry to Practice Competencies(ETPC) are identified beside each learning outcome.

CNO Practice Guideline Culturally Sensitive Care

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Monday: Labour Day Friday: Introduction to PN3 Theory Endocrine Disorders: Diabetes Diet-Exercise-Medication	1,2,3,4,5	Class participation and discussion
Week 2	Monday: Respiratory System (Iggy: chapters 29 - 34) -gas transport -pathophysiology -respiratory history -diagnostics procedures (Iggy Chapt. 29) Friday: Endocrine Disorders: Diabetes con't Friday: Endocrine Disorders: Diabetes Diet-Exercise-Medication Treating hypoglycemia/hyperglycemia	1,2,3,4,5,	Class participation and discussion
Week 3	Monday: Respiratory cont'd Care of Pt with Noninfectious Upper Respiratory Problems - oxygen therapy - tracheostomy - non-infectious upper respiratory problems (Iggy Chapt. 30 & 31) Friday: Endocrine Disorders cont'd Diabetes Treating hypoglycemia/hyperglycemia	1,2,3,4,5	Class participation and discussion
Week 4	Monday: Test # 1 - 20% Friday: Endocrine Disorders Thyroid disorders Adrenal Disorders	1,2,3,4,5	Monday Test # 1 - 20% Class participation and discussion
Week 5	Monday: Respiratory cont'd Care of Pts with Noninfectious Lower Respiratory Problems - Asthma,COPD (Iggy Chapt. 32)	1,2,3,4,,5	Class participation and discussion

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Friday: Peripheral Vascular Disease - diseases of the arteries (abd-aortic aneurysm, arterial bypass surgery, necrosis) - pathophysiology/etiology vascular changes associated with aging; risk factors for vascular disease; physical assessment of the abnormal vascular system; interpretation of lab test findings; pre and post op care of the vascular client; - diseases of the veins(DVT, varicose veins, venous insufficiency)		
Week 6	Friday: Peripheral Vascular Disease cont'd	1,2,3,4,5	Class participation and discussion
Week 7	Monday: Respiratory cont'd Care of Pts with Infectious Respiratory Problems (Iggy Chapt. 32 & 33) Friday: Peripheral Vascular disease cont'd - nursing care of the vascular client	1,2,3,4,5	Class participation and discussion
Week 8	Independent Study Week		Independent Study
Week 9	Monday: Cardiac System Cardiac System(Iggy: chapters 35 - 37 & 39 - 40) -Diagnostic evaluation -Care of Pts with Dysrhythmias (Iggy Chapt. 35 & 36 Friday Test #2 - 25%	1,2,3,4,5	Friday Test # 2 - 25% Class participation and discussion
Week 10	Monday: Cardiac cont'd Care of Pts with Cardiac Problems (Iggy Chapt. 37) Hypertension - pathophysiology etiology (risk factors and causes) - nursing care of the client with hypertension	1,2,3,4,5	Class participation and discussion
Week 11	Monday: Cardiac cont'd Care of Pts with Shock & Care of Pts with Acute Coronary Syndromes (Iggy Chapt. 39 & 40 Friday: Hypertension cont'd	1,2,3,4,5	Class participation and discussion
Week 12	Monday Test #3 - 25% Friday: Blood Dyscrasias - pathophysiology/etiology - nursing care for the client with a blood disorder	1,2,3,4,5	Monday Test #3 - 25% Class participation and discussion

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 13	Monday: Cardiac cont'd Care of Pts with Shock & Care of Pts with Acute Coronary Syndromes (Iggy Chapt. 39 & 40) Friday: Blood Dyscrasias cont'd	1,2,3,4,5	Class participation and discussion
Week 14	Monday: Immune system (Iggy: Chapters 19 - 24) - Inflammation and Immune Response - Care of Pts with Arthritis and Other Connective Tissue Diseases Autoimmunity Friday: Comprehensive Case Study	1,2,3,4,5	Class participation and discussion
Week 15	Monday: Cancer Development & Care of Pts with Cancer (Iggy Chapt. 23 & 24) Friday Final Comprehensive Test - 30%	1,2,3,4,5	Friday Final Comprehensive test - 30% Class participation and discussion

Learning Sequence Additional Comments:

Keep in mind the body systems work interdependently and change in one system has an impact on other systems. Course material will overlap and may be repeated in more than one system/class. Students are expected to demonstrate knowledge of integration of content across the various body systems. For example, consider clients with Diabetes and Heart Disease. Recent literature states that if you have Diabetes you also have Heart Disease.

Note: There are different systems taught on Monday and Friday. Students may find it helpful to keep notes organized by day of week/instructor instead of sequentially.

Keep in mind the body systems work interdependently and change in one system has an impact on other systems. Course material will overlap and may be repeated in more than one system/class. Students are expected to demonstrate knowledge of integration of content across the various body systems. For example, consider clients with Diabetes and Heart Disease. Recent literature states that if you have Diabetes you also have Heart Disease.

Learning Resources:

Ateah, C., et al. (2009). Human Development, 2nd Canadian Edition. Nelson: Human Growth and Development Course Notes.

Clayton, B.D., Stock, Y.N. & Cooper, S.E. (2010). Basic Pharmacology for Nurses (15th ed). Toronto: Mosby.

College of Nurses of Ontario: Standards of Practice for Nurses in Ontario. (Available at www.cno.org) online learning modules; QA resources

D'Amico, & Barbitto, C. Twomey, C.c Harder, N. (2012) Health and Physical Assessment in

Nursing. Canadian Edition Pearson Education.

Davis's Drug Guide for Nurses, 12th ed., (2012). F.A. Davis Company

Donatelle, R., Thompson, A., (2011) Health: The Basics, (5th Canadian ed.). Pearson Benjamin Cummings.

Fortinash, K.M.,(2007). Psychiatric Nursing Care Plans, (5th ed)Mosby Inc.

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Ignatavicius, D. D., Workman, M. L., (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, (6th ed.). Elsevier Saunders.

Ignatavicius, D. D., Workman, M. L., (2010). Critical Thinking Study Guide, (6th ed.). Elsevier Saunders.

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Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M. J. (2009 or 2010). Fundamentals of Nursing (4th ed.). Elsevier Canada.

Robinson, D. J., (2008). The Mental Status Exam, (2nd ed.). Rapid Psychler Press.

Stedman's Medical Dictionary for the Health Professions and Nursing, 6th ed. (2008). Lippincott Williams & Wilkins.

Tortora, G.J. (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology & Wiley Plus, 8th ed., Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
Test #1 Week #4 - Monday	20%	Multiple Choice Short Answer
Test #2 Week #9 - Friday	25%	Multiple Choice Short Answer
Test #3 Week 12 - Monday	25%	Multiple Choice Short Answer
Final Test Week 15 Friday	30%	Final Comprehensive Multiple Choice

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning

which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office.

Faculty:

Betty Deschenes, Office 438D, 749-5530 ext. 1396, Email: bdeschen@flemingc.on.ca

Liz Mathewson, Office 438C, 749-5530 ext. 1634, Email: lmathews@flemingc.on.ca

Coordinator: Judy Osborne Office: 207A, Email: juosborn@flemingc.on.ca

Exemptions contact for this course:

Coordinator: Judy Osborne Office: 207A, Email: juosborn@flemingc.on.ca

A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements. The College of Nurses of Ontario may be required to review this documentation.

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have

a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note

taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

All aspects of this course must be attempted to achieve a final grade. Tests may include content of one or more concepts.

It is mandatory to write the final comprehensive test. This test may include all theory taught within this course.

PROFESSIONAL ASPECTS OF NURSING A



LEARN | BELONG | BECOME

Course Number: NRSG96

Course Hours: 30

Semester: 3

Coordinator: Judy Osborne Office: 207A, Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A, Email: ckelsey@flemingc.on.ca

Course Description:

This course assists the student in the exploration of the role of the practical nurse in the health care team. Students will continue to examine legal, ethical, cultural, social and professional issues. Analytical and interpersonal communication skills are embedded throughout. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Prerequisites:

Clinical IIA (NRSG14)
Anatomy and Physiology II (SCIE3)
Health Assessment (NRSG153)
Nursing Skill Labs II (NRSG150)
Practical Nursing Theory II (NRSG92)
Pharmacology Applications A (NRSG86)
Clinical IIB (NRSG15)

Corequisites:

Clinical IIIA(NRSG19)
Nursing Skill Labs III(NRSG78)
Practical Nursing Theory III(NRSG93)
Nursing Care of Families(NRSG67)
Clinical IIIB(NRSG20)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
4. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
5. Manage oneself and one's resources to achieve goals
6. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of this course is to enable the student to recognize legal, ethical and social issues impacting the profession of nursing. Utilizing current professional frameworks of practice and standards, entry to practice competencies will be explored to facilitate the practical nurse's integration into practice in current health care settings.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Compare mandates of various professional nursing organizations and identify their impact on nursing practice. (CNOETC 108)
2. Utilize the College of Nurses Professional Standards for the Registered Practical Nurse to critically analyze professional practice and to evaluate self awareness that the primary aims of the nurse are to practise in the best interest of the public and to protect the public from harm (CNOETC 101, 108)
3. Identify appropriate legal decisions using current guidelines, regulations and laws impacting the profession of nursing, other HCP's and UCP's. Identify the unique role and competencies of each member of the interprofessional health care team (CNOETPC 67, 79, 93)
4. Justify an ethical decision utilizing an accepted framework or model. .(CNOETC 64,65,66,71)
5. Describe the role of the practical nurse as a patient advocate. .(CNOETC 2, 16)
6. Demonstrate appreciation of cultural diversity in nursing practice (CNOETC 41)
7. Develop professional leadership skills and team member roles to effectively achieve a specified goal. (CNOETC 13, 25)
8. Explore the impact of a variety of agency organizational cultures and the impact on nursing practice (CNOETPC 8).
9. Monitors trends in nursing research and the health care environment that may result in changes to nursing knowledge and practice (CNOETPC 84)
10. Demonstrate the distinction between ethical responsibilities and legal rights and their relevance when providing nursing care (CNOETPC 67)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1			
Week 2	Welcome, introduction, overview of course; What is Professionalism? Profession vs Occupation Self Regulation: What does it mean? Comparison of self regulation vs. other professions where regulation is imposed by an external body.	1-10	Lecture Class discussion
Week 3	The Nursing Act: review recent changes to the act College of Nurses of Ontario Standards. Quality Assurance and developing learning goals using SMART format; Incorporating the Elements of QA into the learning plan, • Advancements in Technology • Changes in the practice environment • Entry to practice competencies • Inter-professional care Role of the CNO practice consultant	1-10	Lecture Group and self analysis
Week 4	Standard: Infection Prevention and Control	1-10	Lecture Case Study to demonstrate how a nurse meets the competencies (group work) Homework for a mark of 5% : upload in webct a goal for this standard using the CNO format SMART
Week 5	Test #1 15%	1-10	Test #1 15%
Week 6	Thanksgiving Holiday		
Week 7	Standard: Consent	1-10	Lecture & Class Discussion Case Study to demonstrate how a nurse meets the competencies (group work) Homework for a mark of 5% : upload to webct a goal for this standard using the CNO format SMART with details of how the student is going to meet the goal

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 8	Independent Learning Week		
Week 9	Standard Documentation	1-10	Lecture Class discussion Case Study to demonstrate how a nurse meets the competencies (group work) Homework for a mark of 5% : upload to webct a goal for this standard using the CNO format SMART with details of how the student is going to meet the goal and an evaluation of how this has changed your practice for the future
Week 10	Standard: Ethics	1-10	Lecture Group activities Case Study to demonstrate how a nurse meets the competencies (group work) Homework for a mark of 5% : upload to webct a goal for this standard using the CNO format SMART with details of how the student is going to meet the goal and an evaluation of how this has changed
Week 11	Test #2 - 20%	1-10	Test #2 - 20%
Week 12	Standard: Restraints	1-10	Lecture and group work. Case Study to demonstrate how a nurse meets the competencies (group work) Homework for a mark of 5% : upload to webct a goal for this standard using the CNO format SMART with details of how the student is going to meet the goal and an evaluation of how this has changed
Week 13	Standard: Therapeutic Relationships	1-10	Lecture Group activities Homework for a mark of 5% : upload to webct a goal for this standard using the CNO format SMART

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
			with details of how the student is going to meet the goal and an evaluation of how this has changed
Week 14	Standard: Medication	1-10	Lecture Class discussion Case Study to demonstrate how a nurse meets the competencies (group work) Homework for a mark of 5% : upload to webct a goal for this standard using the CNO format SMART with details of how the student is going to meet the goal and an evaluation of how this has changed
Week 15	Final Comprehensive Test - 30%	1-10	Final Comprehensive Test - 30% Includes all Course Content

Learning Resources:

Ateah, C., et al. (2009). Human Development, 2nd Canadian Edition. Nelson: Human Growth and Development Course Notes.

Clayton, B.D., Stock, Y.N. & Cooper, S.E. (2010). Basic Pharmacology for Nurses (15th ed). Toronto: Mosby.

College of Nurses of Ontario: Standards of Practice for Nurses in Ontario. (Available at www.cno.org) online learning modules; QA resources

D'Amico, & Barbito, C. Twomey, C.c Harder, N. (2012) Health and Physical Assessment in Nursing. Canadian Edition Pearson Education.

Davis's Drug Guide for Nurses, 12th ed., (2012). F.A. Davis Company

Donatelle, R., Thompson, A., (2011) Health: The Basics, (5th Canadian ed.). Pearson Benjamin Cummings.

Fortinash, K.M.,(2007). Psychiatric Nursing Care Plans, (5th ed)Mosby Inc.

Gray Morris, M. D., (2010). Calculate with Confidence (5th ed.). Toronto: Elsevier Science Canada.

Ignatavicius, D. D., Workman, M. L., (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, (6th ed.). Elsevier Saunders.

Ignatavicius, D. D., Workman, M. L., (2010). Critical Thinking Study Guide, (6th ed.). Elsevier Saunders.

Non Violent Crisis Intervention Participant's Workbook,

Pagana, D.K., Pagana, T.J. (2011). Mosby's Diagnostic and Laboratory Test Reference, 9th ed. Mosby.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M. J. (2009 or 2010). Fundamentals of Nursing (4th ed.). Elsevier Canada.

Robinson, D. J., (2008). The Mental Status Exam, (2nd ed.). Rapid Psychler Press.

Stedman's Medical Dictionary for the Health Professions and Nursing, 6th ed. (2008). Lippincott Williams & Wilkins.

Tortora, G.J. (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology & Wiley Plus, 8th ed., Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
Week 4	3%	Assignment: Webct assignment
Week 5	25%	Test #1
Week 7	3%	Assignment: Webct assignment
Week 9	3%	Assignment: Webct assignment
Week 10	3%	Assignment: Webct assignment
Week 11	25%	Test # 2
Week 12	3%	Assignment: Webct assignment
Week 13	3%	Assignment: Webct assignment
Week 14	2%	Assignment: Webct assignment
Week 15	30%	Final Test

Additional Assessment Comments:

There are 3 tests in this course.

There are 7 assignments that are uploaded into webct by 4 pm on the Thursday of the week they are assigned. Late assignments will not be accepted.

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office.

Exemptions contact for this course:

See professor or coordinator

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All

breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

PHARMACOLOGY APPLICATIONS B



LEARN | BELONG | BECOME

Course Number: NRS195

Course Hours: 30

Semester: 3

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course builds on Introductory Pharmacology and Pharmacology Applications A. It will allow the student to apply knowledge related to pharmacotherapeutics and will complement and integrate learning outcomes associated with Nursing Theory 3, clinical and skills lab courses, and the study of pathophysiology and related nursing responsibilities. Medication classifications related to cardio-peripheral vascular, respiratory, coagulation, mental health and endocrine disorders will be explored focusing on the absorption, distribution, metabolism and excretion of specific drugs in these classifications. This course will explore pharmacokinetics and demonstrate the impact on related laboratory studies, expected and therapeutic outcomes in the client with predictable, less-complex conditions with a low risk of negative outcomes. All routes and forms of medication will be incorporated with a focus on clients with a predictable outcome with a low risk of negative outcomes.

Prerequisites:

Clinical IIA (NRS14)

Clinical IIB (NRS15)

Pharmacology Applications A (NRS86)

Practical Nursing Theory II (NRS92)

Nursing Skill Labs II (NRS150)

Health Assessment (NRS153)

Anatomy and Physiology II (SCIE3)

Corequisites:

Clinical IIIA(NRS19)

Clinical IIIB(NRS20)

Nursing Care of Families(NRS67)

Nursing Skill Labs III(NRS78)

Professional Aspects of Nursing A(NRS96)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
5. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
6. Manage oneself and one's resources to achieve goals

Aim:

The aim of this course is to enable the student to expand their knowledge, skill and judgment to utilize the drug classification system to safely prepare and administer medications and intravenous solutions in a health care setting. Students will be working at an advanced beginner level (Benner, 1989) in their understanding and delivery of medications and IV therapy.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Identify the various drug classifications; how these medications act in the body, when they would be given, why they would be administered, contraindications and nursing actions, for the selected drug categories used to treat pathological conditions. (CNOETPC 6, 7, 26, 33, 35)
2. Utilize the nursing process for the safe delivery of oral and parenteral medications. (CNOETPC 6, 31, 33, 34, 35, 39)
3. Duplicate the use of Medication Standards outlined by the College of Nurses of Ontario (knowledge, technical skills, documentation and judgment at an advanced beginner level). (CNOETPC 7, 23, 33, 37, 42)
4. Distinguish the essential client education regarding expected effects, outcome, potential drug reactions, consent and ethical considerations of selected drug therapy. (CNOETPC 14, 19, 28, 49)
5. Recognize when to question, clarify or challenge an order for medication or treatment.
6. Understand the roles and responsibilities of the members of the interprofessional health team related to medications. (CNOETPC 27, 32, 4)5
7. Demonstrate advocacy and collaboration with the client and the interprofessional health team in determining the plan of care related to medications. (CNOETPC 3, 7, 13, 16, 28, 29, 36, 37, 51)

8. Understands and evaluates the impact of errors in the medication administration process. (CNOETPC 94, 113)

Additional Learning Outcomes Comments:

Additionally, the learner will practice utilizing the Standards and guidelines developed by The College of Nurses of Ontario (the College) to support nurses in providing safe, effective and ethical nursing care to the people of Ontario. Practice standards outline the expectations for nurses that contribute to public protection. They inform nurses of their accountabilities and the public of what to expect of nurses. The standards apply to all nurses regardless of their role, job description or area of practice.

Practice guidelines help nurses understand their responsibilities, and to make safe and effective decisions in their nursing practice. (www.cno.org/en/learn-about-standards-guidelines/publications-list/standards-and-guidelines)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week One	Labour Day	1,2,3,4	Labour Day
Week Two	Drug Classification: Drugs used to Treat Diabetes Mellitus Clayton Chapter 36 Morris Chapter 20	1,2,3,4	Class Participation
Week Three	Drugs used to Treat Disorders of Respiratory System Clayton Chapters 30 & 31	1,2,3,4	Class Participation
Week Four	Test # 1 - 20%	1,2,3,4	Test # 1 - 20%
Week Five	Drugs used to Treat Disorders of Respiratory System cont'd Clayton Chapters 30 & 31	1,2,3,4	Class Participation
Week Six	Thanksgiving Day		Thanksgiving Day
Week Seven	Drugs Affecting the Cardiovascular System - Dysrhythmias & Angina Clayton Chapters 24 & 25 Drugs Affecting the Cardiovascular System - Dyslipidemias Clayton Chapter 22	1,2,3,4	Class Participation
Week Eight	Independent Learning Week		Independent Learning Week
Week Nine	Test #2 - 20%	1,2,3,4	Test # 2 - 20%
Week Ten	Drugs Affecting the Cardiovascular System - Hypertension Clayton Chapter 23	1,2,3,4	Class Participation

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week Eleven	Drugs Affecting the Cardiovascular System - Peripheral Vascular Disease Clayton Chapter 26	1,2,3,4	Class Participation
Week Twelve	Test # 3 - 20%	1,2,3,4	Test # 3 - 20%
Week Thirteen	Drugs Affecting the Cardiovascular System - Heart Failure & Diuresis Clayton Chapters 28 & 29	1,2,3,4	Group Assignment - 10 % Class Participation
Week Fourteen	Drugs Affecting the Autonomic & Central Nervous System - Anxiety & Mood Disorders, Drugs used for Psychoses Clayton Chapters 17,18,19	1,2,3,4	Class Participation
Week Fifteen	Final Comprehensive Test - 30%	1,2,3,4	Final Comprehensive Test: 30%

Learning Resources:

Ateah, C., et al. (2009). Human Development, 2nd Canadian Edition. Nelson: Human Growth and Development Course Notes.

Clayton, B.D., Stock, Y.N. & Cooper, S.E. (2010). Basic Pharmacology for Nurses (15th ed). Toronto: Mosby.

College of Nurses of Ontario: Standards of Practice for Nurses in Ontario. (Available at www.cno.org) online learning modules; QA resources

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Non Violent Crisis Intervention Participant's Workbook,

Pagana, D.K., Pagana, T.J. (2011). Mosby's Diagnostic and Laboratory Test Reference, 9th ed. Mosby.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M. J. (2009 or 2010). Fundamentals of Nursing (4th ed.). Elsevier Canada.

Robinson, D. J., (2008). The Mental Status Exam, (2nd ed.). Rapid Psychler Press.

Stedman's Medical Dictionary for the Health Professions and Nursing, 6th ed. (2008). Lippincott Williams & Wilkins.

Tortora, G.J. (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology & Wiley Plus, 8th ed., Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
Week 4	20	Test # 1 In Testing Centre
Week 7	20	Test # 2 In Class
Week 11	20	Test # 3 In Class
Week 13	10	Group Assignment
Week 15	30	Final Comprehensive Test In Class

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office.

Faculty:

Betty Deschenes, Office 438D
749-5530 ext. 1379
Email: bdeschen@flemingc.on.ca

Co-ordinator:

Iris Gravel, Office 438B
749-5520 ext 1386
Email: igravel@flemingc.on.ca

Exemptions contact for this course:

Co-ordinator

Iris Gravel, Office 438B
749-5520 ext. 1386
Email: igravel@flemingc.on.ca

A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements. The College of Nurses of Ontario may be required to review this documentation.

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

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If the student writes more than 3 calendar days after the other students have written, the

maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor **PRIOR** to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will **ONLY** be provided if the student communicates their circumstances to the faculty member **IN ADVANCE** of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments **MUST BE SUBMITTED**, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of

the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

All aspects of this course must be attempted to achieve a final grade.

Tests may include content of one or more concepts.

It is mandatory to write the final comprehensive test. This test may include all theory taught within this course.

SEMESTER 4



Fleming College

LEARN | BELONG | BECOME

CLINICAL IVA



LEARN | BELONG | BECOME

Course Number: NRSG23

Course Hours: 84

Semester: 4

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Nursing Theory I, II, III and IV, Nursing Skill Labs I, II, III and IV, and Health Assessment/Labs. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking. Clinical assignment will include one of the following: mental health, maternal/child, medicine, surgery, rehabilitation and palliative. The student will demonstrate increasing independence and problem solving skills.

Prerequisites:

Clinical IIIA (NRSG19)

Clinical IIIB (NRSG20)

Nursing Care of Families (NRSG67)

Nursing Skill Labs III (NRSG78)

Professional Aspects of Nursing A (NRSG96)

Practical Nursing Theory III (NRSG93)

Corequisites:

Nursing in the Community(NRSG73)

Nursing Skill Labs IV(NRSG79)

Professional Aspects of Nursing B(NRSG97)

Practical Nursing Theory IV(NRSG94)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals

Aim:

The aim of the course is to enable the student to apply the nursing process for individuals/families experiencing alterations in physical and mental health.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Identify own learning needs that promote personal and professional development (CNOETPC 89, 106 a –c, 112)
2. Complete nursing assessments of clients based on Gordon's Functional Health Patterns (CNOETPC 2, 27 a, b).
3. Apply knowledge of growth and development and specific alterations in health in planning care for clients and their families. (CNOETPC 4, 26)
4. Utilize the nursing process to care for clients across the lifespan with alterations in physical and mental health. (CNOETPC 2, 20, 28 a-f, 54)
5. Begin to modify nursing care to a change in the clients' health status. (CNOETPC 19, 52, 54).
6. Perform nursing care consistent with the College of Nurses of Ontario, Professional Standards. (CNOETPC 7 a-b, 42, 45 a-b, 66, 69, 71, 79, 94, 104, 106 a-c, 113 a-f, 115).
7. Analyze the effect of own communication skills when interacting with clients, family, peers, teacher and health care team members. (CNOETPC 60).
8. Demonstrate safe preparation and administration of medications. (CNOETPC 33).
9. Assist the client and/or family to utilize available hospital and community resources. (CNOETPC 85, 95).

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
1	Orientation to clinical setting Tour of hospital and clinical unit Introduction to clinical unit staff and clients	1, 2, 3, 4	Self Reflection and Goal Setting

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Clinical unit expectations Assigned learning activities Determine own learning needs		
2	Complete nursing assessments of clients based on Gordon's Functional Health Patterns. Research significance of normal and abnormal lab test results	1, 2, 3, 4, 6, 7, 8	Clinical Pharmacology Exercises
3	Complete neuro assessments Plan and implement care for clients of various age groups experiencing an alteration in physical and/or mental health	1, 2, 3, 4, 5, 6, 7, 8	Pre Clinical Research Assignments and Post Clinical Nursing Care Plans
4	Prepare and administer medications to a group of clients safely. Begin to modify nursing care to a change in the clients' health status.	1, 2, 3, 4, 5, 6, 7, 8, 9	Interim Performance Appraisal
5	Collaborate with other members of health care team. Assist client and/or family to utilize available hospital and community resources.	1, 2, 3, 4, 5, 6, 7, 8, 9	Drug Profile/Team Leader Assignment
6	Demonstrate leadership role with team leading assignment. Analyze impact of own communication skills	1, 2, 3, 4, 5, 6, 7, 8, 9	Reflective Practice Anecdotal
7	Integrate Knowledge and Skills	1, 2, 3, 4, 5, 6, 7, 8, 9	Final Performance Appraisal

Learning Sequence Additional Comments:

The activities described are not limited to the designated week but are ongoing and cumulative. It is expected that the student will accept responsibility for his/her own learning and request experiences that will assist in the application of theory to practice.

Learning Resources:

Ateah, C., et al, (2009). Human Development, 2nd Canadian Edition, Nelson; Human Growth and Development Course Notes

Clayton, B., Stock, Y., Cooper, S., (2010). Basic Pharmacology for Nurses, 15th Edition, Mosby

College of Nurses of Ontario, Compendium of Standards of Practice for Nurses in Ontario;
Available online - www.cno.org

D'Amico, D., Barbito, C., (2007). Health and Physical Assessment in Nursing, Pearson Education

Donatelle, R.,(2008). Health: The Basics, 4th Canadian Edition, Pearson Benjamin Cummings

Fortinash, K., (2007). Psychiatric Nursing Care Plans, 5th Edition, Mosby

Gray Morris, D., (2009). Calculate with Confidence, 5th Edition, Elsevier Science Canada

Hunt, R., (2009). Introduction to Community Based Nursing, 4th Edition, Lippincott, Williams and Wilkins

Ignatavicius, D., Workman, M., (2010). Medical-Surgical Nursing - Critical Thinking for Collaborative Care, 6th Edition, Elsevier Saunders

Ignatavicius, D., Workman, M., (2010). Medical-Surgical Nursing-Critical Thinking Study Guide, 6th Edition, Elsevier Saunders

Karch, A., (2010). 2010 Lippincott's Nursing Drug Guide, Lippincott

Leifer, G., (2007). Introduction to Maternity and Pediatric Nursing, 5th Edition, Elsevier Inc

Pagana, D., Pagana, T., (2009). Mosby's Diagnostic and Laboratory Test Reference, 8th Edition, Mosby

Potter, P., Perry, A., Ross-Kerr, J., Wood, M., (2009). Canadian Fundamentals of Nursing, 4th Edition, Elsevier Canada

Robinson, D., (2005). The Mental Status Exam, 2nd Edition, Rapid Psychler Press

Stedman's Medical Dictionary for the Health Professions and Nursing, (2008). 6th Edition, Lippincott, Williams and Wilkins

Tortora, G., (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology, 8th Edition, Wiley

Assessment Plan:

Item/Date:	Percent:	Description:
1	P/F	This clinical course will be evaluated on a pass/fail basis. The student and faculty will complete an Interim Performance Appraisal, week 4 and a Final Performance Appraisal at the end of the rotation. The student's progress will be determined by the teacher's observations of the student on the unit as well as assignments such as: • clinical pharmacology exercises

		• pre clinical nursing care research assignments • post clinical nursing care plans • weekly reflective practice anecdotal • drug profile related to medication pass assignment • team leader experience • additional assignments specific to a clinical setting may also be assigned, e.g. growth and development assessments
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Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's office. A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements.

Exemptions contact for this course:

Coordinator: Judy Osborne Office: 207A, Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in Grade Book.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be

written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by

Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

6. Clinical

Attendance at clinical orientation is compulsory. Students unable to be present will be charged a makeup fee payable at the cashier's office.

Attendance at clinical is necessary in order to successfully meet the clinical learning outcomes.

Any absence must be reported to the clinical unit within the agency, according to agency policy.

Attendance is tracked cumulatively and will appear on student's exit Performance Appraisal.

All hours missed from scheduled clinical courses will be added to the required Pre-Grad Consolidation hours.

The College of Nurses of Ontario, "Professional Standards of Nursing Practice" and "Supporting Learners Practice Document" guide student practice.

Clinical Course 4A Learning Outcomes must be met and assignments completed before continuing in the next level of the clinical program.

CLINICAL IVB



LEARN | BELONG | BECOME

Course Number: NRSG24

Course Hours: 84

Semester: 4

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Nursing Theory I, II, III and IV, Nursing Skill Labs I, II, III and IV, and Health Assessment/Labs. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking. Clinical assignment will include one of the following: mental health, maternal/child, medicine, surgery, rehabilitation and palliative. The student will demonstrate increasing independence and problem solving skills.

Prerequisites:

Clinical IIIA (NRSG19)

Clinical IIIB (NRSG20)

Clinical IVA (NRSG23)

Nursing Care of Families (NRSG67)

Practical Nursing Theory III (NRSG93)

Professional Aspects of Nursing A (NRSG96)

Nursing Skill Labs III (NRSG78)

Corequisites:

Nursing in the Community(NRSG73)

Nursing Skill Labs IV(NRSG79)

Practical Nursing Theory IV(NRSG94)

Professional Aspects of Nursing B(NRSG97)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals

Aim:

The aim of the course is to enable the student to apply the nursing process for individuals/families experiencing alterations in physical and mental health.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Independently select learning experiences that promote personal and professional development. (CNOETPC 89, 106 a – c, 112).
2. Complete nursing assessments of clients based on Gordon's Functional Health Patterns. (CNOETPC 3, 27).
3. Apply knowledge of growth and development and specific alterations in health in planning care for clients and their families. (CNOETPC 4, 26).
4. Utilize the nursing process to care for clients across the lifespan with alterations in physical and mental health. (CNOETPC 2, 20, 28 a-f, 54).
5. Independently modify nursing care to a change in the client's health status. (CNOETPC 55, 56).
6. Perform nursing care consistent with the College of Nurses of Ontario, Professional Standards. (CNOETPC 7 a-b, 42, 45 a-b, 66, 69, 71, 79, 94, 104, 106 a-c, 113 a-f, 115).
7. Analyze the effect of own communication skills when interacting with clients, family, peers, teacher and health care team members. (CNOETPC 60).
8. Demonstrate safe preparation and administration of medications. (CNOETPC 33).
9. Assist the client and/or family to utilize available hospital and community resources. (CNOETPC 85, 95).
10. Autonomously performs a wide range of nursing interventions in a variety of setting including the community, hospital, and LTC focusing on health promotion, palliation, rehabilitation and disease prevention. (CNOETPC 31, 36, 38, 45, 49).
11. Collaborates with client and interprofessional health care team to perform appropriate nursing interventions. (CNOETPC 3, 12, 27, 29, 32, 35, 55).

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
9	Orientation to clinical setting Tour of hospital and clinical unit Introduction to clinical unit staff and clients Clinical unit expectations Assigned learning activities Determine own learning needs.	1, 2, 3, 4	Self Reflection and Goal Setting
10	Select clinical learning experiences independently. Complete nursing assessments of clients based on Gordon's Functional Health Patterns	1, 2, 3, 4, 6, 7, 8	Clinical Pharmacology Exercises
11	Plan and implement care for clients across the lifespan, experiencing alterations in physical and/or mental health. Prepare and administer medications to a group of clients safely.	1, 2, 3, 4, 5, 6, 7, 8	Pre Clinical Research Assignments and Post Clinical Nursing Care Plans
12	Complete neuro assessments Research significance of normal and abnormal lab and test results. Independently modify nursing care to a change in the client's status.	1, 2, 3, 4, 5, 6, 7, 8, 9	Interim Performance Appraisal
13	Collaborate with members of health care team. Demonstrate leadership role with team leading assignment.	1, 2, 3, 4, 5, 6, 7, 8, 9	Drug Profile/ Team Leader Assignment
14	Analyze impact of own communication skills Assist client and/or family to utilize available hospital and community resources.	1, 2, 3, 4, 5, 6, 7, 8, 9	Reflective Practice Anecdotal
15	Integrate Knowledge and Skills	1, 2, 3, 4, 5, 6, 7, 8, 9	Final Performance Appraisal

Learning Sequence Additional Comments:

The activities described are not limited to the designated week but are ongoing and cumulative. It is expected that the student will accept responsibility for his/her own learning and request experiences that will assist in the application of theory to practice.

Learning Resources:

Ateah, C., et al, (2009). Human Development, 2nd Canadian Edition, Nelson; Human Growth and Development Course Notes

Clayton, B., Stock, Y., Cooper, S., (2010). Basic Pharmacology for Nurses, 15th Edition, Mosby

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Robinson, D., (2005). The Mental Status Exam, 2nd Edition, Rapid Psychler Press

Stedman's Medical Dictionary for the Health Professions and Nursing, (2008). 6th Edition, Lippincott, Williams and Wilkins

Tortora, G. J., (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology, 8th Edition, Wiley

Assessment Plan:

Item/Date:	Percent:	Description:
1	P/F	This clinical course will be evaluated on a pass/fail basis. The student and faculty will complete an Interim Performance Appraisal, week 4 and a Final Performance Appraisal at the end of the rotation. The student's progress will be determined by the teacher's observations of the student on the unit as well as assignments such as: • clinical pharmacology exercise • pre clinical nursing care research assignments

		• post clinical nursing care plans • weekly reflective practice anecdotal • drug profile related to medication pass assignment • team leader experience • additional assignments specific to a clinical setting may also be assigned, e.g. growth and development assessments
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Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's office. A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements.

Exemptions contact for this course:

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in Grade Book.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students. When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

6. Clinical

Attendance at clinical orientation is compulsory. Students unable to be present will be charged a makeup fee payable at the cashier's office.

Attendance at clinical is necessary in order to successfully meet the clinical learning outcomes. Any absence must be reported to the clinical unit within the agency, prior to the scheduled shift.

Attendance is tracked cumulatively and will appear on the student's exit Performance Appraisal. All hours missed from scheduled clinical courses will be added to the required Pre-Grad Consolidation hours. The College of Nurses of Ontario, "Professional Standards of Nursing Practice" and "Supporting Learners Practice Document" guide student practice. Clinical Course 4B Learning Outcomes must be met and assignments completed before continuing in the next level of the clinical program.

COMPREHENSIVE TEST



LEARN | BELONG | BECOME

Course Number: NRS42

Course Hours: 6

Semester: 4

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course consists of two final comprehensive tests which will evaluate the level of learning acquired throughout the entire Practical Nursing Diploma Program. These tests provide an opportunity for the Practical Nursing student to be adequately prepared to write the Canadian Practical Nurse Registration Examination.

Prerequisites: Pre-Grad Clinical V (NRS433) **Corequisites:** None.

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals
8. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of this course is to evaluate the student's readiness to attempt the Canadian Practical Nurse Registration Examination.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Demonstrate competence in applying the content concepts and skills from the entire Practical Nursing Program.
2. Demonstrate the expected knowledge, skills and judgement of an entry-level Practical Nurse Practitioner.

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
August 2 or 9 or 16, 2012	PN Final Comprehensive Tests 0900-1400 Fleming College	1, 2	Final Comprehensive Tests

Learning Sequence Additional Comments:

The Practical Nursing Final Comprehensive Tests will be offered to the Semester 4 students following successful completion of their required Pre Grad Consolidation hours.

Learning Resources:

These tests will evaluate test material from all previous theory, lab and clinical content in the PN Program. All Practical Nursing Program learning resources are relevant.

Assessment Plan:

Item/Date:	Percent:	Description:
August 2 or 9 or 16	50	Part A: 100 multiple choice questions
August 2 or 9 or 16	50	Part B: 100 multiple choice questions
	P/F	Part C: 30 multiple choice questions r/t Jurisprudence
Final Grade	100	Students are assigned a final grade from the combination of the 2 tests

Additional Assessment Comments:

If students are not successful on their first attempt of the Final PN Comprehensive Tests, they may have an opportunity to reattempt these 3 tests. Students unsuccessful with the Supplemental Tests will be required to seek Academic Advising.

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's office

Exemptions contact for this course:

Coordinator: Judy Osborne Office: 207A, Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook. If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%.

Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their

circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency. Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs. The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent. Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

6. PN FINAL COMPREHENSIVE TESTS

In order to graduate from the Fleming College Practical Nursing Diploma Program and be recommended to write the Canadian Practical Nurse Registration Examination, students must pass the Fleming College Practical Nursing Final Comprehensive Tests. 50% is considered a passing grade on each Final PN Comprehensive Test.

NURSING IN THE COMMUNITY



LEARN | BELONG | BECOME

Course Number: NRSG73

Course Hours: 30

Semester: 4

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course will introduce foundational aspects of community-based nursing and will build on the student's existing knowledge base and encourage the transference of existing knowledge, skills and abilities to the community setting. Key components in this course include community-based nursing across the lifespan, cultural and family influences, assessing the target community, epidemiology, effective client teaching methodologies and case management. Students will participate in a variety of learning opportunities such as case studies and health promotion activities and through engagement with guest speakers. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking.

Prerequisites:

Clinical IIIA (NRSG19)

Nursing Care of Families (NRSG67)

Professional Aspects of Nursing A (NRSG96)

Practical Nursing Theory III (NRSG93)

Nursing Skill Labs III (NRSG78)

Clinical IIIB (NRSG20)

Corequisites:

Clinical IVA(NRSG23)

Clinical IVB(NRSG24)

Practical Nursing Theory IV(NRSG94)

Professional Aspects of Nursing B(NRSG97)

Nursing Skill Labs IV(NRSG79)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
4. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
5. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
6. Manage oneself and one's resources to achieve goals
7. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of the course is to enable the student to employ a theoretical foundation when caring for the individual, family and/or groups in a community setting.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Describe historical and current trends which guide the practice of nursing in the community. (PRA 6, 14, 15,17,26,28B, F,31A,B,D, 38,)
2. Discuss the role, scope and focus of community based nursing practice including the College of Nurses of Ontario Standards related to this practice setting. (PRA 45A, B,
3. Describe nursing interventions used in various community based settings and explain how they are similar to and different from nursing interventions in acute care settings. (PRA 2)
4. Assess the learning needs of clients in the community and apply appropriate teaching methods in health education and promotion. (PRA 2)
5. Create learning objectives and an evaluation mechanism for a health education plan. (PRA 28)
6. Plan client centred health educational programs for individuals, families and groups in a community setting (PRA 30)
7. Explain ways in which concepts of epidemiology can be used in community based nursing practice and identify sources of information that may be accessed by the nurse in community settings (PRA 32)
8. Identify the importance of providing culturally sensitive and culturally competent nursing care. (PRA 41)
9. Discuss, compare and contrast specific aspects of nursing care in clinics, offices, schools, worksites, rural areas, parishes and correctional facilities. (PRA86, 87)
10. Discuss home health care nursing and explain its relationship to other types of nursing practice. (PRA 86,87)

11. Discuss the importance of health promotion activities in positively influencing the health of clients and communities. (PRA 86, 87)

12. Describe the various ways that communicable diseases may be transmitted and the role the community nurse plays in infection prevention and control (PRA 39)

* PRA = CNOETP

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Introduction to Community-based Nursing; Multidimensional Nature of Health Promotion; Definitions of health focusing on the individual, family and community RNAO BPG: Managing Chronic Illness Overview of semester project	1,2,3	Class participation and discussion
Week 2	Epidemiology/Environmental Surveys Primary, Secondary and Tertiary care in the community; Identifying health promotional needs. Stages of Behaviour Change	1,2,7,8	Class participation and discussion
Week 3	Test #1	1,2,5	Test # 1 20%
Week 4	Health Promotion and Health Teaching	1,2,4,5,6,8	Class participation and discussion
Week 5	Social Marketing	1,2,5	Class participation and discussion
Week 6	Test # 2	1-7	Test #2 20%
Week 7	Family Day		
Week 8	Independent Learning Week Content to be assigned	1-7	Reading Break
Week 9	Home-based Nursing RNAO BPG Chronic Illness	1-12	Class participation and discussion
Week 10	Home-based Nursing	1-12	Class Participation
Week 11	Community Health Fair- Brealey Foyer (1/2 class)Group A	1-12	Foyer Presentations 30% +5% (1/2 class)
Week 12	Community Health Fair- Brealey Foyer (1/2 class)Group B	1-12	Foyer Presentation 30% + 5% (1/2 class)Group A written report due at beginning of class
Week 13	Leadership and Case management	7-12	Class

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
			Group B written reports due at beginning of class
Week 14	Occupational Health and Wellness Forensic Nursing	7-12	Class Participation
Week 15	Final Comprehensive Test	1-12	Final Test 25%

Learning Sequence Additional Comments:

Detailed reading list to be distributed in week one of class.

Learning Resources:

College of Nurses of Ontario, Standards of Practice for Nurses in Ontario. (available online - www.cno.org)

Ateah, C., et al. (2009). Human Development, 2nd Canadian Edition. Nelson: Human Growth and Development Course Notes.

Clayton, B.D., Stock, Y.N. & Cooper, S.E. (2010). Basic Pharmacology for Nurses (15th ed). Toronto: Mosby.

College of Nurses of Ontario. (2008). Compendium of Standards of Practice for Nurses in Ontario. (Available at www.cno.org)

D'Amico, & Barbito, C. (2007). Health and Physical Assessment in Nursing. Pearson Education.

Donatelle, R., (2008). Health: The Basics, (4th Canadian ed.). Pearson Benjamin Cummings.

Fortinash, K.M., (2006). Psychiatric Nursing Care Plans, (5th ed.). Mosby Inc.

Gray Morris, M. D., (2010). Calculate with Confidence (5th ed.). Toronto: Elsevier Science Canada.

Ignatavicius, D. D., Workman, M. L., (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, (6th ed.). Elsevier Saunders.

Ignatavicius, D. D., Workman, M. L., (2010). Critical Thinking Study Guide, (6th ed.). Elsevier Saunders.

Karch, A., (2010). 2010 Lippincott's Nursing Drug Guide. Lippincott.

Non Violent Crisis Intervention Participant's Workbook, 2003.

Pagana, D.K., Pagana, T.J. (2009). Mosby's Diagnostic and Laboratory Test Reference, 9th ed. Mosby.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M. J. (2009). Fundamentals of Nursing (4th ed.). Elsevier Canada.

Robinson, D. J., (2005). The Mental Status Exam, (2nd ed.). Rapid Psychler Press.

Stedman's Medical Dictionary for the Health Professions and Nursing, 6th ed. (2008). Lippincott Williams & Wilkins.

Tortora, G.J. (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology & Wiley Plus, 8th ed., Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
Test #1 Week 3	20	short answer
Test #2 Week 6	20	short answer
Final Comprehensive Test Week 15	25	multiple choice/short answer
Student Presentation and written Presentation Due weeks 12 and 13	30	Assignment will be outlined in week 1. Foyer presentations and follow up written assignment will be reflective of the research, development and application of health promotion theory with a written report that will include a formal evaluation of the process used by students. This is a group project.
In class assignment Week 11 and 12	5%	Evaluation of peer community assignments

Additional Assessment Comments:

Hunt, Roberta., (2004) Introduction to Community Based Nursing 5th ed, Lippincott Williams and Wilkins.,

Prior Learning Assessment and Recognition:

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PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's Office

Exemptions contact for this course:

Exemption Contact for this course:

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed

to support the learning process.

Academic Responsibilities:

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in Grade Book. If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency. Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance

contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected to interact in a professional and positive manner.

This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

NURSING SKILL LABS IV



LEARN | BELONG | BECOME

Course Number: NRSG79

Course Hours: 30

Semester: 4

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course continues to provide the student with the theory and practical skills required to provide nursing care to medical/surgical and newborn/pediatric patients. Simulated case situations, case studies and hands-on application of specific nursing skills will form the basis of this course. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking.

Prerequisites:

Clinical IIIA (NRSG19)

Professional Aspects of Nursing A (NRSG96)

Practical Nursing Theory III (NRSG93)

Clinical IIIB (NRSG20)

Nursing Care of Families (NRSG67)

Nursing Skill Labs III (NRSG78)

Corequisites:

Clinical IVA(NRSG23)

Nursing in the Community(NRSG73)

Practical Nursing Theory IV(NRSG94)

Professional Aspects of Nursing B(NRSG97)

Clinical IVB(NRSG24)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals
8. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of the course is to enable the student to learn and practice new skills required to provide safe and competent nursing care in medical/surgical, mental health and newborn/pediatric clinical settings.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

Refer to Semester 1V Student Laboratory Guide for description of learning outcomes for each Nursing Skills Lab

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Demonstrate physical and psychological assessment skills for client across the continuum. (CNOETPC 2, 6, 15, 20, 26, 31, 36, 39)
2. Describe and demonstrate safe, efficient and accurate utilization of equipment used in patient care in all clinical, classroom and lab settings. (CNOETPC 39, 95, 102)
3. Identify and demonstrate various forms of communication/documentation utilized to impart information to patients/families and other health care providers. (CNOETPC 23, 42, 47, 110, 117)
4. Utilize the phases of the nursing process to assess, diagnose, plan, implement and evaluate nursing care. (CNOETPC 5, 54)
5. Integrate infection control practices including hand hygiene, isolation procedures, and sterile technique in the provision of client care. (CNOETPC 31, 34, 91, 106)
6. Describe the pathophysiology of the disease processes related to the clients being cared for. (CNOETPC 4, 6, 20)
7. Analyze the role and responsibilities of the Practical Nurse in the lab, classroom and across all clinical settings. (CNOETPC 45, 85, 108)

8. Identify situations where clients may be at risk for emergencies across all clinical settings. (CNOETPC 56)
9. Critique laboratory and diagnostics tests and normal values. (CNOETPC 20, 27)
10. Demonstrate organizational and leadership skills in providing care for clients across the continuum and in all clinical settings. (CNOETPC 4, 13, 21, 25, 48, 61)
11. Demonstrate health teaching individualized to the client in lab and related clinical settings. (CNOETPC 21, 31, 35)
12. Demonstrate care of the client through acute care, rehabilitative and palliative experiences in a variety of care settings. (CNOETPC 29, 31, 35)
13. Assess, monitor and evaluate adult clients undergoing IV therapy.(CNOETPC 31, 33, 34, 36, 39, 109)
14. Demonstrate knowledge and application of pain management strategies. (CNOETPC 6, 31, 32, 33, 34, 36, 39, 109)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
1	Introduction to Nursing Skill Lab 1V Sensory Deficit;	1,2,3,4,5,6,7,8,9, 10,11,12	Active participation is required in all labs
2	Neurological Assessment Glasgow Coma Scale; Stroke and head trauma Assessment; epidural assessment	1,2,3,4,5,6,7,8,9, 10,11,12	
3	Orthopedic Devices: Crutches; Canes; walkers; Hospital/LTC and home settings	1,2,3,4,5,6,7,8,9, 10,11,12	
4	Intradermal Injections; Interpreting Mantoux tests Written test #1	1,2,3,4,5,6,7,8,9, 10,11,12	Written Test #1 15%
5	Initiation of Intravenous Therapy; Subcutaneous Continuous Infusions	1,2,3,4,5,6,7,8,9, 10,11,12	1/2 class attendance
6	Initiation of Intravenous Therapy; Subcutaneous Continuous Infusions	1,2,3,4,5,6,7,8,9, 10,11,12	1/2 class attendance
7	Practical testing		Practical Testing 20%
8	Independent Study Week		
9	Ergonomics and Back Care For Nurses	1,2,3,4,5,6,7,8,9, 10,11,12	
10	Transcription of Orders Written test #2	1,2,3,4,5,6,7,8,9, 10,11,12	Written Test #2 15%
11	Case study interactive lab Bring drug guide and laboratory test guide	1,2,3,4,5,6,7,8,9, 10,11,12	
12	Advanced Wound Care	1,2,3,4,5,6,7,8,9, 10,11,12	

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
13	End of Life Care	1,2,3,4,5,6,7,8,9, 10,11,12	
14	Final Practicum Testing Comprehensive test, mandatory pass, passing mark 50%		30% mandatory pass
15	Final Written Test		20%

Learning Resources:

Ateach, C. et al, (2009). Human Development, 2nd Canadian Edition, Nelson: Human Growth and Development Course Notes.

Clayton, B.D., (2010). Basic Pharmacology for Nurses, (15th ed.). Mosby Inc.

College of Nurses of Ontario, Compendium of Standards of Practice for Nurses in Ontario. (available online - www.cno.org)

D'Amico, D., Barbito, C., (2007) Health and Physical Assessment in Nursing, Pearson Education

Donatelle, R., (2008). Health: The Basics, (4th Canadian Edition). Pearson Benjamin Cummings

Fortinash, K.M., (2007). Psychiatric Nursing Care Plans, (5th ed.). Mosby Inc.

Gray Morris, D., (2009). Calculate with Confidence, (4th ed.). Elsevier Science Canada

Ignatavicius, D. D., Workman, M. L., (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, (6th ed.). Elsevier Saunders

Ignatavicius, D. D., Workman, M. L., (2006). Critical Thinking Study Guide, (6th ed.). Elsevier Saunders.

Karch, A., (2010). 2010 Lippincott's Nursing Drug Guide. Lippincott

Leifer, G. (2007). Introduction to Maternity & Paediatric Nursing, (5th ed.). Elsevier Inc.

Pagana,D.K.,& Pagana,T.J.(2009). Mosby's Diagnostic and Laboratory Test Reference, (8th ed.). Mosby

Potter, P. A., Perry, A. G., Ross-Kerr, J.C., Wood, M. J. (2009). Canadian Fundamentals of Nursing , (4th ed.). Elsevier Canada

Robinson, D. J., (2005). The Mental Status Exam, (2nd ed). Rapid Psychler Press

Stedman's Medical Dictionary for the Health Professions and Nursing (2008). Lippincott, Williams and Wilkins

Tortora, G.J., (2010). Introduction to the Human Body: The Essentials of Anatomy & Physiology. (8th ed.). Wiley

Assessment Plan:

Item/Date:	Percent:	Description:
Written Test #1	15	Week 4
Practical Testing (Mid term)	20	Week 7 This is a comprehensive test.
Written Test #2	15	Week 10
Final Practical Test	30	Week 14 Final Practical testing is a mandatory pass.
Final Written Test	20	Week 15 This is a comprehensive test with a pass mark of 50%

Additional Assessment Comments:

The final practicum comprehensive test will be scenario based and will include skills, application of knowledge and assessment from the entire program. This test is a mandatory pass. Skills tested in the practicum tests are either performed correctly or incorrectly. Partial marks will not be awarded for skills that are performed incorrectly. The test will be timed and students will be advised when they have run out of time. Skills that are not completed in the time allowed will be considered not performed and no mark awarded.

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact Registrar's office

Exemptions contact for this course:

Contact Mandy Kennedy, Faculty at extension: 1762

or Coordinator: Judy Osborne Office: 207A, Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in Grade Book.

If the student has any questions or concerns about the grading of any evaluation method, the

student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

PRACTICAL NURSING THEORY IV



LEARN | BELONG | BECOME

Course Number: NRSG94

Course Hours: 60

Semester: 4

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course continues the study of alterations in health within the context of the nursing process. The content concepts include alterations in health: neurological, skin, sensory, orthopaedic, renal, gastrointestinal, reproductive and sexual. This course also explores related pharmacotherapeutics.

Prerequisites:

Clinical IIIA (NRSG19)

Nursing Skill Labs III (NRSG78)

Professional Aspects of Nursing A (NRSG96)

Practical Nursing Theory III (NRSG93)

Nursing Care of Families (NRSG67)

Clinical IIIB (NRSG20)

Corequisites:

Clinical IVA(NRSG23)

Clinical IVB(NRSG24)

Nursing Skill Labs IV(NRSG79)

Professional Aspects of Nursing B(NRSG97)

Nursing in the Community(NRSG73)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience

2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals
8. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of the course is to enable the student to employ a theoretical foundation when caring for clients and/or families with specific alterations in health. The curriculum threads of nutrition, growth and development, communication, physical, psychosocial, cultural, and spiritual needs as well as pharmacotherapeutics are integrated throughout.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Determine nursing care based on knowledge of specific alterations in health. (CNOETPC 6,26,28)
2. Utilize the nursing process as a framework for the care of the individual and/or family experiencing an alteration in health. (CNOETPC 5, 54, 74, 88)
3. Propose nursing interventions appropriate for various age groups with alterations in health while maintaining respect for cultural diversity. (CNOETPC 63, 76)
4. Utilize the drug classification system to develop knowledge for safe and effective administration of specific medications. (CNOETPC 33)
5. Identify the nurse's role in the promotion of health for the individual and/or family with an alteration in health. (CNOETPC 113116)
6. Collaborates with the interprofessional health care team to plan and evaluate client outcomes. (CNOETPC 55, 100)
7. Develop health teaching strategies in collaboration with the client and interprofessional health care team. (CNOETPC 29)
8. Describe the role of the unregulated care provider in a variety of health care settings. (CNOETPC 9)
9. Applies critical thinking and problem solving strategies in anticipation of possible complications related to client's health related problems. (CNOETPC 18)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1 Monday	The Orthopedic Bed The role of orthopedic nursing;	1,2,3,5	class participation

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Assessment of the orthopedic client Casts, crutches, canes, walkers		
Week 1 Friday	Introduction to Neurological Disorders & nursing care of the client with neurological alterations Iggy Chapter 43 & 44	1,2,3,4,5	Class Participation
Week 2 Monday	Orthopedic Disorders Soft tissue injuries and nursing care Ligaments/tendon Joints and fractures	1,2,3,4,5	Class Participation
Week 2 Friday	Neurological Disorders: Nursing care of clients with Problems of the CNS: The Brain Iggy Chapter 44	1,2,3,4,5	Class Participation
Week 3 Monday	Orthopedic Disorders cont'd amputations/rehab	1,2,3,4,5	Class Participation
Week 3 Friday	Neurological Disorders: Alzheimers Iggy Chapter 44	1,2,3,4,5	Class Participation
Week 4 Monday	Test # 1 25%	1,2,3,4,5	Test # 1 - 25%
Week 4 Friday	Neurological Disorders: Spinal Cord Iggy Chapter 45 Neurological Disorders: Peripheral Nervous System Iggy Chapter 46	1,2,3,4,5	Class Participation
Week 5 Monday	Upper GI disorders	1,2,3,4,5	Class Participation
Week 5 Friday	Nursing care of the client with Critical neurological illness head injury, stroke, space occupying lesion Iggy Chapter 47	1,2,3,4,5	Class Participation
Week 6 Monday	Gastro Intestinal Disorders Small Bowel	1,2,3,4,5	Class Participation
Week 6 Friday	Critical Neurological Illness cont'd Iggy Chapter 47	1,2,3,4,5	Class Participation
Week 7 Monday	Family Day Holiday		Family Day Holiday
Week 7 Friday	Test # 2	1,2,3,4,5	Test # 2 - 25%
Week 8	Independent Study Week		Independent Study Week

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 9 Monday	Gastro Intestinal Disorders Large bowel	1,2,3,4,5	Class Participation
Week 9 Friday	Renal/Urinary System: Assessment & Nursing care of the client with renal disorders Iggy Chapters 68 & 69	1,2,3,4,5	Class Participation
Week 10 Monday	Gastro Intestinal Disorders con't	1,2,3,4,5	Class Participation
Week 10 Friday	Renal/Urinary System: Nursing care of the client with renal disorders Iggy Chapter 70	1,2,3,4,5	Class Participation
Week 11 Monday	Test #3	1,2,3,4,5	Test # 3 - 20%
Week 11 Friday	Renal/Urinary System: Nursing care of the client with renal disorders Chapter 71	1,2,3,4,5	Class Participation
Week 12 Monday	Gastro Intestinal Disorders Liver and pancreas	1,2,3,4,5	Class Participation
Week 12 Friday	Sensory System: Nursing care of the client with alterations related of the special senses Chapters 48 & 49	1,2,3,4,5	Class Participation
Week 13 Monday	Disorders of the Skin Hair and Nails	1,2,3,4,5	Class Participation
Week 13 Friday		1,2,3,4,5	
Week 14 Monday	Reproductive System Disorders	1,2,3,4,5	Class Participation
Week 14 Friday	Sensory System: Nursing care of the client with alterations of the special senses Chapters 50 & 51	1,2,3,4,5	Class Participation
Week 15 Monday	Review	1,2,3,4,5	Class participation
Week 15 Friday	Final Comprehensive Test (30%)		Final Comprehensive Test (30%)

Learning Sequence Additional Comments:

Mondays: Faculty Betty Deschenes - Content

Week 1 - 7 Management of Pts with Problems of the Nervous System

Week 9 - 12 Management of Pts with Problems of the Urinary/Renal System

Week 13 - 14 Management of Pts with Problems of the Sensory System

Friday: Faculty Liz Mathewson

Week 1 - 2 Management of Pts with Problems of the Hair, Skin & Nails

Week 3 - 6 Management of Pts with Problems of the Musculoskeletal System

Week 9 - 11 Management of Pts with Problems of the Gastrointestinal System

Week 12 - 14 Management of Pts with Problems of the Reproductive System

Learning Resources:

Ateah, C., et al. (2009). Human Development, 2nd Canadian Edition. Nelson: Human Growth and Development Course Notes.

Clayton, B.D., Stock, Y.N. & Cooper, S.E. (2010). Basic Pharmacology for Nurses (15th ed). Toronto: Mosby.

College of Nurses of Ontario. (2008). Compendium of Standards of Practice for Nurses in Ontario. (Available at www.cno.org)

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Karch, A., (2010). 2010 Lippincott's Nursing Drug Guide. Lippincott.

Non Violent Crisis Intervention Participant's Workbook, 2003.

Pagaa, D.K., Pagana, T.J. (2009). Mosby's Diagnostic and Laboratory Test Reference, 9th ed. Mosby.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M. J. (2009). Fundamentals of Nursing (4th ed.). Elsevier Canada.

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Stedman's Medical Dictionary for the Health Professions and Nursing, 6th ed. (2008). Lippincott Williams & Wilkins.

Tortora, G.J. (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology & Wiley Plus, 8th ed., Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
Test #1	25	week # 4
Test #2	25	week # 7
Test #3	20	week # 11
Final comprehensive test	30	week #15

Additional Assessment Comments:

Tests will consist of a variety of evaluation means such as multiple choice and short answer questions.

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

PLAR options, please contact the Registrar's Office or Coordinator: Judy Osborne Office: 207A, Email: juosborn@flemingc.on.ca

Exemptions contact for this course:

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The

rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of

music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

All aspects of this course must be attempted to achieve a final grade.

Tests may include content of one or more concepts.

It is mandatory to write the final comprehensive test. This test may include all theory taught within this course.

PROFESSIONAL ASPECTS OF NURSING B



LEARN | BELONG | BECOME

Course Number: NRSG97

Course Hours: 30

Semester: 4

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Additional Comments:

This course assists the student to plan and develop professional career strategies for assuming the role of a Registered Practical Nurse. Current legislation, trends and issues in the health care system and educational milieu will be explored. Conflict issues and leadership skills applicable to the workplace environment will be analysed.

Course Description:

This course assists the student to examine current trends and issues in the health care system. Students will have an opportunity to explore more complex legal, ethical, social and professional aspects of nursing. Analytical and professional interpersonal communication skills are embedded throughout. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking.

Prerequisites:

Clinical IIIA (NRSG19)

Clinical IIIB (NRSG20)

Professional Aspects of Nursing A (NRSG96)

Practical Nursing Theory III (NRSG93)

Nursing Skill Labs III (NRSG78)

Nursing Care of Families (NRSG67)

Corequisites:

Clinical IVA(NRSG23)

Clinical IVB(NRSG24)

Nursing Skill Labs IV(NRSG79)

Practical Nursing Theory IV(NRSG94)

Nursing in the Community(NRSG73)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
4. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
5. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
6. Manage oneself and one's resources to achieve goals
7. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of this course is to prepare the student to assume a professional role as a Registered Practical Nurse, equipped with the appropriate career enhancing strategies to enter the health care system and practice within both legislative and professional standards of the profession.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Describe the structure of the current Canadian health care system and the varied roles of the practical nurse within its structure. (CNOETC 85, 99, 105)
2. Utilize conflict resolution techniques to enhance practice. (CNOETC 11, 22)
3. Examine current health care trends in Canada which may impact future practice. (CNOETC 91)
4. Identify management, hiring, and leadership skills expected of a beginning practitioner. (CNOETC 13)
5. Create a professional portfolio that includes major elements outlined by professional nursing organizations. (CNOETC 111)
6. Utilize the CNO Standards to critically analyze professional practice. (CNOETC 106)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 1	Introduction Canadian Health Care System Educational and Career Opportunities	1,2,3,4,5	In class participation

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	RPNAO		
Week 2	CNO Standards Introduction & applications Professional Standards Infection control, Working with UCPs,	4,5,6	In class participation; case studies
Week 3	CNO Standards application: Medical Directives, Disagreeing with the Multidisciplinary Plan of Care, Refusing Assignments Developing a Professional Portfolio Resume Writing	4,5	In class participation; case studies
Week 4	Developing a Professional Portfolio Reflective practice: CNOs QA Program Developing a Learning Plan	1,6	In class participation; Learning plan
Week 5	Test #1 - 20%		Test #1 20%
Week 6	New Graduate Initiative Guest Speaker	1,6	Questions for Guest Speaker
Week 7	Self Assessment tool & Learning plan- 5% Resumes and Cover Letters (bring draft resume to class) Preparing for the professional interview; Interviewing techniques	1,6	Self Assessment Tool and Learning Plan
Week 8 No Class	Independent learning week		No Class
Week 9	Management, leadership and hiring practices Job search techniques	6	Class participation
Week 10	Management, leadership and hiring practices Legal implications Providing feedback in the workplace(performance review)	6	class participation
Week 11	Test #2- 25%		Test #2 25%
Week 12	Cover letter, resume, focused portfolio due - 20% CNO standards: Nurses working in various Roles: Independent practice Camp Nursing Influenza Clinics	1,3	Cover letter, Resume, Focused Portfolio 20%

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
Week 13	Expectations for Consolidation Experience CNO standards: Supporting Learners	1,2,4	Class participation
Week 14	Guest Panel (previous graduates)	1,2	Class participation
Week 15	Final Comprehensive Test - 30%	1-6	Final Comprehensive Test- 30%

Learning Sequence Additional Comments:

Learning sequence may be altered as necessary.

Learning Resources:

Compendium of Standards of Practice for Nurses in Ontario, see www.cno.org

Potter, P. A., Perry, A.G., Ross-Kerr, J.C., Wood, M.J. (2009) Canadian Fundamentals of Nursing, (4th ed.) Elsevier Canada

Other documents as assigned. Regular review of webct is important for additional resources and instructions

Assessment Plan:

Item/Date:	Percent:	Description:
Week 5	20	Test 1
Week 7	5	Self Assessment Tool, Learning plan, Due at beginning of class - 1300 hr.
Week 11	25	Test 2
Week 12	20	Cover letter, Resume, Focused Portfolio Due at the beginning of class - 1300hr.
Week 15	30	Final Comprehensive Test

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact: Registrar's Office

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Exemptions contact for this course:

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be

provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

VOLUNTEER IN THE COMMUNITY



LEARN | BELONG | BECOME

Course Number: NRSG108

Course Hours: 45

Semester: 4

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This course provides experiential practice in communication, interpersonal, analytical, and creative skills while contributing to the goals of a student selected agency or organization. Students will examine the historical foundation and the functioning of the organization, its role within the community and the societal trends which affect it now and in the future. They will analyze the mission, values, services, structure and benefits of the organization and make suggestions for modifications or improvements. Students will also reflect upon the role of the volunteer sector in responding to the needs of communities.

Prerequisites:

Practical Nursing Theory III (NRSG93)

Nursing Care of Families (NRSG67)

Professional Aspects of Nursing A (NRSG96)

Clinical IIIA (NRSG19)

Clinical IIIB (NRSG20)

Nursing Skill Labs III (NRSG78)

Corequisites:

Practical Nursing Theory IV (NRSG94)

Nursing in the Community (NRSG73)

Professional Aspects of Nursing B (NRSG97)

Clinical IVA (NRSG23)

Clinical IVB (NRSG24)

Nursing Skill Labs IV (NRSG79)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

[Vocational Outcomes](#)

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
3. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
4. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
5. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
6. Manage oneself and one's resources to achieve goals
7. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

This course will enable students to develop an awareness, understanding and appreciation of the role of community agencies and services in meeting the present and future needs of a community. Students will gain insight into their own personal values and goals as well as contemporary social issues and problems.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Identify the range of services provided by volunteers in community agencies in meeting a particular need or goal within the community. (CNOETC 86 a- b)
2. Demonstrate application of theories of ethics, human development, effective communication, and interpersonal skills in promoting the goals of a community agency. (CNOETC 1, 5, 12, 66, 69, 76,)
3. Analyze the mission, values, and effectiveness of a chosen community agency in meeting a need of a particular community. (CNOETC 102)
4. Value the role of volunteers and community agencies in contributing to meeting the needs of communities. (CNOETC 85)

Learning Sequence:

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
1	Orientation to Volunteer in the Community Experience	1	Participation and discussion
2	Selection of Community Agency Volunteer in the Community Proposal. Interview and contract with community agency supervisor.	1, 2	Self-Evaluation

Wks/Hrs Units	Topics, Resources, Learning Activities	Learning Outcomes	Assessment
	Faculty approval. Work/Education Placement Agreement		
3-9	Volunteer Placement	1, 2, 3, 4	Self-Evaluation Agency Supervisor Appraisal
9-15	Oral Presentation to faculty and peers. Written report Self Evaluation Agency Supervisor Appraisal	1, 2, 3, 4	Oral Presentation Written Report Self-Evaluation Agency Supervisor Appraisal

Learning Sequence Additional Comments:

During weeks 9-15, students will complete an Oral Presentation outlining their community volunteer experience to their peers and faculty. Students will also submit their formal Written Report, Self Evaluation and Agency Supervisor Appraisal on the designated date of their Oral Presentation.

Learning Resources:

Web Site: <http://www.fourinfo.com>

Assessment Plan:

Item/Date:	Percent:	Description:
1	25	Oral Presentation
2	30	Written Report
3	30	Successful Completion of Volunteer Placement
4	5	Self-evaluation
5	10	Positive Appraisal by Agency Supervisor

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's office.

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Exemptions contact for this course:

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

1. TESTS:

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. Multiple choice questions will not be returned to the student. All or some parts of the test will be taken up in class. The mark achieved will be recorded in GradeBook.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided.

Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. After that, assignments MUST BE SUBMITTED, but will receive a grade of zero.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice.

Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator. Students and faculty are expected to interact in a professional and positive manner.

This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building. Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

6. Volunteer in the Community Course

- Students will seek faculty approval prior to initiating community volunteer hours.
- Students are expected to demonstrate initiative and be actively involved in own learning.
- Students will observe scheduled due dates/time frames for oral presentation, written report, self-evaluation and submission of agency supervisor appraisal.
- Students will contact designated faculty promptly with any concerns and/or issues with community volunteer placement.
- Students will demonstrate professional behaviour and integrity during volunteer placement.
- Students must attempt and complete all aspects of the Volunteer in the Community Course in order to achieve a final grade.

CLINICAL V



LEARN | BELONG | BECOME

Course Number: NRSG154

Course Hours: 440

Semester: 4

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Dean: Carol Kelsey Office: 438A

Email: ckelsey@flemingc.on.ca

Course Description:

This 11-week field placement experience facilitates the transition of the student to the role of the graduate Practical Nurse by providing opportunities to integrate program theory and clinical skills. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking. A preceptorship model will be utilized for this assignment. One field placement experience will be offered in one of the following settings: long term care facilities, rehabilitation, palliative, medicine, surgery, maternal-child, mental health, community and/or complex continuing care.

Prerequisites:

Clinical IVA (NRSG23)

Clinical IVB (NRSG24)

Nursing in the Community (NRSG73)

Nursing Skill Labs IV (NRSG79)

Practical Nursing Theory IV (NRSG94)

Professional Aspects of Nursing B (NRSG97)

Corequisites:

Comprehensive Test(NRSG42)

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Training, Colleges and Universities program standards, employers, industry and professional organizations.

Vocational Outcomes

Core Competencies and Essential Employability Skills

The student has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
2. Uses numerical data, mathematical concepts and reasoning to solve problems
3. Analyze, evaluate, and apply relevant information to solve problems and make effective decisions
4. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
5. Locate, select, organize, and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
6. Establish and maintain positive relationships in ways that contribute to the achievement of goals.
7. Manage oneself and one's resources to achieve goals
8. Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Aim:

The aim of this course is to enable the student to provide safe, competent and ethical nursing care with minimal direction and supervision.

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Independently select learning experiences that promote personal and professional development using the CNO QA program and individual learning goals and plans.
2. Apply knowledge of growth and development and specific alterations in health in planning care for clients, families and/or groups.
3. Independently utilize the nursing process to care for clients, family and/or groups in a variety of clinical settings.
4. Effectively utilize therapeutic communication skills when interacting with clients, family, peers, faculty and health care team members.
5. Independently implement health teaching measures with clients, family and/or groups.
6. Assume an active role on the multi-disciplinary health care team.
7. Monitor own learning with reflective practice anecdotes and learning plans.
8. Demonstrate effective critical thinking skills with clients, family and/or groups.
9. Perform nursing care consistent with the College of Nurses of Ontario, Professional Standards
10. Autonomously performs a wide range of nursing interventions in a variety of setting including the community, hospital, and LTC focusing on health promotion, palliation, rehabilitation and disease prevention.
11. Question, clarify and challenge unclear or questionable orders, decisions or actions made by other interprofessional health care team members (PRA 37)

Learning Sequence:

Wks/Hrs	Topics, Resources,	Learning	Assessment
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Units	Learning Activities	Outcomes	
May 2 - July 22, 2011	Clinical Experience	1,2,3,4,5,6,7,8,9	Preceptorship

Learning Sequence Additional Comments:

The Pre-Graduate Consolidation field placement experience is an 11-week preceptored clinical assignment. Students will complete a total of 440 hours. The Pre-Graduate clinical schedule may include days, evenings, nights and/or weekends as arranged by the hospital/agency. Students will work the same time schedule as their preceptor.

Learning Resources:

College of Nurses of Ontario, Standards of Practice for Nurses in Ontario. (available online - www.cno.org)

Ateah, C., et al. (2009). Human Development, 2nd Canadian Edition. Nelson: Human Growth and Development Course Notes.

Clayton, B.D., Stock, Y.N. & Cooper, S.E. (2010). Basic Pharmacology for Nurses (15th ed). Toronto: Mosby.

College of Nurses of Ontario. (2008). Compendium of Standards of Practice for Nurses in Ontario. (Available at www.cno.org)

D'Amico, & Barbito, C. (2007). Health and Physical Assessment in Nursing. Pearson Education.

Donatelle, R., (2008). Health: The Basics, (4th Canadian ed.). Pearson Benjamin Cummings.

Fortinash, K.M., (2006). Psychiatric Nursing Care Plans, (5th ed.). Mosby Inc.

Gray Morris, M. D., (2010). Calculate with Confidence (5th ed.). Toronto: Elsevier Science Canada.

Ignatavicius, D. D., Workman, M. L., (2010). Medical-Surgical Nursing-Critical Thinking for Collaborative Care, (6th ed.). Elsevier Saunders.

Ignatavicius, D. D., Workman, M. L., (2010). Critical Thinking Study Guide, (6th ed.). Elsevier Saunders.

Karch, A., (2010). 2010 Lippincott's Nursing Drug Guide. Lippincott.

Non Violent Crisis Intervention Participant's Workbook, 2003.

Pagana, D.K., Pagana, T.J. (2009). Mosby's Diagnostic and Laboratory Test Reference, 9th ed. Mosby.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M. J. (2009). Fundamentals of Nursing (4th ed.). Elsevier Canada.

Robinson, D. J., (2005). The Mental Status Exam, (2nd ed.). Rapid Psychler Press.

Stedman's Medical Dictionary for the Health Professions and Nursing, 6th ed. (2008). Lippincott Williams & Wilkins.

Tortora, G.J. (2010). Introduction to the Human Body: The Essentials of Anatomy and Physiology & Wiley Plus, 8th ed., Wiley.

Assessment Plan:

Item/Date:	Percent:	Description:
May 9, 2011	P/F	Preceptor Schedule
May 16, 2001	P/F	Initial Learning Plan
June 10, 2011	P/F	Mid Term Interim Performance Appraisal
July 22, 2011	P/F	Final Performance Appraisal

Additional Assessment Comments:

The student will develop a Learning Plan prior to the start of the PreGraduate Consolidation field placement experience.

In collaboration with his/her preceptor, the student will update, revisit and revise the Learning Plan, as clinical situations dictate.

The student will reflect on the progression of his/her identified learning goals and discuss this reflection with the designated preceptor and/or College Faculty Liaison.

The student and preceptor will complete a Mid Term Interim Performance Appraisal, June 10th, 2011 and a Final Performance Appraisal at the end of the PreGraduate Consolidation assignment, July 22, 2011.

The PreGraduate Consolidation course will be evaluated on a pass/fail basis. A pass status implies that the student met the learning outcomes and performed satisfactorily according to the guidelines set out by Fleming College and the College of Nurses of Ontario at an entry to practice level. A fail status implies that the student did not meet the learning outcomes and will be required to seek academic review.

Students will complete any outstanding clinical hours at the end of the scheduled PreGraduate Consolidation hours.

Prior Learning Assessment and Recognition:

PLAR uses tools to help learners reflect on, identify, articulate and demonstrate past learning

which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms.

PLAR Assessment Options:

These include authentic assessment activities designed by faculty. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course.

PLAR options and contact for this course:

Initial contact is the Registrar's office. A nursing faculty committee may review a learner's past achievement to determine credits and placement in the nursing program. Learners are required to obtain documentation indicative of previous program achievements.

Exemptions contact for this course:

Contact the Registrar's office

Coordinator: Judy Osborne Office: 207A

Email: juosborn@flemingc.on.ca

Academic Responsibilities:

Mutually, faculty and learners will support and adhere to college Academic Regulations and Student Rights and Responsibilities. In addition, the following guidelines have been developed to support the learning process.

Attendance at clinical is necessary in order to successfully meet the PreGraduate Consolidation clinical learning outcomes.

Any absence must be reported to the clinical unit within the agency, according to agency policy and to the faculty assigned to the student on the day of the absence. Adherence to confidentiality guidelines as outlined in Fleming College, agency and CNO documents is mandatory.

The College of Nurses of Ontario, "Professional Standards of Nursing Practice" and "Supporting Learners Practice Document" guide student practice. Professional accountability and honesty is expected in completing all components of this clinical placement.

Practical Nursing Diploma Program
Student Handbook/Orientation
Manual 2012/13



**School of Community Development
and Health**



Fleming College

LEARN | BELONG | BECOME

Sir Sandford Fleming College

School of Community Development and Health

Practical Nursing Diploma Program

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Program Outline for Practical Nursing Diploma Program

Practical Nursing

Program Locations:	Peterborough
Program Code:	PN
Co-ordinator:	Judy Osborne
Credential:	Ontario College Diploma
Start Dates:	January 07, 2013 - September 03, 2013
Tuition Fees:	\$3,062.25 per semester. Tuition and fees subject to change.



As a Practical Nurse, you are the heart of health care. You will play an integral part in health care by interacting and helping individuals across the life-span.

Program Highlights

Practical Nurses have a role in society that offers a range of choices and opportunities. You will make a difference.

During the four semesters of the Practical Nursing program, you will learn the concepts and skills related to health and nursing. You will also learn nursing practices and interventions in specific health situations. In addition, you will have the opportunity to study courses such as anatomy and physiology, communication, introductory psychology and human growth and development. After successfully completing Fleming's four-semester diploma program, graduates are eligible to write the national examinations with the College of Nurses of Ontario and become registered to practice in Ontario as a Registered Practical Nurse. Graduates wishing to be registered with the College of Nurses of Ontario will be asked to sign a declaration of their status regarding:

- citizenship
- any conviction of a criminal offense under the Controlled Drugs and Substances Act
- professional misconduct, incompetence or incapacity in Ontario
- any mental or physical disorder which makes it desirable in the public interest that the person not practice nursing

Success Stories

"After several career changes, I found the confidence to pursue my lifelong dream of a career in nursing. The program was challenging and gave me the building blocks of critical thinking and communication skills. Clinical placement was an experience unlike any other, and really opened up my eyes to the demands of this profession. I was fortunate to get my job through my placement, in the field of health care that I really enjoy."

Tonia Barber, RPN

Maternal/Child Care Unit, Peterborough Regional Health Centre

Why Choose Fleming

The Practical Nursing program has strong links with Peterborough and the surrounding community's health care facilities and organizations, ensuring students have excellent clinical opportunities to explore various aspects of nursing. Employers in the health care field have recognized Fleming's Practical Nursing program as an excellent program, producing knowledgeable and clinically well-prepared graduates.

Ninety-six percent of Fleming's Practical Nursing graduates in 2011 were successful in passing the national exam to become registered to practice in Ontario as a Registered Practical Nurse. This high standard of pass rate for the exam has been consistent since the inception of Fleming's Practical Nursing program in 2002.

Work Experience

You will have clinical experiences, chosen by faculty, in hospitals and/or community settings throughout the program. The final field practice assignment will enable you to consolidate your knowledge and skills for your role as a graduate of the Practical Nursing program. 3 weeks prior to the first clinical experience, all PN students MUST present the following Non Academic Field Requirements:

- A Standard First Aid Certificate (issued within the last 3 years of the clinical placement date)
- A CPR Level C Certificate (issued within 1 year of the clinical placement date)
- A Police Record Check, including the Vulnerable Sector Screening (issued within 1 year of the clinical placement date)

Is this You?

A love of working with people, as well as a desire to help them to attain their physical, emotional, mental and spiritual potential is critical to your success. As a vital member of the health care team, it is essential that you have the following personal and academic attributes:

- integrity
- empathy
- compassion
- emotional maturity
- good listening skills
- commitment
- accountability
- flexibility
- respect for diversity
- competence in reading, writing and mathematics
- ability to be self-directed

Students would benefit by having basic computer and internet skills including e-mail, word processing, and file management.

Career Opportunities

As a graduate of the Fleming Practical Nursing diploma program, you will have the necessary knowledge and skills to care for individuals, families and groups across the life-span. You will be able to work in acute hospital care settings, community health agencies, industry, clinics, doctor's offices and long-term care facilities.

As a Registered Practical Nurse (RPN) you are able to practice independently in a variety of health care settings. You will seek the collaboration of other health care team members, including the RN, with complex health care issues. You will also have an opportunity to promote health and wellness and prevention of illness through educational programs.

Minimum Admission Requirements

OSSD with the majority of credits at the College (C) and Open (O) level, including:

- 2 College (C) English courses (Grade 11 or Grade 12)
- 2 different Grade 11 or Grade 12 College (C) Science courses (Biology, Chemistry or Physics)

When (C) is the minimum course level for admission, (U) or (U/C) courses are also accepted.

Recommended:

- Grade 11 College (C) Biology

(Although not required for admission, this course will help to prepare you for the program.)

Mature Students

If you are 19 years of age or older before classes start, and you do not possess an OSSD, you can write the Canadian Adult Achievement Test to assess your eligibility for admission. Additional testing or academic upgrading may be necessary to meet specific course requirements for this program. All applicants will be required to achieve course credit in the mandatory sciences, through Secondary School or through Academic Upgrading programs.

*** Students starting in January are required to attend classes over the summer semester.**

Related Programs

Still reviewing your options for a health care career? Depending on your previous education and experience you might also want to consider the Personal Support Worker, Occupational Therapist and Physiotherapist Assistant, or the Trent/Fleming - Bachelor of Science in Nursing program.

Health Requirements

Students need to be in good health. Independent physical mobility and manual dexterity are essential in nursing. A physical demands analysis is available if there is concern regarding the physical expectations of the program. A cognitive analysis may also be required.

Immunization Requirements

The Ontario Hospital Act requires all individuals working in hospitals to be free of communicable diseases. 3 weeks prior to the first clinical experience all students in the PN program MUST present the following:

- A completed immunization record including a Two Step Mantoux Test and vaccination against Hepatitis B. For more information, and to print the required immunization form, please see the Immunization Information page.
Please Note: Immunization against the Seasonal Flu is strongly recommended prior to the first clinical component of the PN program.
- A N95 Mask Fit Testing clinic will be held within the first month of classes

Failure to provide any of the required Non Academic Field Requirements by the specified due date will result in an inability to participate in the mandatory placement components of the PN Program.

Additional Costs

Plan on \$1,800 for Semester 1 for books and supplies.

Transfer Agreements

We are committed to providing students and graduates with flexible options to get maximum recognition of their college studies. Through joint programs and transfer agreements with the following universities, you can apply the learning you acquire at Fleming College to earn a related degree in less time, and at less cost.

- Athabasca University
- Lakehead University
- Ryerson University
- University of New Brunswick
- University of Ontario Institute of Technology

Curriculum for Practical Nursing

Semester 1

Code	Course Name	Hours
SCIE 2	Anatomy and Physiology I	60
COMP 345	Introductory Computing	45
NRSG 11	Clinical I	84
NRSG 61	Health Theory	30
NRSG 65	Introductory Pharmacology	30
NRSG 91	Practical Nursing Theory I	30
NRSG 149	Nursing Skill Labs I	30
NRSG 151	Non-Violent Crisis Intervention	7
NRSG 152	Field Preparation/Success Strategies	7
COMM 79	College Communications for the Helping Professions	37
SOCI 25	Human Growth and Development	45

Semester 2

Code	Course Name	Hours
COMM 159	Communicating at Work for the Health Professions	45
NRSG 14	Clinical IIA	84
NRSG 15	Clinical IIB	84
NRSG 86	Pharmacology Applications A	15
NRSG 92	Practical Nursing Theory II	45
NRSG 150	Nursing Skill Labs II	30
NRSG 153	Health Assessment	60
SOCI 36	Introduction to Psychology	45
SCIE 3	Anatomy and Physiology II	60

Semester 3

Code	Course Name	Hours
NRSG 19	Clinical IIIA	84
NRSG 20	Clinical IIIB	84
NRSG 67	Nursing Care of Families	45
NRSG 78	Nursing Skill Labs III	30
NRSG 93	Practical Nursing Theory III	60
NRSG 96	Professional Aspects of Nursing A	15
NRSG 195	Pharmacology Applications B	15
GENED	General Education Elective	

Semester 4

Code	Course Name	Hours
NRSG 23	Clinical IVA	84
NRSG 24	Clinical IVB	84
NRSG 42	Comprehensive Test	6
NRSG 73	Nursing in the Community	30
NRSG 79	Nursing Skill Labs IV	30
NRSG 94	Practical Nursing Theory IV	60
NRSG 97	Professional Aspects of Nursing B	30
NRSG 108	Volunteer in the Community	45
NRSG 154	Clinical V	440

Every attempt is made to ensure the accuracy of the information on our website and in our publications. The College reserves the right to modify or cancel any course, program, fee, timetable, or campus location at any time.

Mission and Approach to Learning

The mission of the Fleming College Practical Nursing Diploma Program is to provide quality nursing education that enables graduates to work with individuals, families and groups in a variety of community and health care settings. The PN program aligns with the vision and strategic goals of Fleming College by providing education and applied learning experiences that maximize the potential of every learner. Fleming College and the PN program champion “student learning first”, by increasing expectations of students, extending educational pathways and promoting outstanding student and faculty interaction.

Program Philosophy

The Practical Nursing Program philosophy and curriculum is guided by a set of beliefs and approaches to health care, health promotion and nursing practice within a changing health care system. Graduates are prepared to be competent and caring members of multifaceted health care teams. They are accountable for their own practice and are responsible for ongoing development of professional competence, consistent with evolving changes in health care and society.

The following core concepts are embedded within the organizing framework of the Fleming College Practical Nursing Program curriculum:

Nursing

The establishment of caring relationships is fundamental to the practice of nursing.

“...The client’s needs are the focus of the relationship, which is based on trust, respect, intimacy and the appropriate use of power. Nurses demonstrate empathy and caring in all relationships with clients, families and significant others. It is the responsibility of the nurse to establish and maintain the therapeutic relationship. All nurses continually enhance their knowledge through education, experience and Reflective Practice.

The goal of nursing is to restore, maintain and advance the health of individuals, groups or communities. It is both a science and an art. The science is the application of nursing knowledge and the technical aspects of practice. The art is the establishment of a caring relationship through which the nurse applies nursing knowledge, skill and judgment in a compassionate manner. Both focus on the whole person, not just a particular health problem. “

(College of Nurses of Ontario 2009)

Person

Each individual is a creative, and adaptive being, characterized by physiological, psychological, social, cultural, and spiritual dimensions that comprise an integrated whole. Each individual is unique and worthy of dignity and respect. The capacity for self-direction and change is an innate quality in each person.

Health

Health is a dynamic process which involves an integration of physical, psychological, sociocultural and spiritual experience that has meaning for the individual, family, groups and community. Health is influenced by the social, cultural, political, economic and environmental conditions of society in which we live. Individual, family, group and community health are intertwined.

Environment

Individuals, families, groups and communities maintain a reciprocal relationship with the environment in which they live, work, and play. The environment is the dynamic and constantly changing biophysical, psychosocial, cultural, economic and potential context that influences the health of individuals, families, groups and communities. From a primary health care perspective, the environment is understood to be one of the determinants of health. Healthy environments are fostered through the empowerment of individuals, families, groups and communities.

Education/Educators

Nursing Education is a systematic process of developing knowledge, skills and attitudes in order to maximize personal and professional potential. It incorporates the concepts of learning and critical thinking as lifelong processes. Learning is enhanced within a supportive, caring educational environment.

Theoretical Beliefs and Approaches to Nursing Care Practice

Humanistic Caring

- The nurse client relationship is a “human to human” process.

Reflective Practice

- The nurse critically analyzes and evaluates events, thinking and actions.
- Reflective practice will contribute to the best possible outcome for the client.

Therapeutic Use of Self

- The nurse uses acquired knowledge and self awareness skills to promote a helping, caring and professional relationship.
- The clients experience is paramount.

Health Promotion

- The nurse has a key role to assist the client to demonstrate health related behaviours throughout the lifespan.

Adaptation

- The nurse intervenes when the client demonstrates ineffective adaptive responses.

Critical Thinking

- The nurse demonstrates a purposeful, informed outcome and focused thinking that requires knowledge, skills and experiences.
- Critical thinking is based on principles of the Nursing Process and is guided by Professional Standards of Practice. (Alfaro – Lefevre, 2004)

Teaching and Learning Strategies

- Knowledge of nursing theory and skill labs is assessed by a variety of evaluative tools such as term and comprehensive written and practical tests.
- Nursing assessments are guided by Gordon's Functional Health Patterns.
- Clinical performance appraisals are based on the College of Nurses of Ontario, Standards of Professional Practice.

Practical Nursing Program Vocational Learning Outcomes

The graduate has reliably demonstrated the ability to:

1. Practice in a professional manner within a legislative and ethical framework.
2. Develop and sustain therapeutic relationships with clients.
3. Communicate effectively with clients, health care team members and others.
4. Participate effectively as a team member to support clients' achievement of their expected health outcomes.
5. Integrate theory, principles, and concepts into competent nursing practice.
6. Complete assessments in a holistic, comprehensive and analytical manner.
7. Prioritize and organize nursing and health care.
8. Implement and evaluate nursing interventions competently.
9. Use a variety of technological tools to support clients' achievement of their expected health outcomes.
10. Apply principles of teaching-learning to promote clients' health and wellness.
11. Apply and integrate relevant knowledge of anatomy, physiology, pathophysiology and health sciences for the promotion and support of client wellbeing.
12. Develop and apply strategies and plans that enhance self - care and promote a healthy lifestyle.

13. Perform nursing care at an entry level of practice for stable clients that meets the College of Nurses of Ontario's entry to practice competencies for Registered Practical Nurses by providing, facilitating and promoting the best possible professional service while responding to client's needs in a way that fosters trust, respect, collaboration and innovation.
14. Perform nursing care at an entry level of practice for stable clients that meet the College of Nurses of Ontario's entry to practice competencies for Registered Practical Nurses by possessing and continually acquiring knowledge relevant to the professional service provided.
15. Perform nursing care at an entry level of practice for stable clients that meet the College of Nurses of Ontario's entry to practice competencies for Registered Practical Nurses by continually striving to improve the application of professional knowledge.
16. Perform nursing care at an entry level of practice for stable clients that meets the College of Nurses of Ontario's entry to practice competencies for Registered Practical Nurses by understanding, upholding and promoting the ethical standards of the profession.
17. Perform nursing care at an entry level of practice for stable clients that meets the College of Nurses of Ontario's entry to practice competencies for Registered Practical Nurses by maintaining competence while striving to improve the quality of his/her dimension of practice.
18. Perform nursing care at an entry level of practice for stable clients that meet the College of Nurses of Ontario's entry to practice competencies for Registered Practical Nurses by being accountable to the public and responsible for ensuring that his/her practice and conduct meet legislative requirements and the standards of the profession.

Ministry of Training, Colleges and Universities (MTCU) Program Standards (1-10)

Fleming College Program Specific (11, 12)

CNO Entry to Practice Competencies (13- 18)

Synopsis of MTCU Essential Employability Skills & Fleming College Core Competencies

Essential Employability Skills (MTCU) Essential Employability Skills are part of the Program Standard for Post Secondary programs of instruction. Regardless of a student's program or discipline, these skills are critical for success in the workplace, in day-to-day living, and for lifelong learning.	Core Competencies (Fleming College) These define knowledge and skills that are embedded throughout all learning experiences and practices of the college. All members of the organization play a role in creating a positive environment in which they can be achieved.
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<i>The graduate has reliably demonstrated the ability to:</i>	
Communication	
Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.	Communicate clearly, concisely and correctly in the written, spoken, and visual form in ways that meet the needs of the audience.
Respond to written, spoken, or visual messages in a manner that ensures effective communication.	
Numeracy	
Execute mathematical operations accurately.	Use numerical data, mathematical concepts and reasoning to solve problems.
Critical Thinking & Problem Solving	
Apply a systematic approach to solve problems.	Analyze, evaluate, and apply relevant information to solve problems and make effective decisions.
Use a variety of thinking skills to anticipate and solve problems.	
Creativity/Adaptability	
	Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
Information Management	
Locate, select, organize, and document information using appropriate technology and information systems.	Locate, select, organize and document information using appropriate technology and information systems; use educational, presentation and information technologies to learn, collaborate, and communicate.
Analyze, evaluate, and apply relevant information from a variety of sources.	
Interpersonal	Interpersonal Effectiveness
Show respect for the diverse opinions, values, belief systems, and contributions of others.	Establish and maintain positive relationships in ways that contribute to the achievement of goals.
Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	
Personal	Self Management
Manage the use of time and other resources to complete projects.	Manage oneself and one's resources to achieve goals.
Take responsibility for one's own actions, decisions, and consequences.	
	Global Perspective/Citizenship
	Articulate an understanding of the physical and social environment from the local to the global level; reflect on one's role and responsibility.

Synopsis of MTCU General Education Requirements

General education courses contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work. Specific themes for General education courses are:

Arts in Society

Civic Life

Social and Cultural Understanding

Personal Understanding

Science and Technology

* Collectively, the MTCU vocational learning outcomes, the CNO competencies and the MTCU Essential Employability Skills, General Education requirements and Fleming College core competencies, outline the skills and knowledge that a student must acquire and be able to reliably demonstrate in order to graduate from the Practical Nursing Diploma Program.

Strategic Plan for Fleming College

2010-2015

Strategic Plan

*Inspired by Sir Sandford Fleming
To Learn, Innovate and Achieve*



From Plans to Practice

Our Strategic Plan is founded on our vision, our underlying mission and four abiding values. The plan articulates the character of Fleming – what is different about our College. The Core Promise to Students states what students experience at the College and why people should choose Fleming, as students and as employees. Finally, our plan leads to a destination – one that we will arrive at through concerted work on six priorities.

Vision

Students succeeding through personalized learning. Innovation and achievement powered by people.

Mission

Fleming champions personal and career success through applied learning. We contribute to community success and sustainability through programs, services and applied research.

Values

- The student learning experience is our first priority.
- We value people and community.
- Fleming is committed to a sustainable future.
- We are inspired by Sir Sandford Fleming to innovate with vision and implement with excellence.



LEARN | BELONG | BECOME

Fleming College in 2015



The Fleming College Core Promise to Students

At Fleming College, you become part of a learning community. We engage you in personalized learning and provide personalized support. Set in welcoming communities, our smaller campuses provide a friendly environment where people know your name.

Close relationships, high expectations and a hands-on, minds-on learning experience help you develop the knowledge and skills, attitudes and values that lead to success at work and in life.

From here, you can go anywhere as you begin or change your career. Or, through well-developed educational pathways, you can pursue further educational opportunities.

You will experience first-hand our commitment to innovation in programs and practices and to building sustainable, healthy futures for our people, communities and environment.

For all of these reasons, 99% of Fleming Students agree: they made the right choice coming to Fleming College.

2015 will be the “destination year” for this Strategic Plan. In that year, we will summarize our progress toward realizing our vision and living by our values. We will evaluate whether our Core Promise to Students is fulfilled and whether the goals in our strategic priorities are substantially accomplished. We begin these five years by describing – in ambitious terms – what we wish to achieve.



It's 2015. Our country, communities and college have grown and changed considerably.

This year's graduating class includes our 70,000th graduate. Our alumni live and work within our region, across Canada and around the world. Each of our graduates has left Fleming with knowledge, skills and a strong commitment to a sustainable future and a desire to serve their communities.

Preparing for our fiftieth anniversary, we will proudly reflect on recent campus upgrades. Each of our campuses is now a “destination” that draws students from near and far into innovative learning environments, such as the Skilled Trades Centre, and to places that reflect the College's Core Promise to Students.

When that promise was adopted several years ago, it was new but seemed to capture who we were and what we aspired to become. Now, as we are updating that promise in 2015, it seems to capture the fabric of Fleming, what sets us apart and motivates us to excellence.

We also look back and reflect on the College's commitment to our employees and our effort to balance people and results. In 2015, we are very proud of the working environment that we have created together. We can say with confidence to anyone who asks, if you want a great place to learn or work, consider Fleming College.

Our employees will look back with pride on a record of service and creativity that has carried on the legacy of Sir Sandford Fleming. We are proud of this heritage and proud that in our programs, applied research, services and in our work beyond the College, we have had a real impact on students, the workforce and the world around us.

In 2015, we are also working on our next Strategic Plan. We consider our accomplishments and the fact that we are quite entrepreneurial and even more innovative than we were five years ago. And while a few years ago we thought of 2015 as a destination year, we now think of it as a departure point for what we dream to do next.

Strategic Priorities

Guided by our values and driven by our Core Promise to Students, we carry out our work through six Strategic Priorities.

1.0 Achieving Excellence in Student Learning

Goal

Our focus on learning starts with the student experience as articulated in the Core Promise to Students. We will achieve excellence in student learning through innovation in:

- Outstanding applied learning
- High expectations and close student/faculty interaction
- Learning that comes from the entire student experience at Fleming – inside and beyond the classroom
- Pathways into the college and to careers and further learning opportunities

Strategies

- 1.1 Ensure that Fleming's applied learning experience stands out, so that graduates are ready to make a difference in the workplace.
- 1.2 Design and deliver programs to emphasize high expectations, student engagement and high quality student/faculty interaction, with results reflected in retention and Key Performance Indicators (KPI), particularly Student Satisfaction and Graduation Rate.
- 1.3 Improve and increase pathways to facilitate access and ensure that graduates can pursue career alternatives and further educational opportunities.
- 1.4 Design all aspects of the student experience, within and beyond the classroom, to deliver learning that is consistent with the College's values and Core Promise to Students.
- 1.5 Develop an e-learning strategy that prepares our graduates for lifelong learning.
- 1.6 Ensure results: graduates move on to employment and further educational opportunities that recognize and capitalize on their education at Fleming. We emphasize the KPI of Employment Rate as well as program-related employment, credential recognition and transfer as means for measuring success.

2.0 Providing Superior Services and Facilities

Goal

Fleming College will provide a superior level of services and facilities. Our services and facilities will reflect our values and our Core Promise to Students.

Strategies

- 2.1 Provide superior service to students through plans and consequent improvements that increase student satisfaction. Our overall ratings and at least twelve (i.e. two-thirds) of our KPI-based specific service/facilities ratings will be in the top quartile in the province.
- 2.2 Ensure that both employees and students see our Fleming IT resources and support as clear assets for their work and learning.
- 2.3 Complete Campus Master Planning at our major campuses; prioritize and implement key improvements to the physical environment at all campuses.
- 2.4 Provide training and services to employees to enable achievement of the Core Promise to Students.

3.0 Leading in Sustainability

Goal

By 2015, Fleming will have moved from commitment to results in ecological, economic and social sustainability through our programs and practices. The College will make substantial and measurable progress in all areas specified in the ACCC Sustainability Protocol (2009).

Strategies

- 3.1 Develop and implement a five-year Fleming College Sustainability Plan that includes objectives, benchmarks and public reporting.
- 3.2 Reduce waste and the College's carbon footprint so that Fleming's results meet or exceed provincial and national standards for postsecondary institutions.
- 3.3 Infuse sustainability across the curriculum and across the student experience so that graduates understand and address sustainability issues.
- 3.4 Develop the Centre for Alternative Wastewater Treatment so that its research and activities have a significant impact on the College and a highly respected role in the province's water-related initiatives.
- 3.5 Design and implement community-based applied learning opportunities to contribute to sustainable communities.

4.0 Growing with Positive Results

Goal

Fleming enrolment will grow to increase access, meet public policy objectives, contribute to the diversity of our college and maintain and improve institutional competitiveness.

Strategies

- 4.1 Develop and implement campus-based growth plans to realize an overall annual college growth target of 3%. The College will attract students from growing markets including non-direct and underserved groups. The plan will protect market share in our region and identify targeted international opportunities.
- 4.2 With the Core Promise as its foundation, implement an integrated growth plan that addresses the entire enrolment cycle, from marketing and admissions to retention and support.
- 4.3 Implement an aggressive annual plan for new program development so that five percent of incoming students are in new programs.
- 4.4 Expand part-time and continuing education activity levels consistent with or above the overall college growth target.

5.0 Building Community Success

Goal

Make a valued and notable contribution to work-force, economic and social development.

Strategies

- 5.1 Work in partnership with our communities to contribute measurably to economic and community development. These plans include emphasis on sectors such as hospitality and tourism, health and wellness, the arts, water management, and construction and manufacturing.
- 5.2 Fully realize the vision of the Kawartha Skilled Trades Institute to address immediate and long-term needs and opportunities.
- 5.3 Improve access and availability of educational opportunities in rural and remote areas

5.4 Undertake research in the area of healthy aging in partnership with St. Joseph's at Fleming. Fulfill our obligations as a member of Colleges Ontario Network for Industry and Innovation.

5.5 Enhance programs and services to Aboriginal students to improve access, participation and success of Aboriginal learners.

5.6 Emphasize a "Fleming Serves" philosophy that provides business and community service learning opportunities and recognizes employees' contributions to community success.

6.0 Developing the Fleming Working Environment

Goal

Our final goal parallels and closely partners our first. We commit to developing a working environment based on the same fundamental elements of our Core Promise to Students. By 2015, current and potential Fleming employees will consider the College a great place to work.

Strategies

- 6.1 Through a College priority on continuous learning and professional development, enhance skills, professional capabilities and personal growth.
- 6.2 Emphasize leaders' responsibilities and objectives to focus in a balanced way on both people and results.
- 6.3 Foster teamwork and strong relationships through a focus on effective communications, conflict resolution, critique, collaborative decision-making and accountability.
- 6.4 Continue to develop a welcoming working environment that supports inclusiveness, innovation and sustainability. This environment will be reflected in a high level of employee engagement.
- 6.5 Regularly seek feedback and evaluate the College's progress in relation to our Core Promise, values and strategic priorities.

Fleming Serves

Fleming Creates

Guidelines for Professional Practice of Fleming College – Faculty

Positive Student-Faculty Interaction

Research has shown that the more interaction faculty have with their students in asking them to strive to learn, and the more faculty believe that students are capable of high quality learning, the more likely students are able to learn effectively and persist toward achievement of their educational goals. Modelling the following values, attitudes and behaviours will enhance students' level of learning:

A Positive Mind-Set

- **Be willing and Eager to Learn** - Be committed to lifelong learning; model the core competencies that are expected of students; inspire and maintain quality throughout your teaching, enabling students to strive for more.

Positive Behaviours

- **Be Respectful** - Be open to feedback and suggestions; treat students and student opinions with respect and, in return receive respect from students; be aware of the diversity of learning needs of students.
- **Set High Expectations and Standards** - Act as a role model for what is expected of students; set the bar high and give students the opportunity to succeed; make expectations of students clear, consistent and complete; hold students accountable by providing consequences for not meeting these expectations; create learning opportunities that are challenging and engaging.
- **Demonstrate Professionalism** - Use professional practice in teaching; be prepared for class and knowledgeable in the subject area; be on time for class; use professional language and encourage students to do so as well; admit to errors and correct them as quickly as possible.
- **Be Engaged** - Create a supportive environment that allows all kinds of ideas and opinions; use a variety of teaching methods to actively engage students in learning and address different learning styles; get to know student names; take time to interact with students in an informal manner, for example, arriving early or taking time to chat.
- **Stay Connected** - Create welcoming opportunities for your students to interact with you about their learning both inside and outside of the classroom; establish methods for students to get in touch with you; help students feel responsible for their learning, and show interest in this learning; show empathy, understanding and support when dealing with students' concerns and direct them to find the support that they might need; help students to make connections between and among all of their courses.
- **Communicate Effectively** - Give positive feedback; use mid-term assessments; provide positive, quick and thorough feedback in the class and when evaluating student work; give constructive feedback in private; communicate in a calm and professional manner and use a variety of communication techniques; be a good listener; follow-up with students' questions or queries in a timely and responsive manner.

- **Be Consistent** - Ensure consistency of expectations within each program and course; be consistent in course outlines, dealing with behaviour problems, marking and evaluation, and course policies, such as meeting due dates and attending class on time.

Guidelines for Professional Practice of Fleming College – Students

Student Success Starts with High Expectations

Setting your expectations high for your performance inside and outside the classroom will enhance your learning and your success. When you meet these high expectations that employers also want, then you have developed a strong work ethic for success in college and in life. Employers are looking for people who demonstrate the following thinking and behaviours daily:

A Positive Mind-Set

- **Be willing and eager to learn**, do more than the bare minimum not just for marks but for your future.
- **Be responsible** for your own learning – be accountable.
- **Maintain academic honesty** – do your own work and be proud of it

Positive Behaviours

- **Be Prepared** – Before class read assigned readings, know what you're doing in class, bring the right materials.
- **Attend ALL Classes** - To get the most out of all learning experiences, attend regularly.
- **Participate Actively in Your Learning Experience** – Ask questions and give ideas in class; think about course materials and where you can use them in life and in your career to get the most from your learning.
- **Engage With All Course Material** – To succeed, understand that ALL components of a course are pieces of a larger puzzle that are critical for your success.
- **Use Effective Written and Verbal Communication Skills** – Use respectful professional language and use proper grammar and spelling to present yourself in an image you can be proud of.
- **Study and Do Your Homework** - At **least** 1 hour and even better 2 hours of study/homework outside of class for every hour inside of class will get you the most benefits.
- **Search for Help When Needed** - As soon as a problem occurs at school or in your life, immediately look for the many services and advisors at the college to assist you with your needs in learning, counselling, housing, food, finances, health, career and many other areas. These additional contacts are invaluable towards your success.
- **Manage Time Effectively** – Use a time management system daily and begin assignments as soon as you get them.
- **Honour Due Dates** – Reflect the expectations of the workplace.

- **Organize** – Refer to your course outlines often and organize your notes/books/assignments/computer files and folders.
- **Connect** – Check your e-mail at least once daily; talk with your faculty when you have questions; use student services as soon as you need them.
- **Know the Existing Policies** - Learn about late assignment policies, attendance, tests, etc.; Check all of your course outlines. Also learn your student rights and responsibilities.
- **Demonstrate Appropriate Behaviour** - Respect the rights of others; treat people and yourself with respect and dignity; maintain an orderly learning and work environment; respect property and college facilities.

PRACTICAL NURSING PROGRAM BLUEPRINT YEAR 1					
Winter 2012 – Semester 1 (15 wks)			Spring 2012 – Semester 2 (15 wks)		
Course	Total Hrs	Weekly Hrs	Course	Total Hrs	Weekly Hrs
College Communications for the Helping Professions	45	3	Communicating at Work for the Health Professions Comm159	45	3
Introductory Computing COMP345	45	3	Introduction to Psychology SOCI36	45	3
Human Growth & Development SOCI25	45	3	Anatomy & Physiology II SCIE3	60	4
Anatomy & Physiology I SCIE2	60	4	Pharmacology Applications A NRSG86	15	1
Introductory Pharmacology NRSG65	30	2	Practical Nursing Theory II NRSG92	45	3
Practical Nursing Theory I NRSG91	30	2	Health Assessment/Labs NRSG153	60	4
Health Theory NRSG61	30	2	Nursing Skills Labs II NRSG150	30	2
Nursing Skill Labs I NRSG149	30	2	Clinical IIA NRSG14	84	12
*Non Violent Crisis Intervention NRSG151	7		Clinical IIB NRSG15	84	12
*Field Prep/Success Strategies NRSG152	7				
**Clinical I NRSG11	84	12			

* 7 weeks – “A” only

**7 weeks – “B” only

PRACTICAL NURSING PROGRAM BLUEPRINT YEAR 2

FALL 2012 – Semester 3 (15 wks)			WINTER 2013 – Semester 4 (15 wks)		
Course	Total Hrs	Weekly Hrs	Course	Total Hrs	Weekly Hrs
General Education Elective	45	3	Volunteer in the Community NRSG108	45	3
Professional Aspects of Nursing A NRSG96	15	1	Professional Aspects of Nursing B NRSG97	30	2
Practical Nursing Theory III NRSG93	60	4	Practical Nursing Theory IV NRSG94	60	4
Pharmacology Applications B NRSG195	15	1			
Nursing Care of Families NRSG67	45	3	Nursing in the Community NRSG73	30	2
Nursing Skill Labs III NRSG78	30	2	Nursing Skill Labs IV NRSG79	30	2
Clinical IIIA NRSG19	84	12	Clinical IVA NRSG23	84	12
Clinical IIIB NRSG20	84	12	Clinical IVB NRSG24	84	12

SPRING 2013 – PRE-GRAD EXPERIENCE

Clinical V NRSG154	440 hours
Comprehensive Tests NRSG42	6 hrs

Practical Nursing Diploma Program – Curriculum Course Descriptions

Semester 1

College Communications for the Helping Professions (COMM79/156)

Hours: 45

Communications for Community Development and Health, a mandatory communications course, focuses on improving reading and writing skills through a number of assignments related to the helping professions. Students will demonstrate skills in summary and essay writing as well as research techniques, including appropriate documentation of sources. The principles of style, structure, content and mechanics constitute the overall framework of the course.

Introductory Computing (COMP345)

Hours: 21

Working in the Windows XP environment, this computer course introduces the student to computer basics (computer terminology, e-mail, Internet, file management) and the application and use of word processing, spreadsheet, and database software. Through the extensive use of hands-on activities, students will gain sufficient knowledge and experience to make productive use of computers as a tool in both college and workplace environments.

Human Growth & Development (SOC125)

Hours: 45

This course is designed to give the student a basic understanding of the normal patterns of growth and development at various stages within the life cycle from infancy through to old age. The major theories of development will be examined to enhance understanding of this field of study.

Anatomy & Physiology I (SCIE2)

Hours: 60

This course is designed to provide the student with an understanding of the anatomy and physiology of the human body. It will begin with an introduction to the organization and the cellular/tissue basis of the human body. The systems that will be focused on in this course are: integumentary, skeletal, muscular, fundamentals of the nervous system, cardio vascular (blood, heart, peripheral and vascular) lymphatic and gastrointestinal.

Introductory Pharmacology (NRSG65)

Hours: 30

This course introduces students to the calculations and conversions required to competently prepare to administer medications. An introduction to the theory of pharmacokinetics and the nursing process involved in medication preparation will be explored. The drug legislation and Standards of Medication set by the College of Nurses will also be examined. Co-requisites: Health Theory (NRSG61), PN Theory I (NRSG91), Anatomy & Physiology I (SCIE2), Nursing Skills Lab I (NRSG149), Clinical I (NRSG11), Field Prep/Success Strategies (NRSG152), Non Violent Crisis Intervention (NRSG151).

Practical Nursing Theory I (NRSG91)

Hours: 30

This course introduces the student to the foundational concepts and principles fundamental to the nursing discipline: Nursing, CNO Standards of Practice, Therapeutic Communication/Interpersonal Skills and the Nursing Process. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self and health promotion.

Co-requisites: Health Theory (NRSG61), Nursing Skills Lab I (NRSG149), Anatomy and Physiology I (SCIE2), Introductory Pharmacology (NRSG65), Clinical I (NRSG11), Field Prep/Success Strategies (NRSG152), Non Violent Crisis Intervention (NRSG151).

Health Theory (NRSG61)

Hours: 30

This course introduces the student to theoretical principles, concepts, and variables influencing the health of individuals, families, groups and communities. Provincial, national and international perspectives will be examined. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self and health promotion.

Co-requisites: Practical Nursing Theory I (NRSG91), Clinical I (NRSG11), Anatomy & Physiology I (SCIE2), Nursing Skills Lab I (NRSG149), Introductory Pharmacology (NRSG65), Field Prep/Success Strategies (NRSG152), Non Violent Crisis Intervention (NRSG151).

Nursing Skills Lab I (NRSG149)

Hours: 30

This course is designed to provide the student with the theory and practical skills required to provide nursing care to clients in long term care settings. Simulated patient care situations, case

studies and hands-on application of specific nursing skills will form the basis of this course. The following theoretical beliefs and approaches to nursing practice are integrated throughout: humanistic caring, reflective practice and therapeutic use of self.

Co-requisites: Practical Nursing Theory I (NRSG91), Health Theory (NRSG61), Anatomy & Physiology I (SCIE2), Introductory Pharmacology (NRSG65), Clinical I (NRSG11), Field Prep/Success Strategies (NRSG152), Non Violent Crisis Intervention (NRSG151).

Field Preparation/Success Strategies (NRSG152)

Hours: 7

This course is intended to support student learning and retention by preparing students for the rigorous academic demands of the Practical Nursing Program by enhancing study skills, test-taking abilities and critical thinking skills. It is also intended to prepare students for clinical placement by optimizing sensitivity and caring required when interacting with individuals in the health care system. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice and therapeutic use of self.

Co-requisites: Anatomy and Physiology I (SCIE2), Practical Nursing Theory I (NRSG91), Introductory Pharmacology (NRSG65), Health Theory (NRSG61), Nursing Skills Lab I (NRSG149), Non Violent Crisis Intervention (NRSG151), Clinical I (NRSG11).

Non Violent Crisis Intervention (NRSG151)

Hours: 7

The Non Violent Crisis Intervention training program is a holistic behaviour management system based on the philosophy of providing the best care, welfare, safety and security for staff and those in their care, even during the most violent moments. This course focuses on preventing disruptive behaviour by communicating with individuals respectfully and with concern for their well-being. The program teaches physical interventions only as a last resort – when an individual presents an imminent danger to self or others – and all physical interventions taught are designed to be non harmful, non-invasive, and to maintain the individual's dignity. Follow-up debriefing strategies are also key components of the course.

This course not only teaches participants to respond effectively to the warning signs that someone is beginning to lose control, but also addresses how staff can deal with their own stress, anxieties and emotions when confronted with these challenging situations.

Co-requisites: Anatomy and Physiology I (SCIE2), Practical Nursing Theory I (NRSG91), Introductory Pharmacology (NRSG65), Health Theory (NRSG61), Field Preparation/Success Strategies (NRSG152), Nursing Skills Lab I (NRSG149), Clinical I (NRSG11).

Clinical I (NRSG11)

Hours: 84

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I, Health Theory, Introductory Pharmacology, and Nursing Skill Labs I. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self and health promotion.

Co-requisites: Anatomy and Physiology I (SCEI2), Practical Nursing Theory I (NRSG91), Health Theory (NRSG61), Introductory Pharmacology (NRSG65), Nursing Skills Lab I (NRSG149)

Pre-requisites: Field Prep/Success Strategies (NRSG152), Non Violent Crisis Intervention (NRSG151), CPR (Level C) Standard First Aid, Immunization including 2 Step Mantoux Test,

Criminal Police Check including the Vulnerable Sector Assessment, Flu Vaccine and Mask Fit Testing.

Semester 2

Communicating at Work (COMM2)

Hours: 45

Communicating at Work is a mandatory Communications course you are required to pass to complete your post-secondary program. This course will enable you to continue to improve your general communications skills to meet the learning outcomes demanded by the assignments in this course, as well as the expectations of other subjects and eventual career employment. This course emphasizes concepts of critical thinking and problem-solving skills as they apply to processes fundamental to effective communication. You will continue to reinforce speaking, writing, reading, and listening techniques common to the expectations demanded by the work place of your career choice by applying, at a more sophisticated level, principles of style, structure, mechanics and techniques (for orals). Prerequisites: The key to satisfactory performance in Communicating at Work is the successful completion of one of the two introductory, college-level courses, or the exemption process.

Introduction to Psychology (SOC136)

Hours: 45

This course offers a systematic approach to exploring human behaviour. Major concepts and empirical findings are examined using a variety of theoretical approaches. Key topics include perception, motivation, learning, memory, intelligence, and personality.

Anatomy & Physiology II (SCIE3)

Hours: 60

This course is designed to provide the student with an understanding of human anatomy and physiology as they pertain to the following systems: respiratory, nervous, endocrine, immune, urinary, fluid and electrolytes/acid base, special senses and reproductive including pregnancy and birth.

Pre-requisite: Anatomy & Physiology I (SCIE2).

Pharmacology Applications A (NRSG86)

Hours: 15

This course builds on Introductory Pharmacology to enable the student to safely and competently administer medications in a clinical setting. Concepts will include utilization of the nursing process in the administration of medications. This course also explores the drug classification system.

Co-requisites: Anatomy & Physiology II (SCIE3), PN Theory II (NRSG92), Health Assessment/Labs (NRSG153), Nursing Skills Lab II (NRSG150), Clinical IIA (NRSG14), Clinical IIB (NRSG15).

Pre-requisites: Anatomy & Physiology I (SCIE2), Health Theory (NRSG61), PN Theory I (NRSG91), Introductory Pharmacology (NRSG65), Nursing Skills Lab I (NRSG149), Clinical I (NRSG11), Field Prep/Success Strategies (NRSG152), Non Violent Crisis Intervention (NRSG151).

Practical Nursing Theory II (NRSG92)

Hours: 45

This course introduces the student to the theoretical foundation of stress and adaptation. The concepts include application of the nursing process related to defence mechanisms and specific stressors. The drug classification system including specific pharmacotherapeutics will be included with each concept. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Co-requisites: Anatomy and Physiology II (SCIE3), Nursing Skills Lab II (NRSG150), Pharmacology Applications A (NRSG86), Health Assessment/Labs (NRSG153), Clinical IIA (NRSG14), and Clinical IIB (NRSG15).

Pre-requisites: Anatomy and Physiology I (SCIE2), Practical Nursing Theory I (NRSG91), Introductory Pharmacology (NRSG65), Health Theory (NRSG61), Nursing Skills Lab I (NRSG149), Clinical I (NRSG11), Field Prep/Success Strategies (NRSG152), Non Violent Crisis Intervention (NRSG151).

Health Assessment/Labs (NRSG153)

Hours: 60

This course introduces the student to the theoretical knowledge necessary to assess the physical, psychological, socio-cultural and spiritual experiences of individuals across the lifespan. The student will use skills of observation, interviewing, inspection, auscultation, and palpation to collect data. The student will have an opportunity to demonstrate and practice the specific health assessment concepts and/or skills in a lab setting. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Co-requisites: Anatomy and Physiology II (SCIE3), Practical Nursing Theory II (NRSG92), Pharmacology Applications A (NRSG86), Nursing Skills Lab II (NRSG150), Clinical II A (NRSG14), Clinical II B (NRSG15).

Pre-requisites: Anatomy and Physiology I (SCIE2), Practical Nursing Theory I (NRSG91), Introductory Pharmacology (NRSG65), Health Theory (NRSG61), Field Prep/Success Strategies (NRSG152), Non Violent Crisis Intervention (NRSG151), Nursing Skills Lab I (NRSG149), Clinical I (NRSG11).

Nursing Skills Lab II (NRSG150)

Hours: 30

This course is designed to provide the student with the theory and practical skills required to provide nursing care for patients in complex continuing care and medical settings. Simulated patient care situations, case studies and application of specific nursing skills will form the basis of this course. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Co-requisites: Anatomy and Physiology II (SCIE3), Practical Nursing Theory II (NRSG92), Pharmacology Applications A (NRSG86), Health Assessment/Labs (NRSG153), Clinical II A (NRSG14), Clinical II B (NRSG15).

Pre-requisites: Anatomy and Physiology I (SCIE2), Practical Nursing Theory I (NRSG91), Introductory Pharmacology (NRSG65), Health Theory (NRSG61), Field Prep/Success Strategies (NRSG152), Non Violent Crisis Intervention (NRSG151), Nursing Skills Lab I (NRSG149), Clinical I (NRSG11).

Clinical IIA (NRSG14)

Hours: 84

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I and II, Nursing Skill Labs I and II, Introductory Pharmacology, Pharmacology Applications and Health Assessment/Labs. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation. Clinical assignment will include: complex continuing care and medical units in hospital settings.

Co-requisites: Anatomy and Physiology II (SCIE3), Practical Nursing Theory II (NRSG92), Pharmacology Applications A (NRSG86), Nursing Skills Lab II (NRSG150), Health Assessment/Labs (NRSG153).

Pre-requisites: Anatomy and Physiology I (SCIE2), Practical Nursing Theory I (NRSG91), Health Theory (NRSG61), Introductory Pharmacology (NRSG65), Field Prep/Success Strategies (NRSG152), Non Violent Crisis Intervention (NRSG151), Nursing Skills Lab I (NRSG149), Clinical I (NRSG11).

Clinical IIB (NRSG15)

Hours: 84

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I and II, Nursing Skill Labs I and II, Introductory Pharmacology, Pharmacology Applications and Health Assessment/Labs. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation. Clinical assignment will include: complex continuing care and medical units in hospital settings.

Co-requisites: Anatomy and Physiology II (SCIE3), Practical Nursing Theory II (NRSG92), Pharmacology Applications A (NRSG86), Nursing Skills Lab II (NRSG150), Health Assessment/Labs (NRSG153).

Pre-requisites: Anatomy and Physiology I (SCIE2), Practical Nursing Theory I (NRSG91), Health Theory (NRSG61), Introductory Pharmacology (NRSG65), Field Prep/Success Strategies (NRSG152), Non Violent Crisis Intervention (NRSG151), Nursing Skills Lab I (NRSG149), Clinical I (NRSG11), Clinical IIA (NRSG14).

Semester 3

General Education Elective

Hours: 45

Professional Aspects of Nursing A (NRSG96)

Hours: 15

This course assists the student in the exploration of the role of the practical nurse in the health care team. Students will continue to examine legal, ethical, cultural, social and professional issues. Analytical and interpersonal communication skills are embedded in this course. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Co-requisites: Practical Nursing Theory III (NRSG93), Nursing Care of Families (NRSG67), Pharmacology Applications B (NRSG195), Clinical IIIA (NRSG19), Clinical IIIB (NRSG20), Nursing Skills Lab III (NRSG78).

Pre-requisites: Anatomy and Physiology II (SCIE3), Practical Nursing Theory II (NRSG92), Pharmacology Applications A (NRSG86), Nursing Skills Lab II (NRSG150), Health Assessment/Labs (NRSG153), Clinical IIA (NRSG14), Clinical IIB (NRSG15).

Practical Nursing Theory III (NRSG93)

Hours: 60

This course begins the study of alterations in health within the context of the nursing process. The content concepts include alterations in health: mental, respiratory, cardiovascular, endocrine, immune, fluid and electrolytes and oncology. This course also explores related pharmacotherapeutics. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Co-requisites: Professional Aspects of Nursing A (NRSG96), Nursing Care of Families (NRSG67), Pharmacology Applications B (NRSG195), Clinical IIIA (NRSG19), Clinical IIIB (NRSG20), Nursing Skills Lab III (NRSG78).

Pre-requisites: Anatomy and Physiology II (SCIE3), Practical Nursing Theory II (NRSG92), Pharmacology Applications A (NRSG86), Nursing Skills Lab II (NRSG150), Health Assessment/Labs (NRSG153), Clinical IIA (NRSG14), Clinical IIB (NRSG15).

Nursing Care of Families (NRSG67)

Hours: 45

This course assists the student in exploring the care of families across the age span. The content concepts include the study of the: childbearing family, childrearing family, changing family, family in crisis and the aging family in a variety of contexts (health and illness) and settings (community, home and hospital). The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Co-requisites: Practical Nursing Theory III (NRSG93), Professional Aspects of Nursing A (NRSG96), Pharmacology Applications B (NRSG195), Clinical IIIA (NRSG19), Clinical IIIB (NRSG20), Nursing Skills Lab III (NRSG78).

Pre-requisites: Anatomy and Physiology II (SCIE3), Practical Nursing Theory II (NRSG92), Pharmacology Applications A (NRSG86), Nursing Skills Lab II (NRSG150), Health Assessment/Labs (NRSG153), Clinical IIA (NRSG14), Clinical IIB (NRSG15).

Pharmacology Applications B (NRSG195)

Hours: 15

This course builds on Introductory Pharmacology and Pharmacology Applications A. It will allow the student to apply knowledge related to pharmacotherapeutics and will complement and integrate learning outcomes associated with Nursing Theory 3, clinical and skills lab courses as well as the study of pathophysiology and related nursing responsibilities. Medication classifications related to cardio-peripheral vascular, respiratory, coagulation, mental health and endocrine disorders will be explored focusing on the absorption, distribution, metabolism and excretion of specific drugs for these classifications. This course will explore pharmacotherapeutics and demonstrate the impact on related laboratory studies, expected and therapeutic outcomes in the client with predictable, less-complex conditions and a low risk of negative outcomes. All routes and forms of medication will be incorporated.

Co-requisites: Practical Nursing Theory III (NRSG93), Professional Aspects of Nursing A (NRSG92), Clinical IIIA (NRSG19), Clinical 3B (NRSG20), Nursing Skills Lab III (NRSG78), Nursing Care of Families (NRSG67)

Pre-requisites: Anatomy and Physiology II (SCIE3), Practical Nursing Theory II (NRSG92), Pharmacology Applications A (NRSG86), Nursing Skills Lab II (NRSG150), Health Assessment/Labs (NRSG153), Clinical 2A (NRSG14), Clinical 2B (NRSG15)

Nursing Skills Lab III (NRSG78)

Hours: 30

This course is designed to provide the student with the theory and practical skills required to provide nursing care to medical/surgical and newborn/paediatric patients. Simulated patient care situations, case studies and hands on application of specific nursing skills will form the basis of this course. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Co-requisites: Professional Aspects of Nursing A (NRSG96), Nursing Care of Families (NRSG67), Clinical IIIA (NRSG19), Clinical IIIB (NRSG20), Practical Nursing Theory III (NRSG93), Pharmacology Applications B (NRSG195).

Pre-requisites: Anatomy and Physiology II (SCIE3), Practical Nursing Theory II (NRSG92), Pharmacology Applications A (NRSG86), Nursing Skills Lab II (NRSG150), Health Assessment/Labs (NRSG153), Clinical IIA (NRSG14), Clinical IIB (NRSG15).

Clinical IIIA (NRSG19)

Hours: 84

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I, II and III, Nursing Skill Labs I, II and III and Health Assessment/Labs. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Clinical assignment will include one of the following: mental health, maternal/child, medicine, surgery, rehabilitation, palliative and community.

Co-requisites: Practical Nursing Theory III (NRSG93), Nursing Care of Families (NRSG67), Professional Aspects of Nursing A (NRSG96), Nursing Skills Lab III (NRSG78), Pharmacology Applications B (NRSG195).

Pre-requisites: Anatomy and Physiology II (SCIE3), Practical Nursing Theory II (NRSG92), Pharmacology Applications A (NRSG86), Nursing Skills Lab II (NRSG150), Health Assessment/Labs (NRSG153), Clinical IIA (NRSG14), Clinical IIB (NRSG15).

Clinical IIIB (NRSG20)

Hours: 84

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I, II and III, Nursing Skill Labs I, II and III and Health Assessment/Labs. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion and adaptation.

Clinical assignment will include one of the following: mental health, maternal/child, medicine, surgery, rehabilitation, palliative and community.

Co-requisites: Practical Nursing Theory III (NRSG93), Nursing Care of Families (NRSG67), Professional Aspects of Nursing A (NRSG96), Nursing Skills Lab III (NRSG78), Pharmacology Applications B (NRSG195).

Pre-requisites: Anatomy and Physiology II (SCIE3), Practical Nursing Theory II (NRSG92), Pharmacology Applications A (NRSG86), Nursing Skills Lab II (NRSG150), Health Assessment/Labs (NRSG153), Clinical IIA (NRSG14), Clinical IIB (NRSG15), Clinical IIIA (NRSG19).

Semester 4

Volunteer in the Community (NRSG108)

Hours: 45

This course provides experiential practice in communication, interpersonal, analytical, and creative skills while contributing to the goals of a student selected agency or organization. Students will examine the historical foundation and the functioning of the organization, its role within the community and the societal trends which affect it now and in the future. They will analyze the mission, values, services, structure and benefits of the organization and make suggestions for modifications or improvements. Students will also reflect upon the role of the volunteer sector in responding to the needs of communities.

Co-requisites: Practical Nursing Theory IV (NRSG94), Nursing in the Community (NRSG73), Professional Aspects of Nursing A (NRSG97), Clinical IVA (NRSG23), Clinical IVB (NRSG24), Nursing Skills Lab 4 (NRSG79).

Pre-requisites: Practical Nursing Theory III (NRSG93), Nursing Care of Families (NRSG67), Professional Aspects of Nursing (NRSG96), Clinical IIIA (NRSG19), Clinical IIIB (NRSG20), Nursing Skills Lab III (NRSG78), Pharmacology Applications B (NRSG195).

Professional Aspects of Nursing B (NRSG97)

Hours: 30

This course assists the student to examine current trends and issues in the health care system. Students will have an opportunity to explore more complex legal, ethical, social and professional aspects of nursing. Analytical and interpersonal communication skills are further embedded in this course. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking.

Co-requisites: Practical Nursing Theory IV (NRSG94), Nursing in the Community (NRSG73), Clinical IVA (NRSG23), Clinical IVB (NRSG24), Nursing Skills Lab IV (NRSG79), Volunteer in the Community (NRSG108).

Pre-requisites: Practical Nursing Theory III (NRSG93), Nursing Care of Families (NRSG67), Professional Aspects of Nursing A (NRSG96), Clinical IIIA (NRSG19), Clinical IIIB (NRSG20), Nursing Skills Lab III (NRSG78), Pharmacology Applications B (NRSG195).

Practical Nursing Theory IV (NRSG94)

Hours: 60

This course continues the study of alterations in health within the context of the nursing process. The content concepts include alterations in health: neurological, skin, sensory, orthopaedic, renal, gastrointestinal, reproductive and sexual. This course also explores related pharmacotherapeutics. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking.

Co-requisites: Professional Aspects of Nursing B (NRSG97), Nursing in the Community (NRSG73), Clinical IVA (NRSG23), Clinical IVB (NRSG24), Nursing Skills Lab IV (NRSG79), Volunteer in the Community (NRSG108).

Pre-requisites: Practical Nursing Theory III (NRSG93), Nursing Care of Families (NRSG67), Professional Aspects of Nursing A (NRSG96), Clinical IIIA (NRSG19), Clinical IIIB (NRSG20), Nursing Skills Lab III (NRSG78), Pharmacology Applications B (NRSG195).

Nursing in the Community (NRSG73)

Hours: 30

This course introduces the student to the role of the nurse in the community. The content concepts include: Factors Influencing Community Health, Health Promotion and Disease Prevention, History of Community Nursing, Nurses Role with Community Populations, Research and Future Trends in Community Nursing. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking.

Co-requisites: Practical Nursing Theory IV (NRSG94), Professional Aspects of Nursing B (NRSG97), Clinical IVA (NRSG23), Clinical IVB (NRSG24), Nursing Skills Lab IV (NRSG79), Volunteer in the Community (NRSG108).

Pre-requisites: Practical Nursing Theory III (NRSG93), Nursing Care of Families (NRSG67), Professional Aspects of Nursing A (NRSG96), Clinical IIIA (NRSG19), Clinical IIIB (NRSG20), Nursing Skills Lab III (NRSG78) Pharmacology Applications B (NRSG195),

Nursing Skill Labs IV (NRSG79)

Hours: 30

This course continues to provide the student with the theory and practical skills required to provide nursing care to medical/surgical and newborn/paediatric patients. Simulated patient care situations, case studies and hands on application of specific nursing skills will form the basis of this course. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking.

Co-requisites: Practical Nursing Theory IV (NRSG94), Nursing in the Community (NRSG73), Clinical IVA (NRSG23), Clinical IVB (NRSG24), Professional Aspects of Nursing B (NRSG97), Volunteer in the Community (NRSG108).

Pre-requisites: Practical Nursing Theory III (NRSG93), Nursing Care of Families (NRSG67), Professional Aspects of Nursing A (NRSG96), Clinical IIIA (NRSG19), Clinical IIIB (NRSG20), Nursing Skills Lab III (NRSG78), Pharmacology Applications B (NRSG195),

Clinical IVA (NRSG23)

Hours: 84

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I, II, III and IV, Nursing Skill Labs I, II, III and IV and Health Assessment/Labs. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking. Clinical assignment will include one of the following: mental health, maternal/child, medicine, surgery, rehabilitation, palliative and community. The student will demonstrate beginning independence and problem solving skills.

Co-requisites: Practical Nursing Theory IV (NRSG94), Nursing in the Community (NRSG73), Professional Aspects of Nursing B (NRSG97), Nursing Skills Lab IV (NRSG79), Volunteer in the Community (NRSG108).

Pre-requisites: Practical Nursing Theory III (NRSG93), Nursing Care of Families (NRSG67), Professional Aspects of Nursing A (NRSG96), Clinical IIIA (NRSG19), Clinical IIIB (NRSG20), Nursing Skills Lab III (NRSG78), Pharmacology Applications B (NRSG195).

Clinical IVB (NRSG24)

Hours: 84

This course is designed to give the student an opportunity to apply the knowledge of theory, principles and skills explored in Practical Nursing Theory I, II, III and IV, Nursing Skill Labs I, II, III and IV and Health Assessment/Labs. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking. Clinical assignment will include one of the following: mental health, maternal/child, medicine, surgery, rehabilitation, palliative and community. The student will demonstrate increasing independence and problem solving skills.

Co-requisites: Practical Nursing Theory IV (NRSG94), Nursing in the Community (NRSG73), Professional Aspects of Nursing B (NRSG97), Nursing Skills Lab IV (NRSG79) Volunteer in the Community (NRSG108).

Pre-requisites: Practical Nursing Theory III (NRSG93), Nursing Care of Families (NRSG67), Professional Aspects of Nursing A (NRSG96), Clinical IIIA (NRSG19), Clinical IIIB (NRSG20), Nursing Skills Lab III (NRSG78), Clinical IVA (NRSG23), Pharmacology Applications B (NRSG195).

Pre-Graduate Consolidation Placement

Clinical V (NRSG154)

Hours: 440

This 11 week field placement course facilitates the transition of the student to the role of the graduate Practical Nurse by providing opportunities to integrate program theory and clinical skills. The following theoretical beliefs and approaches to Nursing Practice are integrated throughout: humanistic caring, reflective practice, therapeutic use of self, health promotion, adaptation and critical thinking.

A preceptorship model will be utilized for this assignment. One field placement experience will be offered: nursing homes, extended care facilities, rehabilitation, palliative, medicine, surgery, maternal/child, mental health, community, industry and/or complex continuing care.

Pre-requisites: Practical Nursing Theory IV (NRSG94), Professional Aspects of Nursing A and B (NRSG96) and (NRSG97), Nursing Care of Families (NRSG67), Nursing in the Community (NRSG73), Clinical IV A (NRSG23), Clinical IV B (NRSG23) and Nursing Skills Lab IV (NRSG79), Volunteer in the Community (NRSG108).

Comprehensive Tests (NRSG42)

Hours: 6

- Consists of two final comprehensive tests which will evaluate the level of learning acquired throughout the entire Fleming College Practical Nursing Diploma Program.
- Provides an opportunity for the Practical Nursing Student to be adequately prepared to write the College of Nurses of Ontario, Practical Nurse Registration Examination.

Pre-requisite: Clinical V (NRSG154).

Practical Nursing Diploma Program



Policies and Guidelines

Policies and Guidelines

Policy: Promotion in the Practical Nursing Diploma Program

In addition to the policies that are published in the College calendar, the following promotional policies will apply:

Nursing Theory Courses:

1. ***Students are prohibited from using cell phones and/or any other type of technological device during scheduled Nursing Theory or Lab hours***
2. Term and final tests will be administered within each semester.

Term tests:

May include content of one or more concepts/units i.e. class and laboratory as determined by the designated faculty.

Final Tests:

May include all theory taught within the semester i.e. class and laboratory.

3. It is **mandatory** to write all final tests.
4. Final tests may contribute up to a total of 30% of the course mark. The remainder will be obtained from term work i.e. tests, assignments, presentations.
5. If a test cannot be written on the scheduled date due to an emergency, the student must notify his/her designated faculty **by noon** of the day that the test is to be written. Failure to do this may result in the student being ineligible to write the test. The faculty assigned to the test will determine the eligibility of the student to write the missed test. This test may be offered in an alternate format.

Rescheduled tests must normally be taken within a maximum of three school days of the original scheduled date. When long term illness or other circumstances make it impossible for the student to write the test within this time frame, the situation will be dealt with on an individual basis. The PN Program Coordinator will be notified if there are repetitive absences in writing tests.
6. A stated mandatory pass may be designated in any section of a course.
7. Assignments must be submitted on or by the published due date. Late submissions will be subject to grade adjustments as described in the specific Course Outline.
8. It is **mandatory** to successfully complete all scheduled nursing courses for each semester before proceeding to the next semester of the PN program.
9. Students need a minimum of fifty percent (50%) in a course to obtain a passing grade. Students are evaluated according to the grading system described in Fleming College Academic Regulations 2.0

10. In order to obtain a passing grade, all segments of the course must be attempted. Failure to do so will result in an Incomplete Grade being assigned (see Academic Regulations 2.2 Grading System).
11. Students may appeal any evaluation activity or final course grade by following the given procedure (see Academic Regulations 2.5 Appeal of Academic Assessment).

Clinical Courses

1. Students must demonstrate safe, competent, ethical practice as defined by the College of Nurses of Ontario in order to continue in the Practical Nursing Diploma Program.
2. Students who demonstrate unsafe and/or incompetent and/or unethical nursing clinical practice will be required to withdraw from the PN Program and advised to seek alternate academic/career options.
3. Students unsuccessful in a clinical rotation not related to unsafe and/or incompetent and/or unethical nursing clinical practice will be given one opportunity to reattempt this specific clinical experience.
4. The College of Nurses of Ontario, "Professional Standards of Nursing Practice" and the "Supporting Learners Practice Document" guide student practice.
5. Students must demonstrate professional accountability and honesty.
6. The field practice/clinical facility require students to submit an annual police record check including the vulnerable sector assessment.
7. Proof of immunization including a Two Step Mantoux Test is required prior to the start of Semester 1 classes.
8. Students are required to demonstrate verification of CPR (Level C) certification annually and Mask Fit Testing every 2 years.
9. Students are strongly encouraged to acquire the Seasonal Flu Vaccine annually.
10. Clinical course outcomes must be met, and assignments completed in order to continue in the next clinical level of the Practical Nursing Program.
11. Written Interim Performance Appraisals will be given to the student during each clinical course. These will be attached to the Final Performance Appraisal.

12. Each clinical rotation will be graded on a pass/fail basis. The Performance Appraisal at the end of each course will indicate final clinical status.
13. Students must attend the scheduled clinical orientation which consists of the first two days of any clinical rotation. A fee of \$100.00 will be charged for a makeup orientation process. The fee is payable by the student to the cashier in the Admissions/Records office. Receipt of payment must be submitted to the clinical teacher upon returning to clinical.
14. Students are prohibited from using cell phones and/or any other type of technological device during scheduled clinical hours.
15. Absenteeism will be tracked on a cumulative basis throughout the program on the Clinical Final Performance Appraisal forms.

**ALL HOURS MISSED FROM SCHEDULED CLINICAL COURSES WILL BE ADDED
TO THE REQUIRED PRE GRADUATE CONSOLIDATION HOURS.**

16. Clinical shifts will be scheduled beginning as early as 0700 hours and may finish as late as 1900 hours. Clinical shifts normally are 0700-1300 hours and 1200-1800 hours. Students may be required to do 12 hour shifts ie. 0700 – 1900 hours.
17. Clinical Field Placement assignments may be scheduled during the week and/or on weekends.
18. Students may be required to provide for their own transportation to clinical placement which may include Peterborough, Lindsay, Cobourg and Port Hope.

Policy: Nursing Labs

1. Nursing Skill Labs are an integral aspect of the Practical Nursing Diploma Program.
2. It is **essential** that students attend all assigned labs for each semester.
3. If the student is unable to attend the lab, the following steps are to be implemented:
 - Notify the designated lab faculty via email or voice mail prior to the lab indicating your reason for absence and expected date of return to the course.
 - Make an appointment with the lab tech to arrange a make-up lab as soon as possible.
 - Inform your clinical faculty of your missed lab as clinical practice of any skill is not permitted until the student has successfully completed the lab.
4. In the event of a missed lab, a makeup lab will be scheduled. A fee of \$50.00 will be payable by the student for this lab to the cashier in the Admissions/Records office. Receipt of payment must be submitted to the lab faculty prior to the makeup lab. If a student misses this makeup lab, they will be required to pay a second fee before the lab is rescheduled.
5. Students are required to attend their assigned lab in full uniform. The uniform policy does not include jewellery, outdoor clothing such as boots, scarves, hats, "hoodies" and/or other sweaters. Long sleeved t-shirts under the uniform will be permitted, provided the sleeves can be pushed up above the elbow for hand hygiene and client care. Hair must be off the collar, in a secure fashion and out of the eyes. Students who do not adhere to the uniform policy will be asked to leave and attend a makeup lab.
6. Students are required to purchase a Lab Kit in the bookstore prior to the first lab class. In order to participate in the Nursing Skill Labs, each student must purchase his/her own Lab Kit and bring it to every lab. Students who do not bring their Lab Kit will be considered absent from lab and will be in a makeup situation.
7. Skill labs are scheduled for 2 hours. In order for students to maximize the practice time available, the lab will end after 1 hour and 50 minutes or at the direction of the faculty. Students will not leave the lab until all supplies have been cleared away, beds made and everyone has finished practicing skills. The lab is designed to simulate the clinical setting so the principles of team work will be reinforced including starting and finishing a "shift" together.
8. In order to observe the practice of infection prevention and control and to protect the equipment in the skills lab, food and drinks will not be allowed by anyone in the lab area. During the Final Theory Comprehensive Lab Test, students may be allowed to have a covered beverage available.
9. Students who have successfully completed a skill in lab are then able to perform that skill in the clinical area as directed by the clinical faculty. Students who are unsuccessful in completing a lab are required to repeat the lab as timetabled by the lab faculty.

10. Successful completion of each lab skill is **vital** in order to achieve a passing grade in the designated Nursing Skills Lab course.
11. Lab content will be evaluated by written and practicum testing.
12. **The Final Practicum Test is a mandatory pass.**
13. Students must have completed all of the designated Semester labs in order to be eligible to participate in the Final Practical Test.
14. Supplemental Final Practical testing will occur at the discretion of the lab faculty according to the Fleming College Academic Regulations.

Policy: Dress Policy for Clinical Experience

Your appearance in the nursing uniform reflects not only on the College and the Health Care agency in which you are giving service, but also upon yourself as individuals. These guidelines will **maximize** the impression you create in uniform and **minimize** the number of potential hazards you present to the patient and yourself.

Guidelines:

1. Female students must be attired in a plain white or solid coloured uniform, ie. **top must match the bottom**. Uniforms must be professional in appearance.
 - ankle length pants
 - non-clinging material
 - t-shirt material and fleece are not acceptable
 - clean white shoes with closed heel and toe and white socks
 - appropriate and non patterned undergarments
2. Male students must be attired in:
 - a plain white or solid coloured uniform
 - t-shirt material and fleece are not acceptable
 - clean white shoes with closed heel and toe and white socks
 - ankle length pants
 - appropriate and non patterned undergarments
3. All students must purchase the College Crest to be secured on the left upper arm of the uniform sleeve.
4. Students may purchase a white lab coat or jacket but this may not be worn when giving direct patient care. .
5. All students must have a watch with a second hand.
6. Students should carry their own protective eye wear and information regarding their N95 mask fit testing.
7. All students must wear the Fleming College approved clinical photo ID.

Name is indicated as follows:

e.g. Mary J. or Mary James
Nursing Student

8. The following pieces of jewellery may be worn without jeopardizing the safety of the patient or yourself:
 - a plain wedding band
 - small stud type earrings
 - no other jewellery.
9. Hair must be off the collar, in a secure fashion and out of the eyes. Beards are to be neatly trimmed.
10. Personal cleanliness is of utmost importance. A freshly laundered and pressed uniform must be worn each day.
11. Fingernails must be short, clean, well trimmed and free of nail polish and/or artificial nails
13. Make up is to be kept to a minimum
14. Gum chewing is not acceptable
15. Perfumed/scented products must be avoided
16. Students must adhere to assigned agency policy in respect to all tattoos.
17. Students who do not adhere to the Fleming College PN Program Dress Code Policy may be asked to leave the clinical setting.

Policy: Dress Policy for Mental Health Nursing Experience

1. Students are to be attired in conservative street dress:
 - All tops must have sleeves
 - No jeans, track pants, scarves
 - Shoes with closed heel and toe (no high heels or sandals)
 - A plain wedding band
 - Small stud type earrings
 - No chains, necklaces or other jewellery
 - Makeup is to be kept to a minimum
 - Fingernails must be short, clean, well trimmed and free of nail polish and/or artificial nails
 - Gum chewing is not acceptable
 - Watch with a second hand
 - No graphics on clothing
 - In respect to tattoos, students must adhere to assigned agency policy
 - Perfumed/scented products must be avoided
2. Students must wear photo ID according to agency policy.

Policy: Visiting the Clinical Area

Students occasionally need to go to the clinical agency during off-clinical hours to prepare or complete assignments. In these cases, the following guidelines must be followed:

1. Obtain your clinical faculty's permission. Discuss with your faculty the nature and time of the visit.
2. Wear appropriate street clothes and photo ID to the Unit.
3. Introduce yourself to the unit secretary and/or nursing staff and explain why you are there.
4. While you are at the agency, you are to be gathering the data you need. Do not get involved in any other activities such as answering call bells or answering the telephone.
5. Do not visit with any of the clients. Do not give any client care.

Policy: Student Status Indication

Nursing students on clinical placement experiences will indicate their status on client charts and legal documents as follows:

- Semester I – IV Practical Nursing Students as Nursing Student (NS)
e.g. Joan Dawson NS
- Consolidating students
e.g. Joan Dawson NS5

Policy: Medication Incidents

A nursing student will be required to complete a Fleming Medication Incident form (PINK) if either of the following situations occur:

1. A medication error is prevented by the intervention of the clinical faculty or a hospital staff member.
2. There is failure to comply with policies or procedures for medication administration which does not result in an actual error.

Guidelines: Medication Incidents

1. In evaluating whether a medication incident has occurred; the clinical faculty will take into consideration the level of knowledge and experience of the student.
2. The student should complete the nature of the incident and causative factors section of the form. The faculty should add comments to the causative factors section, if necessary, and complete the implications for prevention and future practice section.
3. The Practical Nursing Program Coordinator will be informed of the Medication Incident.
4. The Medication Incident Form is placed in the student's file

Policy: Medication Errors

A nursing student will be required to complete a Fleming Medication Error form (GREEN) as well as an affiliating agency form if either of the following situations occur:

1. A medication error is not prevented by the intervention of the clinical faculty or a hospital staff member.
2. An actual medication error results due to failure to comply with the agency policies or procedures for medication administration.

Guidelines: Medication Errors

1. The student must consult with his/her clinical faculty/liaison when completing the agency Medication Error Form.
2. The green copy of the Medication Error Form is to be completed and placed in the student's file
3. The Practical Nursing Program Coordinator is informed of the Medication Error.
4. A medication error may result in a clinical fail status.
5. Following a medication error the student may be asked to withdraw from the Practical Nursing Program.

Policy: Reporting of Incidents

In the event that a student is exposed to blood or body fluids through any means, i.e. eye splash, needle stick, mucous membrane exposure, the student must **immediately** report the injury to the designated clinical faculty. The co-assigned nursing staff member will then be asked to assume care for the patients assigned to this student. The student will proceed to the nearest emergency department and identify herself/himself as a health care worker who has been exposed to blood or body fluids. At this point the student is to become a patient and inform the triage nurse that this is a workplace incident. **Immediately** following receiving treatment, the student and designated clinical faculty will inform the Fleming College Campus Nurse of this incident. The host health care facility will require students to complete an agency Incident Form/Report. Students must submit any Incident Forms/Reports to their designated clinical faculty.

It is a Fleming College Policy that students must be allowed to access medical care within two hours of a blood and/or body fluid exposure.

Students will also complete an Incident Report to document any event involving physical or emotional safety that is beyond the normal type of occurrence. An incident involving physical abuse or a verbal threat would be examples of this type of incident. The student will consult their clinical faculty if he/she believes that an incident of this nature has occurred.

- In accordance with the Ministry of Training, Colleges and Universities, all injuries needing medical attention by a physician must be reported **immediately** to the School Liaison, Joanne Brown at (705) 749-5520 ext.1228 or alternately Tina Benincasa, the Administrative Officer of Finance and Administration at ext.1309.
- The College's Policies and Procedures with respect to clinical field practice are consistent with provincial standards and legislation around Human Rights, Employment Equity, Occupational Health and Safety. Harassment/Discrimination and Freedom of Information. Copies of these Policies and Procedures can be made available immediately from the School of Education, Health and Wellness Liaison, the designated clinical faculty and/or the Practical Nursing Program Coordinator.

Guidelines for Pre Graduate Field Placement Experience

The purpose of this Pre Graduate Field Placement experience is to prepare the Practical Nursing student to meet the CNO Standards of Professional Practice. Students are expected to complete their Pre Graduate assignment in the Fleming catchment area, however, written requests for field placement outside of this area will be considered by the faculty according to the following criteria. During the student's entire tenure in the Fleming College Practical Nursing Diploma Program, the student must have consistently demonstrated:

- excellent interpersonal skills
- positive response to feedback
- competency in clinical skills
- self direction
- above average academic performance
- consistent attendance in class, nursing skill labs and clinical
- no clinical or course failures
- recommendation for the placement from at least two faculty

SIR SANDFORD FLEMING COLLEGE
POLICY MANUAL

POLICY NO. <u>2-201</u>	APPROVED BY: <u>Board of Governors</u>
SUPERCEDES: _____	PAGE NO. <u>1 OF 17</u>
DATE APPROVED: February 5, 1997 #3 REVISED: May 26, 2004 #6 May 24, 2006 #7 June 25, 2008 #2	
SUBJECT: Academic Regulations	

Revised policy takes effect September 1, 2008.

The College shall present a set of Academic Regulations to the Board for approval.

The Academic Regulations shall specify the College's rules with regard to:

- Determination of Academic Standing
- Grade Determination
- Grading System
- Prior Learning Assessment & Recognition
- Appeal of Academic Assessment
- Academic Progression
- Final Date for Registration
- Course and College Withdrawal
- Academic Behavior
- Academic Integrity
- Eligibility for Graduation

ACADEMIC REGULATIONS

In achieving its mission of providing the highest quality learning opportunities which promote growth and success for the students, the college community has established the following set of Academic Regulations. These regulations will provide guidance and support to the students and staff throughout the learning process.

1.0 DETERMINATION OF ACADEMIC STANDING

The method and timeline of course evaluation will be made available to the student in an approved course outline during the first week of formal classes. The evaluation scheme will state, as a minimum, the portion of final marks assigned to casework, laboratory or fieldwork reports, assignments and tests. The evaluation methods may be changed after discussion between the professor and students with the approval of the appropriate Dean/Principal. Any change must be given as an addendum to the course of study and reissued to the students.

Note: For certain web-based or alternate delivery courses, the timelines for course evaluations may differ from those of traditional classroom methods. In all such cases, please refer to the course outline.

2.0 GRADE DETERMINATION

Fleming College believes in the principle of continuous evaluation and consequently all students will receive timely evaluations regarding their progress.

In determining a student's final grade, evaluation activity for the entire semester is taken into consideration. This may include (but is not restricted to) tests, essays, laboratory and field work, reports, other assignments, and participation in seminars or discussion groups.

Term grades will be made available to students, by faculty, within two weeks of the submission date. The rare exception to this timeframe will be approved by the Dean/Principal and documented in the course outline. Final grades will be made available to the Registrar's office upon completion of the course.

All students will be given the opportunity to review any evaluation activity. Faculty may either return work to the students or retain work for a period of one year.

No evaluation activity shall count for more than thirty (30) percent of the student's final grade without the approval of the respective Dean/Principal.

2.1 Prerequisites / Co-requisites

Some courses have prerequisites and / or co-requisites. Where a prerequisite is specified, the prerequisite must be successfully completed prior to taking the course in question. Where a co-requisite is specified, the co-requisite must be successfully completed prior to or taken at the same time as the course in question. Prerequisites and co-requisites may be waived with the professor's permission. Any student who requests such a waiver is responsible to ensure that he / she is adequately prepared to proceed with the level of study required in the course. Inadequate preparation is not a basis for appeal of a final grade in a course for which a student requested a waiver of a prerequisite or co-requisite. Successful completion of a course without having achieved a passing grade in a prerequisite or co-requisite course does not negate the requirement to complete the prerequisite or co-requisite course.

2.2 Grading System

A final grade for each subject is recorded on a student's transcript in the form of a percentage grade. A student requires a minimum of fifty (50) percent in a course to obtain a passing grade.

Note: Certain courses may require a minimum of greater than 50% and/or have mandatory components to achieve a passing grade. In all such cases the course outline will offer details.

The grade point equivalent will be used in calculating the grade point average (GPA).

The grade point average (GPA) is a system of calculating academic achievement based on points instead of percentages. Each course that carries a percentage value grade will be weighted based on term instructional hours, that is, the designated number of hours with which the course outcomes may be achieved, regardless of the variations of delivery. The number of grade points per course is determined by multiplying the term instructional hours of the course by the grade point equivalent earned in that course.

These values are used to calculate the grade point average each semester and cumulatively over all semesters of a program. The grade point total is divided by the total term instructional hours attempted for courses having a numeric grade value. The resultant quotient is the GPA. When a student repeats the identical course, the higher grade will be used in the weighted calculation of the GPA.

The following chart describes the grading system:

Grading System

Letter Grade	Percentage Grade	Grade Point Equivalent
A+	90 – 100	4.0
A	85 – 89	3.8
A-	80 – 84	3.6
B+	77 – 79	3.3
B	73 – 76	3.0
B-	70 - 72	2.7
C+	67 – 69	2.3
C	63 – 66	2.0
C-	60 – 62	1.7
D+	57 – 59	1.4
D	53 – 56	1.2
D-	50 – 52	1.0
F	00 - 49	0.0

Courses that are not graded using a percentage value will be graded according to one of the methods as described below. Courses graded using these methods will not be used in the calculation of the GPA.

Pass/Fail - Percentage grade not assigned. To be used only for those courses so designated by the Dean or for reasons given under "Incomplete" and "Grade Deferred".

Incomplete - (Inc) Time extension allowed to complete course requirement, at the professor's discretion. An incomplete that has not been removed within four weeks of the end of a semester will change to a "Fail".

Grade Deferred - (GD) Grade Deferred is a rare or extenuating circumstance and must be approved by the Dean/Principal. The professor recommends the grade deferred to the Dean/Principal when supporting a student request to attempt to attain a passing grade in a course by completing additional assignments or activities.

This privilege will only be extended to students who have demonstrated a high level of commitment to their course of studies.

The time limit for removal of a grade deferred is at the discretion of the professor with the maximum time allowed being one year. If a revised grade is not provided within the time limit the standing will be changed to "Fail".

The following designations may appear on Grade Reports/Transcripts. They may only be entered by the Registrar's Office.

Exempt: Requirements met through successful completion of a course of equal standing.

Withdrew: (W) Withdrew from a course or the college prior to the final third of the semester or the end of the registration period respectively (See Section 4.0).

Withdrew Fail (WF) Withdrew from a course or the college during the final third of the semester (See section 4.0).

Audit - No academic credit. The student has attended classes on an audit basis. No assignments or examinations evaluated.

In Progress: Work continuing; course timeline not consistent with semester's end.

Aegrotat: An Aegrotat standing applies to those students whose performance, over a significant portion of the course, was in the opinion of the professor and academic program co-ordinator, fully satisfactory but where, because of personal reasons beyond the student's control, he or she was not able to complete the course. Courses in which an Aegrotat standing has been granted will not be considered in the computation of the standing in the program for academic progression. An Aegrotat standing is granted by the Registrar's Office to a student on the recommendation of the appropriate academic Program Co-ordinator.

2.3 SUPPLEMENTAL EVALUATIONS

A supplemental evaluation may be awarded at the discretion of the individual faculty member. Supplemental evaluation grades are not identified on the transcript as such. In the event a supplemental evaluation is awarded, the mark earned on the supplemental evaluation will replace the mark earned on the original evaluation and the final grade will be recalculated in accordance with the original course-grading scheme.

2.4 PRIOR LEARNING ASSESSMENT AND RECOGNITION

Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit may initiate the process by applying through the Registrar's Office.

2.5 RELEASE OF FINAL GRADES

Grades are official on the day they are released from the Registrar's Office to the student. It is the responsibility of the Office of the Registrar to post the grades electronically to the secure website and to record the grades on the student's official transcript. Grades for students in financial arrears will not be released until notification/authorization is received indicating that their account has been cleared to the satisfaction of the Office of the Registrar. To receive grades, students must clear the outstanding balance by the last day of classes.

2.6 ACADEMIC PROGRESSION

2.6.1 All Certificate and Diploma Programs

This pertains to all certificate and diploma programs offered by the College.

Students will be evaluated at the end of each term of study for progression to the next level of their program. In order to progress to the next level of study, a student must achieve a semester GPA of 1.0 and the necessary prerequisites.

Students with a semester GPA of less than 1.0 and/or did not achieve a passing grade in 66 2/3rds of the courses, will be placed on Academic Probation subject to the development of a formal academic probation contract with the program coordinator for their probationary term. If a satisfactory formal academic probation contract for the probationary term cannot be established, the student will be withdrawn from the program.

Students with a GPA of 1.0 to 1.2 or a failed course will be required to meet with the program coordinator during the beginning of the subsequent semester.

This does not preclude the fact that if the student failed a prerequisite course they could be prevented from entering into the next semester.

A student placed on Academic Probation must achieve a minimum GPA of 1.0 in their probationary course load, the necessary prerequisites and any other requirements included in the Academic Probation Contract. A student who fails to clear their probationary status may be withdrawn from the College for a minimum of 1 academic semester. Students must apply through the normal College admission process for re-admission to the program.

2.6.2 Applied Degree Programs

Students will be evaluated at the end of each term of study for progression to the next level of their program. In order to progress to the next level of study, a student must achieve a minimum average of "C+" in the courses in the main field of study and a "C" average in all other courses.

A student will be placed on Academic Probation if, as an outcome of the evaluation, their term average is less than a "C+" in the courses in the main field of study and a "C" average in all other courses.

Students placed on Academic Probation are required to develop a formal academic plan for their probationary term in conjunction with the program coordinator.

A Student placed on Academic Probation must attain a minimum "C+" average in courses in the main field of study and a "C" average in all other courses, in the next term in order to clear their probationary status. A student who fails to clear their probationary status will be withdrawn from the program for one academic year. Students must apply through the normal College admission process for re-admission to the program.

2.7 LETTERS OF PERMISSION

Students who wish to take courses at another accredited post-secondary institution for credit towards their applied degree must apply for a Letter of Permission before taking the course. The "Letter of Permission Request" form is available at the Registrar's Office. The academic program coordinator must approve the request, in order for course recognition to take place. As a minimum, calendar course descriptions for all courses being requested must also accompany

the application. A maximum of ten semester courses (or equivalent) can be obtained by this method. For transfer students this number may be lower, depending on how many transfer courses have been accepted for transfer. Upon successful completion of the course, in accordance with the minimum average requirements, course activity will be identified as a Credit and will not be included in the average calculation.

For the Fall/Winter session, approved applications for Letter of Permission must be received no later than August 1. For the summer session, applications must be received by April 1. A week to 10 days must be allowed for processing, and a fee is charged when the approved application is submitted to the Registrar's Office. Incomplete applications will be returned to the student unprocessed.

Upon completion of the course(s), students are responsible for having official transcript(s) forwarded to the Registrar's Office at Fleming College from the host institution.

Students taking summer courses at another accredited postsecondary institution on a Letter of Permission may not attempt more than four semester courses (or equivalent), and students on probation may take only two semester courses (or equivalent) at a time.

2.8 OFFICIAL TRANSCRIPTS

Official Transcripts providing a record of all courses taken by a student are available upon request to the Registrar's Office. The official transcript details a student's permanent academic record reflecting all courses officially registered in whether completed successfully or unsuccessfully, and will carry the Fleming seal and an authorized signature.

3.0 FINAL DATE FOR REGISTRATION

The last date for registration will be the 5th college business day from the start of formal classes in that semester for courses of less than 8 weeks in duration. The last date for registration may also be the 10th college business day from the start of formal classes in that semester for courses of greater than 7 weeks in duration. Exceptions must be approved in writing by the Dean/Principal. Any courses dropped within the allotted timeframe will not be recorded on the students' official record.

4.0 WITHDRAWALS

4.1 From a Course

To withdraw from a particular course, it is a student's responsibility to complete a "Course Add/Drop" form and return it to the Registrar's Office prior to the start of the final third of that course (see Academic Calendar for specific date).

Students who officially withdraw from a course prior to the start of the final third of that course will receive a "W" (withdrew) designation.

Students who officially withdraw from a course during the final third of the course will receive a WF (withdrew failing) designation. In situations when extenuating circumstances such as illness caused the withdrawal and the student was passing at the time of the withdrawal, a WP (withdrew passing) designation will be recorded.

4.2 From the College

To officially withdraw from Fleming College, a student must initiate the withdrawal procedure by obtaining an "Application for Withdrawal" from the Registrar's Office and obtain all required signatures.

Students officially withdrawing from the College before the final date for registration in a semester will have all of that semester's courses deleted from their record. Students officially withdrawing from the College after the final date for registration for that semester and before the final third of the semester will have the designation Withdrew (W) recorded against that semester's courses.

Students who officially withdraw from the college during the final third of the semester will have the designation Withdrew Failing (WF) recorded on their permanent academic record.

In situations when extenuating circumstances such as illness caused the withdrawal and the student was passing all courses at the time of the withdrawal, a WP (withdrew passing) designation will be recorded.

5.0 ACADEMIC BEHAVIOUR

The student will conduct him/herself in a respectful, responsible fashion. Should the professor deem that the student is impeding the academic process, the right of exclusion from classroom or field activities may be exercised. Please refer to the Student Rights and Responsibilities document, section 2.0.

6.0 ACADEMIC INTEGRITY

Each student has the responsibility to support academic integrity.

Breaches of academic integrity (such as cheating or plagiarism) will be dealt with accordingly and shall be reported by the Professor, in writing, to the Registrar. If the Registrar discovers that the student has already been penalized for plagiarism, he/she shall recommend the appropriate penalty to the Dean/Principal of the appropriate School:

The professor will:

1st offence at the College

- assign a mark of 0 for the evaluated activity

2nd offence at the College

- a mark of 0 for the course in which the second offence at Fleming occurred

3rd offence at the College

- suspension from the College for a year

4th offence at the College

- permanent expulsion from the College

In the case of an appeal to a breach of academic integrity, the student will follow the procedure in Item 8.0 of the Academic Regulations.

7.0 ELIGIBILITY FOR DIPLOMA OR CERTIFICATE

7.1 All certificate and diploma programs offered by the College

To be eligible to graduate from all certificate and diploma programs offered by the College, a student must:

- A. Successfully completes all courses within a program either by evaluation, exemption or PLAR.
- B. Earn a minimum of 25% of the required program course-load through study with Fleming College.
- C. Normally complete all requirements within five years. Students taking longer than five years to complete all requirements will be considered on an individual basis by the Dean/Principal;

8.0 APPEAL OF ACADEMIC ASSESSMENT

The academic decisions dealt with through this appeals process are:

- A. Decisions on final marks
- B. Decisions regarding academic integrity including cheating and plagiarism
- C. Decisions regarding academic probation and withdrawal.

Any student who wishes to be accompanied by a Fleming College advocate, at any time throughout the process, may do so.

8.1 Informal Appeal:

1. Appeal the academic decision to the course professor within 5 college business days of receiving the final grade.
2. Appeal the academic decision to the appropriate coordinator/designate within 5 college business days from the decision above. The appropriate coordinator will acknowledge receipt normally within 2 college business days. If the issue remains unresolved after meeting with the program coordinator the student may pursue the formal complaint process.

In situations when a student has a concern regarding the grade assigned to a discrete assignment within a course, the student may informally appeal the grade by discussing with the faculty member who assigned the grade. Distinct assignments cannot be formally appealed but rather can be included as part of a Formal Written Appeal with respect to a final grade.

8.2 Formal Written Appeal:

If the appeal cannot be resolved through the Informal Appeal procedure, the student can initiate a formal appeal by putting their appeal in writing. Any student may appeal an academic decision by stating the reasons in writing to the Dean/Principal (by completing the required application form – [Formal written complaint to the Dean/Principal, Appendix A](#)) within three (3) college business days of completion of step 2. It should be noted that an appeal can result in a downward grading of the mark.

The Dean/Principal will acknowledge receipt of the letter, normally within three (3) working days.

The Dean/Principal will investigate the situation with the stakeholders involved in one of two ways:

1. By conducting an individual investigation with the stakeholders involved and providing a written decision, normally within seven (7) working days of receipt of the student's written complain, or
2. By appointing a formal Appeals Committee which will investigate the appeal and render a decision, normally within ten (10) working days of receipt of the student's written appeal.

The Appeals Committee will be comprised of the following individuals:

- Dean/Principal or designate
- A faculty member from the program involved other than the one whose grade is being appealed
- A faculty member from outside the program involved
- A counsellor
- One (1) student chosen by the Student Administrative Council/Student Association

The student(s), faculty member(s) and The Registrar's Office will be notified in writing of the results of the appeal by the Dean/Principal normally within three (3) college business days.

8.3 Final Resolution

In those cases where the appeal has not been resolved to the student's satisfaction during the first formal appeal process or where the appeal has not been dealt with within 15 days in the manner described in 8.2 above, the student can take his/her written appeal to the Vice President Academic. This written appeal must adhere to the format outlined in Appendix B Formal Written Appeal to the Vice President Academic.

The Vice President Academic receiving the appeal at the second level will acknowledge receipt of the letter, normally within three (3) working days.

The Vice President Academic will investigate the appeal with the stakeholders involved in one of two ways:

1. By conducting an individual investigation with the stakeholders involved and providing a written decision, normally within seven (7) working days of receipt of the student's written appeal, or
2. By appointing a formal Appeals Committee which will investigate the appeal and render a decision, normally within ten (10) working days of receipt of the student's written complaint.

The Appeals Committee will be comprised of the following individuals:

- Vice President Academic, or designate
- A faculty member outside the program involved
- A counsellor
- One (1) student chosen by the Student Administrative Council/Student Association

After a decision is made, the Vice President Academic will follow up by sending a written decision to the appellant and the Registrar's Office outlining the decision and what action is to be taken, if any (normally within ten (10) working days). This decision will be final. The Vice President Academic will provide any relevant documentation to the Registrar's Office for inclusion in the student's file.

GLOSSARY OF TERMS

Breach of Academic Integrity:

Breaches of academic integrity include but are not limited to, the following:

1. Copying from another student in a test or examination situation.
2. Copying and submitting, in whole or in part, the work of another in an assignment, report, project etc. as one's own.
3. Copying and submitting, in whole or in part, electronic files or data created by another person without the Author's permission.
4. Using unauthorized material or aids in the preparation of an assignment or project.
5. Possessing unauthorized material or aids in a test or examination situation.
6. Claiming to have completed assigned tasks that were, in fact, completed by another person.
7. Plagiarizing materials or works, in whole or in part, prepared by another person without citing appropriate reference credit.
8. Allowing another person to take a test or examination in one's place.
9. Improperly obtaining through theft, bribery, collusion, or otherwise any test or examination paper prior to the date and time for writing such test or examination.
10. Aiding or abetting anyone in an academic offence.
11. Fraud.

Academic Year: The Academic Year runs from September through August. A period of study for two successive academic terms normally reflects an academic year for study purposes.

Term: Reflects a period of study in the academic year which is normally about fifteen (15) weeks – Fall, Winter, Spring Term

Semester: Reflects a level of study within a program – Semester 1, 2, ...

Term Grades: Term grades are defined as grades accumulated throughout the study period of a course.

Final Grades: Final grades are defined as the accumulation of all term grades.

APPENDIX A:**ACADEMIC REGULATIONS****FORMAL WRITTEN APPEAL TO THE DEAN/PRINCIPAL**

This form is used for the purpose of submitting a formal written complaint to the Dean/Principal. It can be used by students to document a complaint regarding an academic decision made within the Academic Regulations by a faculty member.

To	
Date	

APPELLANT INFORMATION:

Name	
Student Number	
Telephone Number	
Current Mailing Address	
Email address	
Course Name/Number	
Grade	

Program or Department	
WHAT ARE THE GROUNDS FOR YOUR APPEAL? Please describe the situation in clear, simple terms. (<i>Reference the specific Academic Regulation(s)</i>)	

BACKGROUND:

Has an attempt been made to resolve the appeal? Please provide actions taken with date and time.
What do you propose is a reasonable resolution to this issue?

Have you included any additional documentation? Yes No

By signing below, I acknowledge that the statements made herein, to the best of my knowledge, are accurate, complete and truthful.

Signature _____ Today's Date _____

APPENDIX B

ACADEMIC REGULATIONS

FORMAL WRITTEN APPEAL TO THE VICE PRESIDENT ACADEMIC

This form is used for the purpose of submitting a formal written complaint to the Vice President Academic for resolution of a complaint that has not been resolved according to the procedures outlined in Section 8.2 of the Academic Regulations policy.

Please attach the following documentation to this complaint:

The completed **FORMAL WRITTEN APPEAL FORM** as per 8.2 of Academic Regulations Policy.

- The written response from the Dean/Principal regarding this complaint.

To	
Date	

APPELLANT INFORMATION:

Name	
Telephone Number	
Current Mailing Address	
Email address	
Program	
Student ID#	

WHY ARE YOU REQUESTING THE VICE PRESIDENT ACADEMIC REVIEW THIS ACADEMIC APPEAL? Please describe situation in clear, simple terms.

--

WHAT DO YOU THINK IS A REASONABLE SOLUTION TO THIS ISSUE?

By signing below, I acknowledge that the statements made herein, to the best of my knowledge, are accurate, complete and truthful.

Signature _____ Today's Date _____

**SIR SANDFORD FLEMING COLLEGE
POLICY MANUAL**

POLICY NO. 5-505 PAGE NO. 1 OF 1 DATE APPROVED: 93-05 Motion #5	APPROVED BY: BOARD OF GOVERNORS SUPERCEDES: 3-325
SUBJECT: Review of an Admissions Decision	

The College shall develop and publish a clearly defined process whereby applicants shall have the right to a review of an admissions decision and the reasons underlying that decision, with consideration for due process and all prevailing legislation.

PROCEDURE: REVIEW OF AN ADMISSIONS DECISION 5-505

Revised April 23, 2003 - Academic Leaders Team

HANDLING AN APPEAL OF ADMISSIONS DECISION

1.0 WHEN REQUEST FOR APPEAL IS RECEIVED:

1.1 The Registrar will begin a review of the case:

- Gathering together all pertinent documentation.
- Notifying appellant that he/she has the right to access all documentation in his/her file.
- Interviewing all faculty or staff involved.
- Interviewing the appellant.

1.2 The Registrar will give his/her decision to the appellant in writing with copies to College staff involved.

1.3 The decision of the Registrar shall be final.

2.0 AUTHORITY

It is the responsibility of the Registrar to see that these procedures are properly enforced and to negotiate any alterations to the procedures as required.

She/he draws the authority for this from the Board Policy on the "Review of an Admissions Decision", 5-505, formerly 3-325 dated May 5, 1993.

SIR SANDFORD FLEMING COLLEGE

POLICY MANUAL

POLICY NO.5-503 PAGE NO. 1 OF 1 DATE APPROVED: 93-05 Motion #4	APPROVED BY: BOARD OF GOVERNORS SUPERCEDES: 3-315
SUBJECT: Maintenance of and Access to Student Records	

In keeping with its obligation to protect the individual's right to privacy, the College shall regard each student record as a unique, private document to which access is strictly controlled and governed with consideration for the rights of all concerned and the needs of the College.

The College shall establish and produce guidelines ensuring the protection of individual privacy and the rights of the College with consideration for:

- Freedom of Information and Protection of Privacy Act
- Human Rights Code of Ontario

Sir Sandford Fleming College Policy Manual

Policy No. 5-502 Page No. 1 of 1 Date Approved: 92-09 Motion #3	Approved By: Board of Governors Supercedes: 3-314
SUBJECT: Issuance of Diplomas and Certificates	

The authority for issuing diplomas and certificates lies with the College Board of Governors. Through policy 5-502 the Board of Governors delegates this authority to the college Registrar.

The Registrar shall publish a set of procedures for the issuance of diplomas and certificates that will:

- Describe the authority, accountability and responsibility of the various offices involved.
- Provide a standard for the various levels of diplomas and certificates issued.
- Prescribe the wording to be used and the use of College insignia.
- Prescribe the use of authorizing signatures.

PROCEDURE: DIPLOMAS & CERTIFICATES 5-502

1. The authority for issuing diplomas and certificates lies with the College Board of Governors. Through policy 5-502 the Board of Governors delegates this authority to the College Registrar.
2. The Academic Team Leader is accountable for specifying the courses required for successful completion of a program.
3. It is the responsibility of the Registrar or his/her designee to determine, using the records at his/her disposal, whether or not individual students meet those requirements and to review general College requirements related to graduation eligibility.
4. Once satisfied that all academic and general conditions have been met it is the responsibility of the Registrar or his/her designee to certify this eligibility by issuing the appropriate diploma or certificate.
5. In order to be eligible to receive a diploma or certificate in any given graduation year, the student must have completed all diploma/certificate requirements by June 30th. After this date, the diploma/certificate will be issued at the next year's Convocation. Diplomas/Certificates are not issued prior to the Convocation ceremony.
6. Sir Sandford Fleming College shall certify achievement through the use of the following eight distinct levels of certification.

6.1 “Ontario College Advanced Diploma”

This diploma will be awarded to graduates of Board of Governors approved programs as defined by the Ministry of Training for Colleges and Universities binding policy directive – Framework for Programs of Instruction.

Examples:

Business Administration – Marketing
Fish & Wildlife Technology
Massage Therapy

Format:

Each “***Ontario College Advanced Diploma***” shall contain both the College crest and the College seal prominently displayed.

The following wording shall be used:

**The Board of Governors upon the recommendation
of the faculty of the College hereby awards to**

JOHN STEPHEN DOE

In witness of the successful completion of the prescribed Program of Study, this Ontario College Advanced Diploma in

Fire Systems Engineering Technology

Given at Peterborough, (Lindsay, Haliburton) Ontario this ____ day of ____, 20 ____.

Each “**Ontario College Advanced Diploma**” shall be inscribed with the signatures of:

Chair, Board of Governors
President
Vice-President, Academic
Registrar

The live signature of the Registrar shall certify eligibility for graduation

6.2 “Ontario College Diploma”

This diploma will be awarded to graduates of Board of Governors approved programs as defined by Ministry of Training for Colleges and Universities binding policy directive – Framework for Programs of Instruction.

Examples:

Early Childhood Education
Police Foundations
Environmental Technician

Format:

Each “**Ontario College Diploma**” shall contain both the College crest and the College seal prominently displayed

The following wording shall be used:

The Board of Governors upon the recommendation of the faculty of the College hereby awards this Ontario College Diploma to

JANE SUSAN DOE

In witness of the successful completion of the prescribed Program of Study in

Practical Nursing

Given at Peterborough, (Lindsay, Haliburton) Ontario this ____ day of ____, 20 ____.

Each “**Ontario College Diploma**” shall be inscribed with the signatures of:

Chair, Board of Governors
President
Vice President, Academic

Registrar

The live signature of the Registrar shall certify eligibility for graduation.

6.3 “Ontario College Graduate Certificate”

This certificate will be awarded to graduates of Board of Governors approved programs as defined by Ministry of Training for Colleges and Universities binding policy directive – Framework for Programs of Instruction.

Examples:

Museum Management and Curatorship
Natural Resources Technology – Law Enforcement

Format:

Each “**Ontario College Graduate Certificate**” shall contain both the College crest and the College seal prominently displayed.

The following wording shall be used:

The Board of Governors upon the recommendation of the faculty of the College hereby awards this Ontario College Graduate Certificate to

JANE SUSAN DOE

In witness of the successful completion of the Program of Study in

Museum Management and Curatorship

Given at Peterborough, (Lindsay, Haliburton) Ontario this ____ day of ____, 20 ____.

Each “**Ontario College Graduate Certificate**” shall be inscribed with the signatures of:

Chair, Board of Governors
President
Vice President, Academic
Registrar

The live signature of the Registrar shall certify eligibility.

6.4 “Ontario College Certificate”

This certificate will be awarded to graduates of Board of Governors approved programs as defined by Ministry of Training for Colleges and Universities binding policy directive – Framework for Programs of Instruction.

Examples:

Personal Support Worker
Pre-Service Fire-fighter Education & Training

Format:

Each “**Ontario College Certificate**” shall contain both the College crest and the College seal prominently displayed.

The following wording shall be used:

The Board of Governors upon the recommendation of the faculty of the College hereby awards this Ontario College Certificate to

JOHN STEPHEN DOE

In witness of the successful completion of the prescribed Program of Study in

Artist Blacksmith

Given at Peterborough, (Lindsay, Haliburton) Ontario this ____ day of ____, 20 ____.

Each “**Ontario College Certificate**” shall be inscribed with the signatures of:

Chair, Board of Governors
President
Vice President, Academic
Registrar

The live signature of the Registrar shall certify eligibility for graduation.

6.5 “Certificate of Successful Completion”

This certificate will be awarded to graduates of approved programs who have successfully completed a program of study which has an evaluative mechanism with grades allocated, and/or evidence of successful completion of performance objectives or required competencies.

Examples:

Apprenticeship Programs
Computerized Office
Spa Esthetics

Format:

Each “**Certificate of Successful Completion**” shall display the College crest.

The following wording shall be used:

Sir Sandford Fleming College of Applied Arts and Technology certifies that

JANE SUSAN DOE

has successfully completed prescribed program requirements in:

Developmental Services Certificate

Dated:

Each “**Certificate of Successful Completion**” shall be inscribed with the signatures of:

Vice President, Academic
Registrar

The live signature of the Registrar shall certify eligibility for graduation.

6.6 “Statement of Recognition”

A “**Statement of Recognition**” will be awarded for successful completion of a course which was delivered under formal agreement by the College to an outside party. The course must have an evaluative mechanism with grades allocated and/or evidence of successful completion of performance objectives or required competencies.

Example:

Global Positioning Systems for Ontario Licensed Well Technicians

Format:

Each “**Statement of Recognition**” shall display the College logo.

The following wording shall be used:

This confirms that

JOHN STEPHEN DOE

has successfully completed the

Air Brake ‘Z’ Endorsement Course

Dated:

The live signature of the Registrar shall certify eligibility.

6.7 “Statement of Participation”

A “**Statement of Participation**” will be awarded for participation in a learning activity which was delivered under formal agreement by the College to an outside party for which some form of recognition is appropriate but for which no formal assessment was conducted.

Examples:

Use of Helicopter in the Natural Resource Sector

Supervisory Communications

Format:

Each “**Statement of Participation**” shall display the College logo.

The following wording shall be used:

This confirms that

SUSAN JANE DOE

has participated in the

Supervisory Communications Workshop

Dated:

The live signature of the Registrar shall certify eligibility.

6.8 “Joint Certification”

In support of our desire to develop partnerships which meet the needs of our clients and enhance the reputation of Sir Sandford Fleming College, the College will enter into “**joint certification**” agreements with institutions/associations where the College shares in determining the acceptable level of knowledge, competency and skill required for certification and in the design and delivery of curriculum.

Requests for “**joint certification**” will be documented by the Registrar and submitted to the Academic Planning & Development Committee for approval.

The design of joint diplomas/certificates will be on an individual basis, but must comply with the graphic standards of the College. Each document shall be inscribed with the appropriate signatures as detailed in sections 6.1 through 6.7.

7. **Graduation Collars:** Each graduate will receive a Graduation Collar during the Convocation ceremony. This is a keep-sake for each graduate. The colour of the collar coincides with the level of the Diploma/Certificate being awarded. The **Gold** collar is for the Ontario College Graduate Certificate programs; the **Three Stripe Gold and Green** (gold/green/gold) collar is for Ontario College Advanced Diploma programs; the **Two Stripe Gold and Green** (gold outside stripe/green inside stripe) collar is for Ontario College Diploma programs and the **Green** collar is for the Ontario College Certificate programs.
8. It is the responsibility of the Registrar to see that the procedures are properly enforced and to negotiate any alterations to the procedures as required. She/he draws the authority for this from the Board Policy on the Issuance of Diplomas and Certificates #5-502, formerly #3-314, dated September, 1992.

Revised August/2005

**SIR SANDFORD FLEMING COLLEGE
POLICY MANUAL**

POLICY NO. APPROVED BY: BOARD OF GOVERNORS
PAGE NO. 1 OF 4 SUPERCEDES: Prior Learning Assessment 2-210 (94-09)
DATE APPROVED:

SUBJECT: PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior Learning Assessment and Recognition (PLAR) is a systematic credit granting process that recognizes and accredits previous learning. The process involves the identification, documentation, assessment, verification, and recognition of relevant knowledge and skills acquired through formal and informal study, work, and life experiences. The relevant learning is assessed and evaluated relative to the learning outcomes of a particular course or program. PLAR is to be distinguished from the transfer of academic credit process, in that PLAR focuses on the evaluation of experiential learning.

Fleming College endorses the philosophy and principles underlying PLAR in compliance with the Minister of Training, Colleges and Universities Binding Policy Directive (April 1, 2005) entitled 'Framework for Programs of Instruction' Part D which states:

“Prior learning assessment and recognition (PLAR) is to be made available for as many credit courses as possible in programs of instruction in which enrolment is eligible for funding through the general purpose operating grant. If a credit course is to be excluded from PLAR, the reasons and considerations should be clearly documented for the student. Information on the PLAR process is to be made available to the public in the college central admissions publication and posted on the college’s web site.”

In keeping with such endorsement, Fleming College will implement strategies that:

- a. promote the success, educational equity and mobility of adult learners;
- b. assist the learner in identifying their skills, knowledge and competencies for the purposes of possible college credit, and
- c. promote access into college courses and programs at the appropriate entry level so that learning is not repeated.
- d. develop procedures, and systems that reflect the changing needs of adult learners in ways that promote life-long learning opportunities among our educational and training partners.

PROCEDURES:

1.0 Coordination, Orientation and Advising

The Centre for Learning and Teaching will be responsible for the implementation, co-ordination, monitoring and support of PLAR activities and procedures. These responsibilities will include

full consultation with the Academic Leaders Team, the Registrar's Office and Student Services for approval of changes to either policy or procedures.

The Registrar's Office is the first point of contact for student enquiries regarding the PLAR process. Staff in the Registrar's Office will

- explain the PLAR procedures to the student
- provide guidance regarding application procedure(s) and fees
- refer the student to the appropriate academic school to arrange specific assessment processes
- refer students seeking to develop prior learning portfolios for assistance from a PLAR Facilitator in the Centre for Learning and Teaching.

The role of the PLAR Facilitator will be to:

- Collaborate with the Faculty Development Facilitator to develop, design and deliver appropriate training for faculty and staff towards the effective implementation of the PLAR policy.
- Provide advice to students and staff who are engaging in the portfolio development process.
- Develop both web based materials and guidebooks for use in the promotion and orientation processes.

2.0 Applicant Eligibility

- 2.1 In accordance with the college admission policy, applicants must be: at least 19 years of age, or have earned an Ontario Secondary School Diploma (OSSD) or equivalent.
- 2.2 Applicants are not required to enroll in a program before requesting PLAR. However, candidates who receive credit for courses through PLAR must go through the regular admission process, in order to gain entrance into a College program.
- 2.3 In order to ensure appropriate lead time for assessments, students are strongly encouraged to apply for PLAR in the semester preceding delivery of the course(s)
- 2.4 Students currently enrolled in a course who wish to apply for PLAR, must do so by the 10th day of class.
- 2.5 Students who wish to challenge a course they have previously failed will be required to wait a period of one calendar year, prior to being eligible for PLAR.
- 2.6 These procedures align with the Academic Regulations for the College, including residency requirements.

3.0 Demonstration, Documentation and Assessment of Prior Learning

- 3.1 Applicants are responsible for providing documentation that demonstrates the validity of the learning, or to participate in an assessment methodology deemed appropriate to the course, the content, and the learning being measured.
- 3.2 The assessment method varies depending on the nature of the course or program and takes into consideration a variety of assessment strategies where possible.
- 3.3 Assessment techniques may include but are not limited to equivalencies, interviews, demonstrations, simulations, product assessment, challenge exams, and portfolio-assisted assessments.
- 3.4 Assessors are college faculty with expertise in both the subject discipline and the specific course content.
- 3.5 Assessors determine the applicant's competency and level of learning to the stated learning outcomes of the course and award recognition and credit.
- 3.6 The assessor may arrange a supplementary challenge to address minor gaps in the assessment(s) if deemed appropriate.
- 3.7 The same standard of rigour within a course is expected when evaluating and granting academic credit in the PLAR process.
- 3.8 If a credit course is to be excluded from PLAR, the reasons and considerations must be clearly documented for the student in the course outline. (An example of an exclusion are those that typically fall outside the realm of the college's jurisdiction, such as specific proctored and assessed clinical hours required by external accrediting bodies.)

4.0 PLAR Results

- 4.1 Upon receipt of application, fees and completed assessment, the Registrar's Office will notify the applicant, in writing, of the PLAR results and credits granted, normally within 15 working days
- 4.2 Official Fleming transcripts will not identify credit or standing earned through PLAR. All reasonable efforts will be made to transcribe credits awarded through PLAR in the same way in which credits are normally transcribed in a course.
- 4.3 Unsuccessful attempts to obtain a credit through PLAR shall not be recorded on a transcript. Transcript entries will be monitored to ensure that the same training is not credited more than once.

5.0 Appeal Process

- 5.1 An appeal process is available in the event the assessment is challenged. Appeals shall be managed as per the college's current academic regulations for appeals (8.0 Appeal of Academic Assessment)

6.0 Fees

The non-refundable PLAR fee is based on the Ministry of Training, Colleges and Universities guidelines and is published annually through the Registrar's Office.

Fees will cover costs associated with any assessment technique including, but not limited to:

- delivery of challenge tests
- assessment of challenge test(s)
- assessment of a portfolio and oral interview if required
- assessment of demonstrations etc.

6.1 A non-refundable assessment fee must be paid in full before an assessment is conducted. Fee payment is for assessment services, not credit achievement.

College Information, Services and Facilities for Students



Fleming College

LEARN | BELONG | BECOME

College Information, Services and Facilities for Students

Health Services

Health Services Website - www.flemingc.on.ca/services/

Fleming College has two Health Care Centres promoting wellness through education and preventative health measures; as well as providing confidential nursing care for the College Student Community.

What We Provide:

- Nursing care
- Physician clinics on campus
- Health education and counselling for: birth control, S.T.I's, HIV/AIDS
- Nutrition, weight management, smoke cessation, drug and alcohol issues
- Health card information
- Travel health information
- Blood Donor Clinics
- Flu vaccine clinics
- Health fairs
- Immunization Communicable Disease Review Forms
- Student Health Plan – available through SAC/SA
- Emergency Foodbanks – available through SAC/SA

We also have:

- On-Campus Physician Clinics at the Brealey and Frost Campuses
- On-Campus Nurses at the Brealey and Frost Campuses
- Off-campus medical services such as:
 - Peterborough Day Clinic
 - Women's Health Care Centre (Peterborough)
 - Peterborough Health Clinic and Sexual Health Clinic
 - Ross Memorial Hospital (Walk-In After-Hours Clinic)
 - Community Walk-In Clinic (Lindsay)

Room 181 - 599 Brealey Drive
Peterborough, ON K9J 7B1
Ph. 705-749-5530
Fax 705-749-5532
Leslie Gifford: ext 1557
legiffor@flemingc.on.ca
Linda Leahy: ext 1504
l Leahy@flemingc.on.ca

Room 254 - 200 Albert St,
Lindsay, ON K9V 5E6
Ph. 705-324-9144 X3232
Fax 705-878-9316
Betty McNeely ext 3304
bmcneely@flemingc.on.ca

Student Life

At Fleming College, we want to welcome you to the community and ensure that you are aware of the available resources to assist you on your path to success! Transitional support programs including Welcome Days, Orientation and the Student Advising Program are provided so that you are well connected to Fleming College.

Welcome Days/July Get a jump on September! The first step in making a smooth transition to Fleming College is attending one of our Welcome Days, scheduled in the summer. Welcome days are designed to; introduce you and your parents to student services, provide you an opportunity to meet new students, as well as help you prepare for the fall semester. (*Advanced registration is required, so be sure to check our website at www.flemingcollege.com in late May for more information*)

How Welcome Days benefit you:

- Make arrangements for; OSAP, off-campus housing, parking, meal plans, lockers, student photo ID and more!
- Choose to attend a variety of sessions aimed specifically for parents, recent high school grads, and those returning to education after several years
- Meet college staff who will help support your transition

Orientation

Make new friends and get to know the Fleming campus! Orientation is your introduction to the academic year and will include social programming and introduce you to the wide range of available support services.

How Orientation benefits you:

- Connect with new students and student leaders through social programming including Welcome BBQ
- Meet your faculty
- Learn about key services you should utilize during your time at Fleming College

Student Advising/First Semester

All new students are linked to a Student Advisor. The Student Advising Program at Fleming College provides a point of access for students; advisors assist new students in defining and/or attaining their personal, academic and career goals.

How Student Advisors benefit you:

- Provides you with guidance and information necessary to help you identify and access appropriate resources to achieve academic success
- Informs you on a wide range of support services, as well as educational opportunities which may be related to your academic goals
- Provides you with opportunities to evaluate and re-evaluate progress toward your goals

Emerging Student Leaders

Develop your leadership skills and enhance your portfolio.

Join your fellow peers for the Emerging Student Leaders Series which includes workshops on;

- Teambuilding/leadership skills
- Understanding yourself as a leader
- Fleming students and your impact
- Learning from our alumni and current students about student leader positions.

- Look for Emerging Student Leader dates at Orientation and during the beginning of the fall semester

Fleming College

LEARN | BELONG | BECOME

Aboriginal Services

Webpage: <http://fleming0.flemingc.on.ca/ssr/nec/necwel.htm>

Support for Aboriginal students is provided through culturally appropriate curriculum, links with Aboriginal communities, the Aboriginal Education Council and our Aboriginal student support programs.

Aboriginal Curriculum - Aboriginal learners and other students benefit from gaining a deeper understanding of Aboriginal peoples and cultures.

Aboriginal Education Council - Established in 1992, the Aboriginal Education Council at Fleming consists of Aboriginal community members from Hiawatha, Alderville and Curve Lake First Nations, Metis Nation of Ontario, Fleming students, faculty, and administration are also represented on the Council.

Learning Support and Aboriginal Education Services - Fleming has an Aboriginal Services Team that provides culturally appropriate programs, services and events in appreciation of the teachings of the Medicine Wheel.

Services available to Aboriginal learners include:

- Personal and educational support with the Aboriginal counsellor
- Talking Circles
- Links between First Nation communities and First Nation learners
- Opportunities to participate social and cultural events
- Regular luncheons to get to know other Aboriginal learners
- Additional information on Scholarships and Bursaries specific to Aboriginal people
- Access to Aboriginal organizations in the area
- Access to guidance from Elders
- Fully networked Aboriginal student lounges at Sutherland and Frost Campuses
- Library inclusive of Aboriginal material
- Tutoring and skill development workshops
- Support from Academic Advisors
- Sports, recreation and fitness programs
- On-campus health services
- On-campus career service
- Financial assistance
- Residence and housing information

Career Services for Students and Graduates

Website: <http://fleming0.flemingc.on.ca/ssr/cer/index.htm>

Our goal is to help students and graduates develop a career plan and access the information and assistance needed to conduct a professional job search. We also provide connections to employment and volunteer opportunities, as well as resources, to help students and graduates find part-time, full-time or summer employment.

EXPERIENCE *Job Search* SUCCESS using our FREE services:

- Access to a wide range of Job Postings available on-line 24 hours a day, 7 days a week!
- Effective partnership with Canada's Biggest Job Site for Students - WORKOPOLIS CAMPUS visit: www.workopolisCampus.com/fleming access code is "SUCCESS"
- On-Campus Recruiting & Job Fair
- Resume and Cover Letter Critiquing
- Labour Market Information
- Job Search Workshops and Employer Presentations
- Career Resource & Employer Information Library
- Employment Programs and Services Information
- Links to Helpful Websites and Electronic Services

If you need other services, ask us. We will do our best to accommodate your needs.

**Room 409 Fleming College
Peterborough, ON
Phone: 705-749-5530
Fax 705- 749-5533**

Fleming's Counselling Service

Website: <http://fleming0.flemingc.on.ca/lrc/referral/counsel/welcome.htm>

The Counselling Department offers a variety of services delivered by qualified practitioners. Counsellors help students to resolve issues relating to academic, career and personal concerns in a supportive and confidential environment.

- **Academic Counselling** - Making the “right” choice about a career and learning is crucial given the high cost of education. If you are having difficulty academically, or need to develop and educational plan, consider seeing a counsellor who can assess learning problems, recommend solutions, link you with resources, and advocate on your behalf.
- **Career Counselling** - Counsellors can assist you with decisions which impact on your program choice and career goal. If you think that you are in the wrong program or are unsure of your goal, request career counselling.
- **Personal Counselling** - Coping with College life in addition to dealing with personal circumstances can be stressful. You can talk to a counsellor about any issue which is interfering with your academic success e.g. personal loss, depression, conflict resolution, sexual identity issues, balancing school and home, relationships, etc.
- **Aboriginal Counselling** - Fleming's aboriginal counsellor provides the same services as other counsellors within an aboriginal context. The aboriginal counsellor can also provide access to other resources in the community including community organizations and elders.
- **Disability Accommodations** - The College is committed to providing equal access, to services, facilities and educational programs to persons with disabilities. If you have a visible or invisible disability, and require individualized accommodation or supports, contact a College counsellor.

For questions or to book an appointment please call 705-324-9144 X 3232 or e-mail: counselling@flemingc.on.ca

Disability Services

Website: <http://fleming0.flemingc.on.ca/lrc/referral/SPECIAL/aasd.htm>

Fleming College is committed to providing equal access to services, facilities and educational programs for persons with disabilities. If you have a documented medical, physical, psychological or learning disability you may be eligible for accommodations that can help you to succeed academically.

The following are examples of academic accommodations and support services which may be put in place:

- training in and access to technical aids (assistive equipment and software)
- computerized note-taking for those with sight or hearing disabilities
- alternatives to print materials
- American Sign Language interpreting
- alternative testing arrangements
- counselling support
- various other supports such as learning strategies, peer note-taking and tutoring services
- a full-time Learning Strategist and assistive Technologist for students

IMPORTANT: It is your responsibility to make your disability known as soon as you accept an offer of admission. Early identification ensures that we can provide appropriate academic accommodations in a timely manner.

STEPS TO TAKE TO ACCESS DISABILITY SERVICES

Identify your disability needs to the college by calling Counselling:

For programs at the campuses in **Peterborough** and **Cobourg**, phone 705-749-5527 or toll free 866-353-6464, ext. 1527.

For programs at the campuses in **Lindsay** and **Haliburton**, phone 705-324-9144, ext. 3232 or toll free 866-353-6464, ext. 3232

TTY connection for all campus locations, phone 705-749-5521.

FAQ for Off Campus Housing

For Off-campus housing, the three basic options are:

- **Room and Board** \$125 - \$150 per person per week

This type of accommodation is **preferred** by students **who do not wish to prepare their own meals**. Students are expected to comply with house rules and should have a clear understanding as to what these are before joining into a rental agreement. You should also discuss with the landlord whether 2 or 3 meals would be provided daily, and for 5 or 7 days per week. Be sure to find out ahead of time whether you have to pay rent over break periods. This is entirely up to the landlord, but should be decided beforehand.

The *Residential Tenancies Act* now applies to room and board accommodation where the roomer does not share kitchen or washroom facilities with the landlord. Therefore, if you have any doubts about the rental agreement, get it in writing and have it signed by both parties in order to provide legal protection for you and the landlord.

- **Room In A Private Home** A room in a private home where the tenant has use of the owner's kitchen/bathroom facilities, is not covered under the Tenant Protection Act.

\$90 - \$125 per person per week

A room in a private home is the most **economical** way to live. The accommodation may consist of separate facilities or use of the landlord's cooking facilities. Landlords will expect you to comply with house rules, and be sure to ask about these before you make any decisions. Do not take anything for granted. Have a clear understanding with the home owner about break periods. In some cases there is no charge made for the break; however, this is entirely up to the landlord.

- **House, Apartment or Cottage** \$90 - \$125 per person per week

The cost is based on 3 or 4 students sharing an apartment or house.

Are all residential premises covered under the Residential Tenancies Act (RTA)?

No. If you share bathroom or kitchen facilities with the owner and/or members of the owner's immediate family, your living accommodations are not covered under the Residential Tenancies Act. In this type of accommodation

Before you sign: Make sure the accommodation is suitable for you. Keep in mind the following:

- Budget (try our online [Budget Calculator](#))
- Furnished/unfurnished
- Use of facilities; laundry, kitchen
- Type of heating
- Parking

Make sure that you and your landlord communicate your expectations with each other before you agree to rent. This may include:

- Restrictions/house rules
- Smoking
- Pets
- Overnight guests

- Who pays utilities
- Rent payments - monthly, weekly
- Repairs/maintenance (snow shoveling, garbage, grass cutting)
- Privacy
- Deposits

Lease

A group lease means that each member is responsible to the landlord for full payment of the rent. It does not mean that each person is only responsible for his/her share. If one person leaves, the remaining members of the group must make up the deficit until a replacement is found.

Deposits

The amount of a security deposit is limited to the rent for one rental period, up to a maximum of one month. This means that if you pay rent on a weekly basis, the security deposit required may only equal one week's rent, or if you pay rent on a monthly basis the security deposit may only equal one month's rent and no more. This is covered by the Residential Tenancies Act, and is law.

A deposit against possible damages is NOT LEGAL.

The security deposit may only be used for payment of the last month's rental period. As long as your landlord is holding the security deposit he/she must pay you an annual interest rate.

If you believe that your security deposit is being used for repairs to your rental dwelling or for any other purpose other than rent, you can apply to the Ontario Court of Justice for a refund plus interest.

A landlord can suggest post-dated cheques but you cannot be denied a rental unit for refusing to provide them.

House Rules

*Accommodations, in which you share the bathroom or the kitchen facilities with the owner and/or members of the owner's immediate family, are **NOT** covered by the Residential Tenancies Act.*

The landlord and you should mutually agree on any house rules the landlord wishes to have followed.

Be sure to communicate any concerns that you may have with your landlord **before** your tenancy begins. This may include:

- How often and when you may use the laundry facilities
- Whether you may have overnight guests
- What meals are provided if you are in a room & board accommodation
- Whether smoking is permitted
- Use of kitchen facilities, and in general the house or apartment

It is not always suggested, but you may want to enter into an agreement, either verbal or written, that covers "house rules" and the specifics surrounding the rules. This agreement may help you and your landlord to avoid any future disputes that may arise after the tenancy has begun.

Keep in mind that your landlord cannot institute new rules after your tenancy has begun, unless you both mutually agree upon them.

Privacy and Access

Under the Residential Tenancies Act, you, as a tenant have the right to privacy in the accommodation that you are renting.

Generally, the landlord needs your consent before entering the rented dwelling. Only in the case of an emergency (e.g. fire, burst water main) or if there is a written clause in the tenancy agreement that allows the landlord to enter, may he/she do so.

The landlord must also provide you with:

- 24 hours written notice
- a specific time/date he/she plans to enter the dwelling
- reason for entry
- must enter between the hours of 8:00am and 8:00pm

It is important to note that there are a few Exceptions:

- In the event of an emergency (fire, water main burst)
- If there is a written agreement that allows the landlord to enter on a specific time frame (cleaning provided every 2 weeks)
- A Notice of Termination has been given – to show unit to potential tenants

Content Insurance

In order to protect your belongings while you're away, make sure to check into purchasing content insurance. Content insurance may be extended onto your parents' existing house insurance policy, or purchased by yourself. Contact your local insurance company for further details.

Repairs and Maintenance

Landlords must keep dwellings in good repair and fit for living in, regardless of the condition when the tenant moves in. They must also comply with all health, safety and housing standards set by law.

You, as a tenant, must keep the dwellings clean, unless the tenancy agreement makes it the landlord's responsibility. You are responsible for any damage you or your guests cause, whether it was deliberate or by accident.

If the dwelling is not maintained by your landlord, you can ask the Ontario Court of Justice to

- order the landlord to properly maintain the dwelling or make necessary repairs
- grant a temporary reduction in your rent – called abatement.

Emergency Repairs

In an emergency, and if your landlord cannot be contacted you may have to pay the immediate cost of repairs. Keep all receipts for repayment from your landlord.

Under the Residential Tenancies Act, the landlord is responsible for normal wear and tear, and you, as a tenant, are responsible for damages. Remember that you are also responsible for keeping your dwelling clean and for any damages caused. Failure to do so may result in termination of your tenancy by the landlord.

Utilities

If the telephone, gas, cable, hydro, etc. is in your name and your roommate(s) fails to pay his/her share of the bill, you are still responsible for the entire amount.

Learning Support Services (LSS)

We provide learning support to all students who need assistance to reach their academic potential. We invite students to come by and get to know the services, meet the people who provide them and meet fellow students in a comfortable atmosphere that is conducive to learning.

We offer the following FREE services:

Group Tutorials

Group tutorials are offered as support for students who need some extra help with their course material. We offer group tutorials in courses such as, **CFS Math, Math 38, Geospatial Techniques, AutoCAD, GIS, Chemistry, Psychology, and Statistics**. For students requiring additional help, or help in subjects other than those covered by group tutorials we offer sign-up tutorial sessions. Tutors available during sign-up tutorial sessions can tutor in any Common First Semester course or courses from within their own program.

Writing Lab

We offer drop-in writing labs for any student who needs help with a writing assignment **in any course**.

Math Lab

Drop-in math labs are mainly geared toward anyone who is experiencing difficulty **in any math course**, or with a particular math concept or question.

Study Smart Workshops

Thursdays 12:00pm-1:00pm

Series One

Week 2

Time Management

Weeks 3 & 4

Learning Strategies and Study Skills

Weeks 5 & 6

Test Anxiety and Test Preparation

Series Two

Week 9

Time Management

Weeks 10 & 11

Learning Strategies and Study Skills

Weeks 12 & 13

Test Anxiety and Test Preparation

Services for Students with Disabilities

Students with learning disabilities are asked to meet with their counsellor to discuss the best accommodations that will meet their learning needs.

Job Opportunities

Every semester LSS hires qualified students to work as notetakers and/or peer tutors. For more information drop in to LSS and ask about student job opportunities.

**Practical Nursing Diploma
Program Pre-Graduate
Consolidation
Preceptor/Student Guidelines**



Spring 2012



Fleming College

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Important Contact Information

There may be a time during the consolidation period that you need to contact someone at Fleming College regarding concerns with the student who is placed with you. Below is a list of contacts, in sequence, to follow when contacting Fleming College:

First Contact:

Student Faculty Liaison, the student will provide you with the contact information on their first day of consolidation. Faculty Liaisons are available Mon-Fri by voice mail, email, phone and in the majority of cases, in person. If this situation is non-emergent, please allow 24-hours for a response. If your concern is around the student's ability to provide safe care, you may send the student home until you consult with the Faculty Liaison.

Second Contact:

In the event of an emergency and/or you have not heard from the Faculty Liaison within 24-hours excluding weekends, please contact the program coordinator. The program coordinator is available Mon-Fri, by email, voice mail or phone.

Betty Deschenes, bdeschen@flemingc.on.ca
705 749-5530 ext 1379

Preceptor and Student Guidelines

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Sir Sandford Fleming College

Pre-Graduate Consolidation

May – July 2012

The faculty and students of Fleming College would like to extend our warmest appreciation to each professional nurse who serves as a clinical preceptor for our students. Willingness to mentor new members of a discipline is one of the highest forms of professionalism. It is from your expertise that our students gain knowledge, confidence, dedication and leadership skills. You are the facilitator of the students' experience in the clinical setting. You are the educator, the expert and the role model and for this, and so much more, we thank you.

Each student has been assigned a Faculty Liaison who should be called first in the event of an accident/incident or concern with student practice. The Faculty Liaison is available Monday to Friday. You will be contacted within 24-hours of your call excluding weekends.

Voice mail messages are checked daily, Monday to Friday. Your Faculty Liaison will return your call within 24 hours.

For emergency situations, when you are unable to contact the above named faculty, please call the Dean or Chair for the School of Education, Health and Wellness at 705-749-5530,

***Sir Sandford Fleming College
599 Brealey Drive
Peterborough ON K9J 7B1
Phone: 705-749-5530 Fax: 705-749-5540
Web Site: www.flemingcollege.com***

What is Pre-Graduate Consolidation?

The Pre-Graduate Consolidation experience is a component of the Practical Nursing Program's academic requirement and is designed to provide students with the opportunity to learn and put knowledge and theory into practical application. Without your assistance, this program would not be possible. It is from your expertise, knowledge and experience that our students benefit most. Since the students come to you with a variety of skills and experiences, some will need more guidance than others.

General Guidelines

1. The Pre-Graduate Consolidation is an 11-week placement. This clinical experience begins on May 7th, 2012 and finishes approximately on July 19th, 2012 for a total of 440 clinical hours. Students will be eligible to write the Fleming College final comprehensive test as well as the national registration examination upon successful completion of this consolidation experience.
2. Mid term progress reports will be discussed between the preceptor and the student during week five or six and mailed to the College by June 10th, 2011. Final clinical performance appraisals will be discussed between the preceptor and the student after all hours are completed and brought to the College as entrance to the Final Comprehensive exam. ***Evaluation forms are included within this manual.*** Final Fleming College comprehensive tests will be written at the Brealey Campus at scheduled times, please refer to the webct for specific dates and instruction.
3. A student may be assigned to work without his/her primary preceptor but it is necessary that a substitute preceptor be assigned. This may occur when the preceptor is ill, on vacation, or if the student is required to make up clinical hours.
4. The student needs to be given the opportunity to perform as many functions as you believe that he/she is competent to complete and receive feedback on an ongoing basis.
5. Health care agencies should maintain normal staffing and the preceptor's assignments should not increase while working with a student.
6. Students are expected to obtain a copy of their preceptor's schedule one week prior to the May 2nd, 2011 start date and submit schedules to the Faculty Liaison via Webct. Some students will visit the units to obtain schedules; others will telephone the unit and preceptor to obtain a schedule if the hospital is outside of Peterborough.
7. The Faculty Liaison will attempt to make two visits, or phone calls, during the 11-week clinical assignment with the preceptor and the student for the purpose of discussing the student's progress with his/her Learning Plan. Preceptors, students

and Clinical Educators are encouraged to contact the Faculty Liaison if issues or concerns arise.

8. The student must discuss his/her Learning Plan with their preceptor within the first two scheduled clinical shifts. Specific details, expectations and examples of Learning Plans are included in this manual.

What is Preceptorship, a Preceptor and a Preceptee?

Many of you have already participated in the role of Preceptor. For some this may be a new experience. At Fleming College, we value the role of the Preceptor and recognize that the students will not be ready for their nursing career until they have completed the Pre-Graduate Consolidation period of their learning. There are numerous articles and books that speak to the role of the Preceptor. In this guidebook we have included some of the salient features of this important work. The information included in this manual also reflects the beliefs and values that the SSFC Practical Nursing Diploma Program and faculty support and strive to foster.

Preceptorship occurs when a senior experienced nurse and a nurse in transition are assigned to work together for a specified period of time. Preceptorship may be instituted for a variety of purposes; to assist the pre-graduate in moving from student to novice; to orient a new graduate to the role of a beginning staff nurse; and to increase nursing skills of the nurse moving from one area of practice to another.

A **Preceptor** is a staff nurse who is willing to socialize and educate nursing students and beginning practitioners. The preceptor helps students integrate their learning and prepare for the realities of the nursing profession. Nursing students benefit from the one-on-one relationship with a preceptor who mentors, teaches, counsels, inspires, role models and supports the growth and development of the novice.

The **Preceptee**, for the purposes of this experience, is a fourth semester Practical Nursing Diploma student who is working towards the attainment of specified clinical goals developed by the College, and collaboratively between the preceptee and preceptor in the form of a Learning Plan.

The Role of the Preceptor

As preceptors, nurses take on several teaching roles. The preceptor serves as a **role model**. Role modeling involves purposefully and explicitly articulating the thought processes associated with a broad range of clinical activities as well as inner reflections, values and feelings (Irby, 1986). Effective role models think out loud as they go about their daily routine.

Another teaching role is that of the **expert**. The preceptor demonstrates specific thinking, attitudinal and psychomotor skills, keyed to specific clinical issues and problems.

In the **facilitator** role, the preceptor structures clinical learning experiences to provide a student with practice in specific areas as dictated by the students Learning Plan and goals. In this role the student's eyes will be opened to possibilities and new ways of thinking.

The preceptor also acts as a **consultant**. The preceptor carefully watches a student's performance, answers the student's questions, and provides detailed, descriptive feedback to the student.

The preceptor should find the following information useful when using questioning as a mode of teaching in the clinical setting. Effective questioning aids in assessing the student's knowledge and critical thinking skills and further enhances the preceptor's role as a consultant.

Teaching often is thought of as the activity of telling students something, or giving them information. In fact, asking good questions (not telling) should be the dominant activity of instruction in the clinical setting. Questioning allows the preceptor to determine learning needs, stimulates thinking, transfer's responsibility for learning to the learner, and models essential professional behaviour. It is important to know, both what types of questions to ask, and how to ask questions effectively (Westberg and Jason, 1993)

Questions can be categorized into three types; those addressing either lower level or higher level cognitive tasks; those that are cognitive or affective in nature; and those that are open or closed.

Lower level questions ask for recall of facts, concepts, principles or definitions. This type of question is useful in assessing a student's knowledge of basic facts. "What is a normal blood pressure?" Higher level questions ask students to analyze, synthesize or evaluate information and to form judgments. "What would you recommend to a client whose blood glucose level is 3.5?"

Questions should not be limited to the cognitive domain. Asking questions about affective issues are also important in that it helps students identify their own attitudes and feelings. "How did you feel when your patient died?"

Questions to students may be either closed or open, both of which have advantages and disadvantages. Closed questions tend to be narrow in scope, have one correct answer and often elicit short, concrete responses. Closed questions are useful when you want to prompt students to recall facts, prioritize, and converge information and to challenge their ideas. Open ended questions allow a range of possible answers, invite reflection and speculation, and stimulate problem solving. Open questions tend to require higher level cognitive performance and elicit longer answers. This gives the student more freedom to respond, which can give the preceptor useful information about the student's thinking processes and level of expertise. Open ended questions are used as often as possible and in a sequence that helps students build their understanding. Open ended questions will prompt the student to diagnose or interpret a situation, decide, hypothesize, challenge and to summarize.

Questions to be avoided include those that are leading. "You understand why we would not ambulate this client, don't you?" Do not use questions that make assertions that masquerade as questions. "This is obviously a migraine headache, don't you agree?". Always avoid questions that humiliate or put the student on the spot, "Haven't most students learned about diabetes long before they reach consolidation?"

When you do ask your student a question, wait at least 3 seconds after asking and 3 seconds after the student answers before you speak again. This time will allow the student to put their thoughts together and to consider additional information. As you care for your clients, ask one question at a time and model the kinds of questions you want the student to ask themselves by asking out loud, the questions you pose to yourself.

References:

Irby D.M., Clinical teaching and the clinical teacher. J Med Educ 1986;61(9):35-45

Westberg J., Jason H. Collaborative clinical education; the foundation of effective health care. New York: Springer-Verlag, 1993

Expectations of the Preceptor

- Orientates student to facility and unit policies and routines. Introduces student to staff and helps the student feel accepted on the unit.
- Promotes student growth through a feeling of mutual trust, respect and recognition of the student's achievements.
- Establishes boundaries with the student so the preceptor has time during his/her workday, to "refresh" self, independent of the student.
- Recognizes behaviours indicating anxiety and insecurity during the initial "settling-in" period.
- Acts as a resource to the student or refers the student to other reliable resources.
- Plans and arranges assignments, projects and activities.
- Collaborates with the student to further develop his/her Learning Plan and selects experiences from own assignment to help meet student learning goals. Challenges the student with learning opportunities.
- Provides substitute preceptor during absence.
- Assists students to use evidence based practice while applying nursing theory.
- Acts as a role model, expert, facilitator and consultant.
- Through the direct supervision of the student, the preceptor shares an assignment and works as one. The ultimate goal is for the student to move from a role of dependency to autonomy.
- Mutually develops a process of providing feedback. Although guidelines for preceptors in giving feedback can assist the preceptor, please note that the Faculty Liaison is also available if assistance is needed. Provide designated times to discuss progress so no one is "surprised." Written comments are helpful so that the student and the faculty have a clear picture of the preceptor's feedback.
- Maintains open lines of communication with Fleming College Faculty Liaison.
- Completes a mid-term progress review by the end of week five and a final performance appraisal at the end of the Pre-Graduate Consolidation experience.
- Recognizes the students as future nursing colleagues.

Benefits to the Preceptor

If nurses are going to take the time and energy required of being a preceptor, then there should be some benefit to the nurse. The following are some quotes from actual nurses of the preceptor experience.

- “It is rewarding to see growth of individuals”
- “It is a reciprocal relationship as both parties learn”
- “To teach is to learn twice”
- “Rewarding experience to know that you have contributed to the personal, professional and academic development of the student”
- “Better prepared new graduates as your colleagues”
- “Professional growth of the nurse (Preceptor) through experience within this role which helps to build self-esteem, personal growth and greater job satisfaction”
- “Some nurses feel that their own learning and professional practice is enhanced as a result of precepting e.g. increased teaching and leadership skills”
- “Reflection with students causes nurses to critically analyze own practice”
- “Some nurses find student’s questions both refreshing and helpful in clarifying aspects of their work”
- “Nurses can view students as learning resources and as people who can keep them in touch with current nursing education developments”
- “Personal benefit to see firsthand the amount of forward movement that takes place in such a short time”
- “Is a way of contributing to continuing competence”
- “Both the student and the preceptor learn, grow and develop through the relationship, motivating and stimulating each other in their respective roles”
- “Mutuality in the sharing of knowledge and information”
- “Is a way of expanding personal practice”
- “Nursing students may challenge the status quo to effect change”
- “Nursing students at senior levels may help with nursing projects and research”

Preceptor Supervision and Feedback

While determining the student's progress and deciding on appropriate approaches and actions, the preceptor also provides constructive feedback.

There are three critical components to effective clinical supervision; clarifying expectations, stimulating critical thinking and reflection and providing feedback.

Clarifying expectations and identifying explicit learning needs begins with working collaboratively with the student to develop his/her Learning Plan. It is vital to determine what the student wishes to accomplish. Learning goals that are mutually decided between the preceptor and the student help to focus on learning and performance during the Pre-Graduate Consolidation experience.

Stimulation of critical thinking and reflection are critical because the student needs to think critically, integrate ideas, think ahead and then perform. As a preceptor you can facilitate the student's critical thinking, but not do it for them. Try asking for judgments, not just facts. Ask the student how he/she came to a conclusion, invite and encourage creativity and speculations. Encourage reflective practice by asking the student to reflect on his/her nursing care.

Feedback is essential to improving performance. Students must know how they compare to norms, their strengths and how to improve performance. Ensure that you provide objective and systematic observations. Describe objectively the effects of the student's work, e.g. "I saw you handle the situation. You completed each step following accepted principles. That will help you maintain quality as you proceed. Good Work."

Structuring an assignment on a nursing unit.

The goal of the consolidation experience is to assist the student in moving from a role of dependence to one of independence. Gradually increasing the student's assignment will foster increased independence while giving the preceptor the opportunity to provide constructive feedback and evaluate the student's performance. The following is a suggestion for structuring a patient assignment during the preceptor partnership. This example uses 6 patients but any number will work.

Beginning of Shift	Student assesses Pt # 1	Preceptor assesses Pt # 2
5 mins later	Student assesses Pt # 3	Preceptor assesses Pt # 1
5 mins later	Student assesses Pt # 4	Preceptor assesses Pt # 3
5 mins later	Student assesses Pt # 5	Preceptor assesses Pt # 4
5 mins later	Student assesses Pt # 6	Preceptor assesses Pt # 5
5 mins later	Student assesses Pt # 2	Preceptor assesses Pt # 6

At the end of this assessment process, the preceptor and the student discuss the shift assessments. This schedule allows the student increased independence and the preceptor an opportunity to assess the patients. The discussion allows the preceptor to clarify expectations, offer feedback and together with the student identify a plan of care for their assigned patients.

Providing Effective Feedback

Effective feedback promotes professional growth. Feedback can be formal or informal, but it should be ongoing throughout the consolidation experience. Feedback is most effective when it is interactive.

The following are some hints to providing effective feedback.

At the beginning of the consolidation period, take time to review:

- The learning outcomes for this Pre-Graduate Consolidation experience (included in this manual)
- The description of each person's role (preceptor, student, faculty)

During the consolidation period:

- Gather information needed for evaluation such as observations during times when student is providing care
- Keep anecdotal notes on an ongoing basis
- Ask questions to assess understanding
- Listen to the student's questions
- Assess the student's communication and documentation skills
- Give feedback, including your own perceptions
- Offer tips, or alternative ways, of working that will improve practice
- Allow time for ongoing evaluation

At the end of the consolidation period:

- Participate in final performance appraisal
- Allow time for discussion of final performance appraisal
- Keep learning as the primary focus
- When in doubt, bring concerns forward and consult with Faculty Liaison
- Remember that not all students succeed at the same rate or pace
- Student performance does not reflect on you as a teacher, preceptor or practitioner

Feedback which honours the following criteria can be most useful to students.

Feedback should be descriptive rather than evaluative

- By describing one's own perceptions, it leaves the other person free to use the feedback, to the extent that he or she is able
- Avoid the use of evaluative language as this reduces the need for a defensive reaction

Feedback should be specific rather than general

Feedback takes into account the needs of both parties (preceptor and student)

- Feedback is often destructive when it serves only the needs of the giver and fails to consider the needs of the receiver

Feedback is solicited rather than imposed

- It is helpful when it is expected or requested by the student
- In any case, feedback should be an agreed upon norm of the student/preceptor relationship

Feedback should be well timed

- If there is a readiness to hear, it is most useful at the earliest opportunity after the event

Feedback is checked to ensure clear communication and accuracy of the student's perception

Feedback is either positive or has suggestions for improvement

- Affirming feedback, as well as critical confrontation, with the need to change are important to growth

Unless an emergency situation arises, always avoid giving negative feedback.

"Reality Shock" or "From Novice to Expert"

The term "reality shock" is sometimes used to describe the reaction of students when they discover that the clinical experience does not always match the values and ideals that they had anticipated. There are four phases of adaptation to this reaction: the honeymoon, the shock, the recovery and the resolution. This same paradigm is described by Patricia Benner and her colleagues in the classic text, *From Novice to Expert: Excellence and Power in Professional Nursing Practice*.

Stage	Behaviors	How to Help
The Honeymoon	• perceives everything as being wonderful • fascinated by the newness of the experience • focused on mastery of skills, routines and integration with the staff	• harness the student's enthusiasm for skills and routines • be realistic but don't stifle the enthusiasm • introduce the student to the staff, be inclusive
The Shock/Crisis	• sets in when needs and goals are not met • experiences outrage • rejects school and work values • preoccupied with the past • globally negative	• be a good listener • have the student record his/her suggestions for improvement • provide opportunities to vent • assist the student to see more of the situation and view it more objectively
The Recovery	• sense of humor returns • tension lessens • discrimination between effective and ineffective behaviors	• assist student to see positives • talk about ways to improve the work environment • verify and support critical thinking efforts
The Resolution	• conflicts in values resolve in either constructive or destructive ways (crisis doesn't last forever) • could see rejection of role/nursing or burnout, or new ways to cope positively	• assist the student with constructive problem solving • help the student with new, more helpful coping mechanisms • acknowledge and manage conflicts that persist

Benner, Patricia (1984). *From Novice to Expert: Excellence and Power in Clinical Nursing Practice*, Jossey Bass, San Francisco CA.
Ferszt, Ginette (1987) *Clinical Preceptor's Manual*, University of Pennsylvania School of Nursing, Philadelphia, PA.

Grif Alspack, JoAnn (1996) *Preceptor Handbook*, Hospital Publications, Inc.
Rodrigues, L. (March/April 1992) *Nursing Staff Development Insider* (2) 2.

The Role and Expectations of the Preceptee (Student)

Working closely with the preceptor will enable the preceptee to develop competency skills within the contextual setting. It is important for the Pre-Graduate Consolidation student to be prepared in the best way possible so that the experience will be rewarding and successful. The preceptee is expected to:

- Present as an eager, self directed and assertive learner.
- Demonstrate accountability and professionalism by following the CNO Standards of Professional Practice
- Adhere to confidentiality guidelines as outlined in College, agency and CNO documents.
- Engage in ongoing evaluation of progress with the preceptor and designated College Faculty Liaison on a regular basis so that there are no “surprises”.
- Maintain clear lines of communication with the preceptor, other members of the health care team and College Faculty Liaison to provide safe and effective nursing care while meeting learning goals.

The student is ultimately responsible for his/her own learning. Some of the preceptee’s responsibilities during the Pre-Graduate Consolidation include:

- Contacting his/her preceptor prior to the commencement of the Pre-Graduate Consolidation experience for the purpose of introducing themselves, obtaining the preceptor’s schedule and arranging a meeting place and time for their first clinical shift.
- Developing a Learning Plan that clearly identifies learning objectives, success indicators, resources and strategies and a target date. The Learning Plan will be revised as situations dictate, or at least every two weeks.
- In collaboration with the preceptor, further develop the Learning Plan, incorporating learning resources specific to the unit/agency.
- Submitting a clinical schedule to the College Faculty Liaison during the first week of the clinical placement.
- Demonstrating accountable practice by informing the practice agency/organization, and the Faculty Liaison immediately of any absence or change of shift, patient incident or medication error.
- Abiding by the agency/organization and Fleming College, Practical Nursing Diploma Program policies and guidelines.

Fleming College Nursing Faculty Responsibility

Fleming College nursing faculty will be closely involved with the student's progress. The Faculty Liaison will:

- Provide an orientation workshop for preceptors as required.
- Support the preceptor and preceptee by communicating regularly to answer questions, address concerns and help evaluate student progress. This interaction may be made in person, by phone or by e-mail.
- Facilitate the resolution of concerns identified by the preceptor or preceptee.
- Respond to the preceptor's written request to be involved with student issues/concerns.
- Prepare a written summary of any discussions with preceptor and student related to specific issues/concerns.
- Act as a resource for SSFC policies.
- Assist with the evaluation of the student when requested or when unusual circumstances arise.

Learning Plan Outline

During the fourth semester of the Fleming College Practical Nursing Diploma Program, students identified their areas of growth. Students identified areas of growth under the categories of knowledge, skills, values and attitudes. Each plan includes goals under the headings of Communication, Critical Thinking, Ethics, Job Knowledge and Leadership.

The expectation is that the Learning Plan, and the identified goals and success indicators, will be the foundation for learning during the Pre-Graduate Consolidation experience. The Learning Plan is only complete if it is prepared in collaboration with the preceptor. The preceptor contributes to the Learning Plan by offering experiences and resources available to the specific clinical area and will suggest when new goals need to be included based on assessment of the student's current skills and abilities. It is this collaborative approach to learning that we believe will further develop student success.

When the preceptor and the preceptee have discussed the Learning Plan, the student will submit a copy to his/her Faculty Liaison by the end of the first week of the experience. The Learning Plan is a "living document" always evolving. The student will become comfortable in referring to the Learning Plan by updating, revisiting and reflecting on the progression of meeting the identified learning goals. The Learning Plan, and the ongoing reflections, will assist the preceptor and student in completing the various aspects of the evaluation process required for this experience.

The Learning Plan will provide an opportunity for dealing with the wide differences in learner styles and a more individualized learning opportunity within the diverse clinical settings the students are consolidating in.

Practical Nursing Diploma Program Policies and Guidelines

STUDENT STATUS INDICATION

Nursing students in Pre-Graduate Consolidation placement will indicate their status on client charts and legal documents as follows:

e.g. John Dawson PN5

DRESS CODE FOR CLINICAL EXPERIENCE

Your appearance in the nursing uniform reflects not only on the College, and the Health Care agency, but also upon yourself as an individual. These guidelines will maximize the impression you create in uniform and minimize the number of potential health and safety hazards you present to the patient and yourself. Students will observe agency policy when employee safety is the basis for dress code, e.g. correctional facilities.

GUIDELINES:

1. Female students must be attired in a white or solid colour uniform. Acceptable styles include “scrubs”, dresses or pant suits. Uniforms must be of conservative length and professional in appearance.
 - Ankle length pants with white socks
 - Dresses below knee in length
 - Non-clinging material
 - T-shirt material and fleece are not acceptable
 - Clean white shoes with closed heel and toe
 - White slip and/or camisole, full length, anti-cling under dresses
 - Plain white pantyhose under dress
2. Male students must be attired in:
 - A white or solid coloured uniform
 - Clean white leather shoes (closed heel and toe) with white socks
 - Ankle length pants
3. Students may purchase a clean, white lab coat. The coat may not be worn when giving direct patient care. College crest must be secured on the left upper sleeve of the lab coat.
4. All students must have a watch with a second hand. Watches are not to be worn on the wrist at the bedside during any patient care.

5. All students must purchase the College Crest to be secured on the left upper arm of the uniform sleeve.
6. Students **must** carry their own protective eye wear and information regarding their N95 mask fit testing.
7. All students must wear a picture ID. Name is indicated as follows:

e.g. Mary J. or Mary Jones
Nursing Student
8. The following pieces of jewellery may be worn without jeopardizing the safety of the patient or yourself:
 - A plain wedding band (gold or silver)
 - Small stud type earrings; inflamed or infected piercings must be covered
 - No other jewellery
9. Hair must be clean, neat, above the collar line, be professionally looking and appropriate to the workplace and clinical setting. Beards are to be neatly trimmed.
 - Personal cleanliness is of utmost importance. A freshly laundered uniform must be worn each day
 - Fingernails must be short, clean, well trimmed and free of nail polish and extensions
 - Makeup kept to a minimum
 - Gum chewing is not acceptable
 - Perfumed products **must** be avoided

TEAM LEADING AND DESK EXPERIENCE

Leadership opportunities should be available to the Pre-Graduate Consolidation student according to agency policies.

CONFIDENTIALITY

Students must demonstrate safe, competent, ethical practice as defined by the College of Nurses of Ontario in order to continue in the Fleming Practical Nursing Diploma Program. The College of Nurses of Ontario, “Professional Standards of Nursing Practice” and “Accountability Standards for Nurses Working with Students” guide student practice.

MEDICATION ADMINISTRATION

A graduated medication experience is recommended to reduce the anxiety level of the student and staff, to ensure optimum safety for the client and to reduce the possibility of medication errors.

The student should demonstrate a satisfactory level of comfort on the unit prior to administering medications. **This is *not* an experience to be assigned during the first week of the Pre-Graduate Consolidation assignment.**

Students must be introduced to the medication pass experience on a gradual basis. It should include a period of time for students to become familiar with the client and the routine of both the client and the unit. Students then should shadow the preceptor during medication passes followed by a 3:1 ratio (nurse gives: student gives) during a med pass progressing to independent medication passes by week 5 or 6. This progression will be at the discretion of the preceptor and negotiated with the student.

Suggested Schedule for Medication Pass

Week 1: Student becomes familiar with clients and facility routines
Week 2 – 3: Student shadows the preceptor for med pass
Week 3 – 4: Student begins to give meds (3:1) during med pass
Week 4 – 5: Student does ½ med pass (or all of the noon meds)
Week 6 – 11: Student increasingly becomes independent at med pass.

A balanced experience of medications and client care should be offered

The student is **not allowed to prepare or hang IV meds**, including premixed solutions i.e. KCL

Students are **not allowed** to take verbal/telephone orders from a physician.

Students must adhere to agency policy with regards to counting of narcotics at shift change.

Providing good patient care and avoiding errors requires a conscious connection with the Nursing Process:

- Performing a client assessment provides the nurse with the needed data, i.e. history, physical and psychosocial needs in order to plan and provide care for the client.
- Planning for medication pass experience with knowledge of therapeutic goal, medication effects and interactions, special needs and client teaching.
- Implementing the correct procedures and techniques, *Right Drug, Right Time, Right Dose, Right Client, Right Route and Right Documentation.*
- Evaluating the client's response, therapeutic effects, adverse effects and allergies.

As outlined by the CNO, the Practical Nurses' basic competence of medication administration includes: oral, topical, natural body orifices, tubes and injections (SC, IM, intracutaneous).

Knowledge, skill and judgment are required to assess the appropriateness of the medication to be administered. The nurse needs to understand:

- Indications and contraindications
- Risks involved and expected outcomes

The knowledge, skill and judgment required to take appropriate action during, and after, the medication administration.

The knowledge, skill and judgment required to evaluate the effectiveness of the medication administration.

The available resources if intervention is necessary.

Whether or not there is adequate opportunity in clinical practice to develop or maintain competence, the student needs to be aware of responsibilities according to the CNO Standards.

The College of Nurses of Ontario has outlined behavioural directives for the nurse as follows:

The nurse will:

- 1) Verify that the order as transcribed is correct according to the medication system being used. *Has the MAR been cosigned if the order was transcribed by the ward secretary?*
- 2) Assess the appropriateness of the medication as prescribed for the client in the particular situation given. For example:
 - Client's allergies or sensitivities, age, weight, pathophysiology, knowledge and attitude about the medication
 - Medication's expected benefits
 - Medication's risk and side effects
 - Medication's possible interaction with other medications
- 3) Follow up with the physician if the order is believed to be inappropriate. This is the role of the nurse not the student if new orders are anticipated. All new orders must be written.
- 4) Identify the expected therapeutic outcomes of the medications. *For example, lactulose reduces serum ammonia levels, will promote loose stools.*

- 5) Consider the medication profile when developing the plan of care. *For example, giving an analgesic at an appropriate length of time before ambulating the client.*
- 6) Have the knowledge to be able to calculate a fractional dosage or combine two or more substances, as required. *Pass drug calculation test; obtain the required assistance to meet these expectations.*
- 7) Prepare medication for his/her own administration, applying the principles of aseptic technique. *For example, give only what you mix/pour.*
- 8) Know the stability, storage and proper labeling of medications once they are reconstituted or mixed.
- 9) Prepare and administer the medication according to the medication systems being used. *Knowledge of policies related to giving medications.*
- 10) Apply the “Six Rights” for administering medications
 - The right medication
 - In the right dose
 - By the right route
 - At the right time
 - To the right client
 - The right documentation

MEDICATION ERRORS

A nursing student will be required to complete a Fleming College Medication Error form (attached), as well as an agency form, if either of the following situations occurs:

1. A medication error is not prevented by the intervention of the preceptor or a hospital staff member.
2. An actual medication error results due to failure to comply with policies or procedures for medication administration.

GUIDELINES: MEDICATION ERRORS

1. The original copy of the medication error form is to be placed in the student's academic file.
2. The student must consult with his/her preceptor when completing the agency medication error form.
3. Errors are cumulative throughout the program.

The following is an outline only. Each situation will be looked at individually and assessed based on the significance of the error. Missing 1 medication will count as 1 error; missing 2 medications will count as a second error and so on. Students may be pulled from the consolidation experience and required to demonstrate remediation through practice in the skills lab setting before they are allowed to return to the agency. The decision will be at the discretion of the Faculty Liaison in consultation with the program co-ordinator, the agency and the preceptor.

FIRST ERROR

- a. The student will be interviewed by the College Faculty Liaison and others as required.
- b. The student will submit a written account of the error and outline future steps to avoid recurrence of such an incident.
- c. Record of errors will become part of the student's file.
- d. The student may be required to have an onsite interview with the program co-ordinator at the faculty's discretion

SECOND ERROR

- a. The steps outlined in the "first error" procedure will be followed.
- b. The student required to participate in a remediation activity at the College before they are allowed to return to the clinical setting.
- c. The student may be required to have an onsite interview with the program Dean or co-ordinator at the coordinator's discretion

THIRD ERROR

- a. The steps outlined in "first error" procedure will be followed.
- b. A failed clinical status will be assigned.
- c. The student will participate in academic advising with the Program Co-ordinator and/or Dean

A medication error form is attached

The College of Nurses of Ontario and Sir Sandford Fleming College do not support pre-pouring of medications nor do they support leaving medications at the bed side. Observation of either of these two practices will result in a medication error being documented as outlined above.

Students Not Meeting Clinical Outcomes of Pre-Graduate Consolidation

Client safety is of the utmost importance during the Pre Graduate Consolidation period. Students who put their clients at risk by not being preparing for assignments, are not meeting clinical outcomes or, do not consistently present with a professional attitude will earn a fail status. The fail status can be applied at any point during the consolidation period.

Students and preceptors are encouraged to contact the Faculty Liaison immediately when an issue arises that will impact student success. The Faculty Liaison will work with the student and the preceptor to develop a learning contract to assist the student in meeting learning outcomes. In the event that the preceptor, or the faculty, believes that the student should not be in the clinical setting and would benefit from remediation at the College, the student will be withdrawn from the consolidation experience. Any student who is withdrawn from the clinical setting will participate in academic advising and will not return to the clinical setting until deemed ready by nursing faculty. Students should be aware that if they fail consolidation, they will be required to re-register for the semester and will be charged tuition. Any student who has a fail status at mid-term will be required to have academic advising with the Program Co-ordinator before returning to the clinical setting.

The Nursing Skills Lab is open to students throughout the Pre-Graduate Clinical Experience for the purpose of refreshing and practising skills.

Unsafe, Unethical or Unprofessional Behaviours in the Clinical Setting

Nursing faculty and preceptors use clinical evaluation tools to determine student performance in the clinical setting. The following policy is to make everyone aware that students may also fail if they demonstrate patterns of unsafe/unethical behaviour or unprofessional behaviour at any time during a clinical experience. The policy is an adjunct to the policies that relate to this behaviour established at Fleming College and the placement agency.

Patterns of unsafe, unethical or unprofessional practice may result in a clinical fail at any point in the clinical experience. Examples include but are not limited to:

- Performing activities for which the student is not prepared or which are beyond the capabilities of the student
- Performing activities which do not fall within the legal scope of professional nursing practice
- Failing to recognize and/or report and record one's own errors in patient care
- Behaving in a disrespectful manner toward patients (including their families), faculty, other students, and/or other health team members, or failing to respect patient's rights and dignity
- Lacking adequate theoretical knowledge in preparation for the provision of patient care

- Failing to provide concise, inclusive and timely written, electronic, and/or verbal communication
- Using facility equipment/supplies for personal use
- Performing immoral or indecent conduct of any nature, such as sexual molestation of patients or staff
- Purposefully recording or reporting inaccurately data regarding patient assignments, nursing interventions and/or patient evaluations
- Disclosing confidential or private information inappropriately
- Attending clinical experiences while under the influence of alcohol or drugs, including prescription medication which may impair performance,
- Attending clinical with excessive lack of sleep; students who work the shift prior to attending a shift they are scheduled for consolidation will be considered fatigued and/or sleep deprived.
- Students who are working in excess of 40 hours per week between consolidation and other employment are at risk of fatigue and sleep deprivation which may lead to behaviour that is dangerous and/or negligent
- Negligence or harming the patient purposefully, including verbal, physical or emotional threats
- Soliciting, borrowing or removing property or money from a patient or patient's family including asking for tips or gifts.
- Removing drugs, supplies, equipment or medical records from the clinical setting
- Abandoning the patient by leaving the clinical facility without notification, this includes during breaks and lunch
- Refusing an assignment based on a patient's race, ethnicity, gender, sexual orientation or religious preference
- Using profanity or making inappropriate comments of sexual, racial, or otherwise offensive nature.
- Stealing tests and other curricular materials from faculty or other students
- Posting tests or test banks on the internet such as e-Bay , Amazon or social networks
- Posting patient, faculty and/or student information, comments via social media and the internet (this includes MSN, facebook, webct etc)
- Verbally or physically abusing faculty, students, or staff on or off campus property, including stalking or bullying. Also refer to Student Rights and Responsibilities Policy
- Stealing, destroying or tampering with personal property of students, faculty or staff.

Adapted from: IGGY's Desk to yours , Spring 2010 by permission of Donna D. Ignatavicius, MS, RN, ANEF, President, DI Associates, Inc.

**SIR SANDFORD FLEMING COLLEGE
PRACTICAL NURSING DIPLOMA PROGRAM**

MEDICATION ERROR FORM

Student: _____ Semester: _____

Date: _____ Clinical Area: _____

NATURE OF INCIDENT:

CAUSATIVE FACTORS:

IMPLICATIONS FOR PREVENTION AND FUTURE PRACTICE:

Person Contacted: _____ Date and Time: _____

Student: _____ Preceptor: _____

**Sir Sandford Fleming College
Practical Nursing Diploma Program
Policy for
REPORTING OF INCIDENTS**

In the event that a student is exposed to blood or body fluids through any means, (eye splash, needle stick, mucus membrane exposure) the student must immediately report the injury to the preceptor and the preceptor will assume care for clients assigned to the student. The student will proceed to the nearest emergency department and identify herself/himself as a health care worker who has been exposed to blood or body fluids. At this point the student is to become a client and inform the triage nurse that this is a workplace incident. Immediately following treatment, the student must inform his/her Faculty Liaison and the College Nurse of the injury.

It is a Fleming College policy that students must be allowed to access medical care within two hours of the blood or body fluid exposure.

Students will complete an Incident Report to document any event involving physical or emotional safety that is beyond the normal type of occurrence. An incident involving physical abuse or a verbal threat would be examples of this type of incident. The student will consult the Faculty Liaison if he/she believes that an incident has occurred.

Students must deliver any Incident Reports to his/her Faculty Liaison as soon as possible.

The host health care facility will also require students to complete an agency incident form.

- * In accordance with the Ministry of Training, Colleges & Universities, all injuries needing medical attention by a physician must be reported immediately to Joanne Brown, (705) 749-5530, Ext. 1391. In the event that Joanne is unavailable the incident must be reported to her replacement.
- * The College's policies and procedures with respect to field practice are consistent with provincial standards and legislation around Human Rights, Employment Equity, Occupational Health and Safety, Harassment/Discrimination and Freedom of Information.

**SIR SANDFORD FLEMING COLLEGE
PRACTICAL NURSING DIPLOMA PROGRAM**

INCIDENT REPORT

Student: _____ Semester: _____

Date: _____ Clinical Area: _____

NATURE OF INCIDENT:

CAUSATIVE FACTORS:

IMPLICATIONS FOR PREVENTION AND FUTURE PRACTICE:

Person contacted _____ Date and Time _____

Student: _____ Preceptor: _____

PRACTICAL NURSING

DIPLOMA PROGRAM

CLINICAL 5 (Consolidation)

COURSE NO. NRSG033

Mid-Term PERFORMANCE APPRAISAL

Student: _____

Preceptor: _____

Clinical Area: _____

Date of Rotation: _____

Clinical Hours Absent: _____

Total Clinical Hours Completed: _____

Final Status:

Pass: _____

Fail: _____

Standard #1 – Accountability

Each nursing student is accountable to the public and responsible for ensuring that his/her practice and conduct meets the standards of the profession.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	<i>Student</i>			<i>Preceptor</i>		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*accepting responsibility and accountability for own actions						
* identifying risk factors regarding personal, client and/or family safety						
* independently taking action in situations where client safety and/or well being are compromised						
* seeking preceptor supervision as directed with performance of nursing skills						
* reporting pertinent information to preceptor and/or appropriate health care team member promptly						
*sharing nursing knowledge and expertise with others to meet client and/or family needs						
*refraining from performing activities for which she/he is not competent						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #2 – Continuing Competence

Each nursing student maintains and continuously improves her/his competence by participating in the College of Nurses of Ontario's Quality Assurance (QA) Program.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	<i>Student</i>			<i>Preceptor</i>		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*researching and reviewing prior to clinical assignments consistently						
*investing time, effort and other resources to improve knowledge, skills and judgment						
*engaging in an interactive learning process to enhance her/his nursing practice						
*independently identifying and informing preceptor of own learning needs and/or goals, i.e. Learning Plan						
*updating, revisiting and revising his/her Learning Plan, as clinical situations dictate						
*reflecting on the progression of his/her identified learning goals and submitting this reflection in writing to the designated Faculty Liaison at least every 2 weeks						
*independently selecting clinical learning experiences that promote personal and professional development						
*demonstrating clear transition from a dependent to an independent role						
*modifying behaviour based on feedback independently						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #3 – Ethics

Each nursing student understands, upholds and promotes the values and beliefs described in the “Ethical Framework”.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	Student			Preceptor		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*identifying personal values and ensuring they do not conflict with professional nursing practice						
* respecting and maintaining client confidentiality						
* providing care that maintains the dignity and privacy of the client						
*demonstrating sensitivity to client diversity i.e. culture, race, age, sexual orientation, beliefs and values						
*showing regard for a client’s right of choice i.e. self-determination						
*reporting/recording situations which are potentially unsafe for self, clients and/or family promptly						
*demonstrating appropriate interventions to resolve an ethical dilemma						
*evaluating the effectiveness of his/her actions in resolving an ethical dilemma						
*performing nursing care in accordance with CNO Professional Standards and Fleming College’s Academic Responsibilities						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #4 – Knowledge

Each nursing student possesses, through basic education and continuing learning, knowledge relevant to her/his professional practice.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	Student			Preceptor		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*describing scope of nursing practice						
*demonstrating an indepth understanding of legislation and standards relevant to nursing practice						
*providing a theoretical and/or evidence based rationale for all decisions based on nursing theory courses						
*implementing health teaching that will promote healthy lifestyles for diet, exercise, weight control, drug and tobacco use, and safe sex.						
*describing the effect of growth and development on the client's health status.						
*describing stressors affecting the client's health status						
*interpreting the significance of client's normal and/or abnormal test and lab results						
*explaining the rationale for client's prescribed medications and expected outcomes						
*integrating knowledge of growth and development and specific alterations in physical and mental health for clients across the lifespan						
*independently seeking and reviewing research in nursing and related health care disciplines						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #5 – Knowledge Application

Each nursing student continually improves the application of professional knowledge.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	Student			Preceptor		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*acknowledging personal limits of practice and consulting preceptor appropriately						
*performing nursing skills according to outlined policies and procedures						
*demonstrating safety principles when preparing and administering bowel, topical, oral and parenteral medications						
*utilizing Gordon's Functional Health Patterns to gather and organize data independently						
*identifying key nursing priorities, i.e. physiological and psychosocial, utilizing NANDA format based on assessment data						
*describing related nursing interventions						
*documenting nursing care, according to agency policy, independently						
*independently managing multiple nursing assignments and interventions						
*evaluating the outcome of nursing interventions and modifying the plan/approach independently						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #6 – Leadership

Each nursing student demonstrates her/his leadership by providing, facilitating and promoting the best possible care/service to the public.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	Student			Preceptor		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*role modeling professional values, beliefs and attributes						
*collaborating with clients and the health care team to provide professional practice that respects the rights of clients						
*promoting healthy lifestyle choices i.e. diet, exercise, weight control, drug and tobacco use, and safe sex						
*recommending available hospital and community resources to clients and/or family						
*advocating for clients, family, the profession and health care system, independently						
*independently taking action to resolve conflict						
*providing direction to, collaborating with and sharing knowledge and expertise with novice students						
*meeting program guidelines for professional presentation, i.e. dress code, punctuality, language, reporting of absenteeism						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #7 – Relationships

Each nursing student establishes and maintains respectful, collaborative, therapeutic and professional relationships.

A. Therapeutic Nurse-Client Relationships:

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	Student			Preceptor		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*identifying him/herself and explaining his/her role to clients and/or family						
*demonstrating respect, empathy and interest for clients and/or family						
*establishing a therapeutic relationship utilizing a variety of communication techniques: - addresses the client by the name and/or the title that the client prefers. - listens to the client without immediately giving advice or diminishing the client's feelings - identifies the goals, wishes, hopes and dreams of the client and makes him/her the focus of the plan of care - gives the client the time, opportunity and ability to explain him/herself and to ask questions - conveys genuine interest and compassion for the client						
*maintaining boundaries between professional, therapeutic relationships and non-professional, personal relationships						
*analyzing the effect of own communication skills when interacting with clients and/or family						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #7 – Relationships

B. Professional Relationships:

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	<i>Student</i>			<i>Preceptor</i>		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*explaining status and introducing self to health care team members						
*role modeling positive collegial relationships						
*demonstrating knowledge of, and respect for, each other's roles, knowledge, expertise and unique contribution to the health care team						
*collaborating with health care team members independently						
*identifying and reporting significant client information, e.g. status change, independently						
*analyzing the effect of own communication skills when interacting with peers, preceptor and/or health care team members						
*demonstrating effective conflict resolution skills						
*independently sharing knowledge and information in clinical setting to enhance learning within health care team						

Anecdotal Support/Comments:

Student:

Preceptor:

CLINICAL 5 –PERFORMANCE APPRAISAL

Student's Name: _____

Areas for Student Growth and/or Critical Incidents:

Student's Signature: _____

Preceptor's Signature: _____

Date of Interview: _____

Practical Nursing Diploma Program

PRACTICAL NURSING

DIPLOMA PROGRAM

CLINICAL 5

COURSE NO. NRSG033

FINAL PERFORMANCE APPRAISAL **Spring Summer 2012**

Student: _____

Preceptor: _____

Clinical Area: _____

Date of Rotation: _____

Clinical Hours Absent: _____

Total Clinical Hours Completed: _____

Final Status:

Pass: _____

Fail: _____

Standard #1 – Accountability

Each nursing student is accountable to the public and responsible for ensuring that his/her practice and conduct meets the standards of the profession.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	<i>Student</i>			<i>Preceptor</i>		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*accepting responsibility and accountability for own actions						
* identifying risk factors regarding personal, client and/or family safety						
* independently taking action in situations where client safety and/or well being are compromised						
* seeking preceptor supervision as directed with performance of nursing skills						
* reporting pertinent information to preceptor and/or appropriate health care team member promptly						
*sharing nursing knowledge and expertise with others to meet client and/or family needs						
*refraining from performing activities for which she/he is not competent						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #2 – Continuing Competence

Each nursing student maintains and continuously improves her/his competence by participating in the College of Nurses of Ontario's Quality Assurance (QA) Program.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	<i>Student</i>			<i>Preceptor</i>		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*researching and reviewing prior to clinical assignments consistently						
*investing time, effort and other resources to improve knowledge, skills and judgment						
*engaging in an interactive learning process to enhance her/his nursing practice						
*independently identifying and informing preceptor of own learning needs and/or goals, i.e. Learning Plan						
*updating, revisiting and revising his/her Learning Plan, as clinical situations dictate						
*reflecting on the progression of his/her identified learning goals and submitting this reflection in writing to the designated Faculty Liaison at least every 2 weeks						
*independently selecting clinical learning experiences that promote personal and professional development						
*demonstrating clear transition from a dependent to an independent role						
*modifying behaviour based on feedback independently						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #3 – Ethics

Each nursing student understands, upholds and promotes the values and beliefs described in the “Ethical Framework”.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	Student			Preceptor		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*identifying personal values and ensuring they do not conflict with professional nursing practice						
* respecting and maintaining client confidentiality						
* providing care that maintains the dignity and privacy of the client						
*demonstrating sensitivity to client diversity i.e. culture, race, age, sexual orientation, beliefs and values						
*showing regard for a client’s right of choice i.e. self-determination						
*reporting/recording situations which are potentially unsafe for self, clients and/or family promptly						
*demonstrating appropriate interventions to resolve an ethical dilemma						
*evaluating the effectiveness of his/her actions in resolving an ethical dilemma						
*performing nursing care in accordance with CNO Professional Standards and Fleming College’s Academic Responsibilities						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #4 – Knowledge

Each nursing student possesses, through basic education and continuing learning, knowledge relevant to her/his professional practice.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	Student			Preceptor		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*describing scope of nursing practice						
*demonstrating an indepth understanding of legislation and standards relevant to nursing practice						
*providing a theoretical and/or evidence based rationale for all decisions based on nursing theory courses						
*implementing health teaching that will promote healthy lifestyles for diet, exercise, weight control, drug and tobacco use, and safe sex.						
*describing the effect of growth and development on the client's health status.						
*describing stressors affecting the client's health status						
*interpreting the significance of client's normal and/or abnormal test and lab results						
*explaining the rationale for client's prescribed medications and expected outcomes						
*integrating knowledge of growth and development and specific alterations in physical and mental health for clients across the lifespan						
*independently seeking and reviewing research in nursing and related health care disciplines						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #5 – Knowledge Application

Each nursing student continually improves the application of professional knowledge.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	Student			Preceptor		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*acknowledging personal limits of practice and consulting preceptor appropriately						
*performing nursing skills according to outlined policies and procedures						
*demonstrating safety principles when preparing and administering bowel, topical, oral and parenteral medications						
*utilizing Gordon's Functional Health Patterns to gather and organize data independently						
*identifying key nursing priorities, i.e. physiological and psychosocial, utilizing NANDA format based on assessment data						
*describing related nursing interventions						
*documenting nursing care, according to agency policy, independently						
*independently managing multiple nursing assignments and interventions						
*evaluating the outcome of nursing interventions and modifying the plan/approach independently						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #6 – Leadership

Each nursing student demonstrates her/his leadership by providing, facilitating and promoting the best possible care/service to the public.

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	Student			Preceptor		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*role modeling professional values, beliefs and attributes						
*collaborating with clients and the health care team to provide professional practice that respects the rights of clients						
*promoting healthy lifestyle choices i.e. diet, exercise, weight control, drug and tobacco use, and safe sex						
*recommending available hospital and community resources to clients and/or family						
*advocating for clients, family, the profession and health care system, independently						
*independently taking action to resolve conflict						
*providing direction to, collaborating with and sharing knowledge and expertise with novice students						
*meeting program guidelines for professional presentation, i.e. dress code, punctuality, language, reporting of absenteeism						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #7 – Relationships

Each nursing student establishes and maintains respectful, collaborative, therapeutic and professional relationships.

A. Therapeutic Nurse-Client Relationships:

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	<i>Student</i>			<i>Preceptor</i>		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*identifying him/herself and explaining his/her role to clients and/or family						
*demonstrating respect, empathy and interest for clients and/or family						
*establishing a therapeutic relationship utilizing a variety of communication techniques: - addresses the client by the name and/or the title that the client prefers. - listens to the client without immediately giving advice or diminishing the client's feelings - identifies the goals, wishes, hopes and dreams of the client and makes him/her the focus of the plan of care - gives the client the time, opportunity and ability to explain him/herself and to ask questions - conveys genuine interest and compassion for the client						
*maintaining boundaries between professional, therapeutic relationships and non-professional, personal relationships						
*analyzing the effect of own communication skills when interacting with clients and/or family						

Anecdotal Support/Comments:

Student:

Preceptor:

Standard #7 – Relationships

B. Professional Relationships:

*Sat. – Satisfactory

Req. Imp – Requiring Improvement

Not Sat. – Not Satisfactory

Indicators:	<i>Student</i>			<i>Preceptor</i>		
	Sat.	Req. Imp.	Not Sat.	Sat.	Req. Imp.	Not Sat.
A nursing student demonstrates the standard by:						
*explaining status and introducing self to health care team members						
*role modeling positive collegial relationships						
*demonstrating knowledge of, and respect for, each other's roles, knowledge, expertise and unique contribution to the health care team						
*collaborating with health care team members independently						
*identifying and reporting significant client information, e.g. status change, independently						
*analyzing the effect of own communication skills when interacting with peers, preceptor and/or health care team members						
*demonstrating effective conflict resolution skills						
*independently sharing knowledge and information in clinical setting to enhance learning within health care team						

Anecdotal Support/Comments:

Student:

Preceptor:

CLINICAL 5 – FINAL PERFORMANCE APPRAISAL

Student's Name: _____

Areas for Student Growth and/or Critical Incidents:

Student's Signature: _____

Preceptor's Signature: _____

Date of Interview: _____

Pre-Graduate Consolidation Evaluation

Preceptor

Preceptor: _____

Student: _____ **Unit:** _____

Please indicate your level of agreement or disagreement, with each of the following statements

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I felt adequately prepared for my role as preceptor.	4	3	2	1
2. I found the student/preceptor guidelines helpful and useful	4	3	2	1
3. I was able to collaborate with the student in the development and revision of his/her Learning Plan.	4	3	2	1
4. The Faculty Liaison was available and supportive to me in my preceptor role, either in person, by phone or e-mail.	4	3	2	1
5. I would be willing to act in the role of preceptor again	4	3	2	1
6. I enjoyed my role as preceptor.	4	3	2	1

Comments:

Pre-Graduate Consolidation Evaluation

Preceptee/Student

Student: _____

Preceptor: _____ **Unit:** _____

Please indicate your level of agreement or disagreement, with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I felt adequately prepared for this Pre-Graduate Consolidation experience.	4	3	2	1
2. I was made to feel accepted and comfortable in the clinical setting.	4	3	2	1
3. My preceptor was willing to share his/her knowledge and expertise.	4	3	2	1
4. My preceptor encouraged and supported my transition from a dependent to an independent role.	4	3	2	1
5. I felt comfortable with all staff in the clinical setting.	4	3	2	1
6. My Learning Plan and ongoing reflections were helpful and useful tools for my learning.	4	3	2	1
7. I received regular and ongoing feedback from my preceptor.	4	3	2	1
8. The feedback I received on my performance was helpful and beneficial.	4	3	2	1
9. My preceptor was supportive of my role as preceptee (student).	4	3	2	1

Comments:

Practical Nursing



Student Statistics and Key Performance Indicators

**Employment Rate and Graduate and Employer
Satisfaction Summer 2010, Fall 2010 and Winter 2011**

REFERENCE WEEK EMPLOYMENT RATE AND EMPLOYER SATISFACTION – BY PROGRAM

SUMMER 2010, FALL 2010 AND WINTER 2011 GRADUATE AND EMPLOYER SURVEY

EDUCATION, HEALTH and WELLNESS

PROGRAM NAME	NUMBER OF GRADUTES	GRADUATE EMPLOYMENT				GRADUATE SATISFACTION				EMPLOYER SATISFACTION			
		# VALID SURVEYS	# AVAILABLE FOR WORK	# WORKING	% WORKING	# RESPONDING	%VERY SAT/SAT	% NEITHER SAT/DISSAT	% VERY DISSAT/DISSAT	# RESPONDING	% VERY SAT/SAT	% NEITHER SAT/DISSAT	% VERY DISSAT/DISSAT
PN Practical Nursing	91	61	61	55	90.2	61	90.2	8.2	1.6	17	94.1	5.9	0.0

NOTE: The number of valid survey s is the number of completed surveys that met Ministry of Training, Colleges and Universities (MTCU) criteria. The employment rate reflects the number of graduates employed during the MTCY reference week. This is an excerpt from the report that contains all programs with graduates in Summer 2010, Fall 2010 or Winter 2011. Graduate Employment values are based on the graduates who were classified as e3ligible for work according to the MTCU criteria. If there were no valid graduate surveys, the graduate employment rate and graduate satisfaction rate were not calculated. Employers were contacts only if the graduate gave the Forum Research permission. If no employers were contacted the Employer Satisfaction rates were not calculated. Responses as few as one are explicitly displayed in this report. Therefore, this report should be kept confidential for internal use only to protect the privacy of students/graduates in accordance with the Freedom of Information and Protection of Privacy Act.

For any reporting external to Fleming College, statistics should only be provided for programs that have at least 5 graduates.

2011/12 KPI Student Satisfaction for Practical Nursing

2011/12 KPI Student Satisfaction - Impact of Learning Experiences on Future Fleming Program vs. Provincial MCU

MCU : 51407 Fleming Program : Practical Nursing -- PN
Fleming School : Education, Health & Wellness -- IHA

QUESTION #	This program...		% Very Sat/ Sat	% Neither Sat/ Dissat	% Dissat/ Very Dissat	# of Responses	Very Sat/Sat % Diff Program - MCU
3.	Provides you with skills and abilities specific to your chosen career.	PN :	87.8	6.9	5.3	188	
		MCU 51407 :	89.3	5.7	5.0	4,005	-1.5
4.	Includes topics relevant to your future success.	PN :	88.2	9.1	2.7	186	
		MCU 51407 :	89.6	7.4	3.1	3,996	-1.4
5.	Has teachers who help you to understand your chosen career.	PN :	76.9	15.6	7.5	186	
		MCU 51407 :	78.9	13.7	7.4	3,932	-2.0
6.	Develops your writing skills.	PN :	46.2	40.1	13.7	182	
		MCU 51407 :	59.6	30.3	10.1	3,833	-13.4
7.	Develops your speaking skills.	PN :	57.1	33.9	9.0	177	
		MCU 51407 :	66.8	25.6	7.5	3,826	-9.7
8.	Develops your ability to solve problems using math techniques.	PN :	60.7	27.9	11.5	183	
		MCU 51407 :	69.5	20.4	10.1	3,812	-8.8
9.	Develops your ability to work with others.	PN :	84.9	11.5	3.6	192	
		MCU 51407 :	86.3	10.7	3.0	3,980	-1.4
10.	Develops your ability to solve problems.	PN :	82.1	14.7	3.2	190	
		MCU 51407 :	81.4	13.9	4.8	3,951	0.7
11.	Develops your computer skills.	PN :	45.8	34.6	19.6	179	
		MCU 51407 :	48.3	35.0	16.7	3,320	-2.5
12.	Provides you with opportunities to further your education after graduation.	PN :	67.0	18.1	14.9	188	
		MCU 51407 :	69.6	19.3	11.1	3,908	-2.6
13.	Provides you with experience that will be useful to your future life outside of work.	PN :	81.9	13.8	4.3	188	
		MCU 51407 :	82.6	12.2	5.2	3,935	-0.7
14.	OVERALL, your program is giving you knowledge and skills that will be useful in your future career.	PN :	91.7	5.2	3.1	192	
		MCU 51407 :	89.4	6.5	4.0	4,031	2.3

NOTE: All Student satisfaction statistics exclude students currently enrolled in the first semester.
Student satisfaction statistics for each statement exclude students who chose "Not Applicable".
The total number of responses used to calculate percentages for each question is listed as "# of Responses".
MCU: all programs system-wide with the same MCU code as the Fleming Program

Responses less than 5 are explicitly displayed in this report. Therefore, this report should be kept confidential for internal use only to protect the privacy of the students in accordance with the Freedom of Information and Protection of Privacy Act.

2011/12 KPI Student Satisfaction - Teachers and Courses

Fleming Program vs. Provincial MCU

MCU : 51407

Fleming Program : Practical Nursing -- PN

Fleming School : Education, Health & Wellness -- IHA

QUESTION #		% Very Sat/ Sat	% Neither Sat/ Dissat	% Dissat/ Very Dissat	# of Responses	Very Sat/Sat % Diff Program - MCU
15. Teachers' knowledge of their subjects.	PN :	91.1	4.7	4.2	191	
	MCU 51407 :	84.2	9.7	6.1	4,020	6.9
16. Teachers are up-to-date/current in their fields.	PN :	75.9	13.1	11.0	191	
	MCU 51407 :	82.7	11.6	5.7	4,016	-6.8
17. Teachers' presentation of the subject material.	PN :	70.1	20.3	9.6	187	
	MCU 51407 :	68.2	19.9	11.9	3,979	1.9
18. Helpfulness of teachers outside of class.	PN :	57.7	27.5	14.8	189	
	MCU 51407 :	60.7	24.8	14.5	3,931	-3.0
19. Feedback about your progress.	PN :	50.3	30.2	19.6	189	
	MCU 51407 :	59.0	25.0	16.0	3,970	-8.7
20. Quality of classroom learning.	PN :	66.1	23.7	10.2	186	
	MCU 51407 :	65.9	21.0	13.1	4,001	0.2
21. Quality of lab/shop learning.	PN :	68.6	15.7	15.7	191	
	MCU 51407 :	67.3	16.3	16.4	3,937	1.3
22. Quality of other learning experiences. (i.e., Independent/alternative learning opportunities, computer-assisted learning, peer tutoring, project-based learning)	PN :	62.7	30.1	7.2	166	
	MCU 51407 :	59.7	30.5	9.8	3,555	3.0
23. Field placement, clinical experiences or co-op work terms.	PN :	80.5	12.1	7.4	190	
	MCU 51407 :	78.9	10.8	10.3	3,887	1.6
24. Course materials (e.g., books, software, handouts)	PN :	63.2	22.6	14.2	190	
	MCU 51407 :	65.1	21.3	13.6	3,988	-1.9
25. Lab/shop facilities and equipment.	PN :	62.4	19.9	17.7	186	
	MCU 51407 :	68.6	16.8	14.6	3,909	-6.2
26. The OVERALL quality of the learning experiences in this program.	PN :	78.8	14.8	6.3	189	
	MCU 51407 :	77.8	14.7	7.5	4,017	1.0

NOTE: All Student satisfaction statistics exclude students currently enrolled in the first semester.
 Student satisfaction statistics for each statement exclude students who chose "Not Applicable".
 The total number of responses used to calculate percentages for each question is listed as "# of Responses"
 MCU: all programs system wide with the same MCU code as the Fleming Program.

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2011/12 KPI Student Satisfaction - Facilities/Resources/Services

Fleming Program vs. Provincial MCU

MCU: 51407

Fleming Program : Practical Nursing -- PN

Fleming School : Education, Health & Wellness -- IHA

QUESTION #		% Very Sat/ Sat	% Neither Sat/ Dissat	% Dissat/ Very Dissat	# of Responses	Very Sat/Sat % Diff Program - MCU
27. Library/Resource Centre	PN :	70.0	21.2	8.8	170	1.4
	MCU 51407 :	68.6	19.6	11.8	3,722	
28. Open Access Computer Labs/Resources	PN :	59.6	26.3	14.0	171	-4.9
	MCU 51407 :	64.5	18.7	16.8	3,591	
29 Peer Tutoring Services	PN :	52.5	34.4	13.1	61	-4.8
	MCU 51407 :	57.3	30.7	12.1	1,509	
30. Special Skills Services	PN :	52.3	31.8	15.9	44	-7.5
	MCU 51407 :	59.8	30.9	9.3	1,435	
31. Counselling/ Native Counselling/ Advising Services	PN :	53.0	23.8	23.2	151	-2.1
	MCU 51407 :	55.1	18.4	26.5	3,405	
32 Space for individual/group study	PN :	54.9	35.3	9.8	51	-7.3
	MCU 51407 :	62.2	26.8	11.0	1,274	
33. Special Needs/Disability	PN :	70.0	26.7	3.3	30	3.7
	MCU 51407 :	66.3	26.7	7.0	712	
34. Bookstore	PN :	60.2	27.6	12.2	181	5.3
	MCU 51407 :	54.9	24.9	20.2	3,693	
35. Recreation/Athletics	PN :	69.3	25.0	5.7	88	7.9
	MCU 51407 :	61.4	25.7	12.9	1,409	
36. Registration/Records Services	PN :	50.0	32.4	17.6	170	-10.9
	MCU 51407 :	60.9	25.3	13.8	3,436	
37. Health Services	PN :	61.3	26.1	12.6	111	-8.1
	MCU 51407 :	69.4	21.4	9.2	2,340	
38. Cafeteria/Food Service	PN :	59.6	28.1	12.3	171	9.7
	MCU 51407 :	49.9	23.7	26.4	3,538	
39. Safety and Security Services	PN :	65.8	27.6	6.6	76	0.5
	MCU 51407 :	65.3	28.0	6.7	2,021	
40. Financial Aid Services	PN :	65.4	22.8	11.8	127	-1.1
	MCU 51407 :	66.5	18.0	15.5	2,371	
41. Co-op/Field Placement Services	PN :	78.1	13.1	8.8	137	5.5
	MCU 51407 :	72.6	15.9	11.5	2,679	
42. Employment/Placement/Career Services	PN :	64.9	27.3	7.8	77	3.0
	MCU 51407 :	61.9	29.4	8.7	1,683	
43. Comfort/ Cleanliness /Accessibility of college facilities	PN :	68.5	22.3	9.2	184	1.6
	MCU 51407 :	66.9	20.9	12.2	3,678	
44. The OVERALL quality of the facilities/resources in the college	PN :	65.6	26.5	7.9	189	-1.9
	MCU 51407 :	67.5	21.7	10.8	3,950	
45. The OVERALL quality of the services in the college	PN :	61.4	30.7	7.9	189	-5.5
	MCU 51407 :	66.9	22.8	10.3	3,955	

NOTE: All student satisfaction statistics exclude students currently enrolled in the first semester.

Student satisfaction statistics for each statement exclude students who chose "Did Not Use / Not Applicable".

The total number of responses used to calculate the percentages for each question is listed as "# of Responses".

MCU: all programs system-wide with the same MCU code as the Fleming Program.

Responses less than 5 are explicitly displayed in this report. Therefore, this report should be kept confidential for internal use only to protect the privacy of the students in accordance with the Freedom of Information and Protection of Privacy Act.

2011/12 KPI Student Satisfaction - Overall College Experience

Fleming Program vs. Provincial MCU

MCU : 60223

Fleming Program : Bus Admin-Human Resources Mgmt -- BAH

Fleming School : Business, Computing & Hospitality -- MBS

QUESTION #		% Very Sat/ Sat	% Neither Sat/ Dissat	% Dissat/ Very Dissat	# of Responses	Very Sat/Sat % Diff Program - MCU
46. The concern of people at this college for your success.	BAH :	71.4	19.0	9.5	21	
	MCU 60223 :	61.0	26.0	13.0	815	10.4
47. Your overall college experience.	BAH :	81.0	19.0	0.0	21	
	MCU 60223 :	74.5	18.2	7.3	825	6.5

NOTE: All Student satisfaction statistics exclude students currently enrolled in the first semester.

The total number of responses used to calculate percentages for each question is listed as "# of Responses".

MCU: all programs system-wide with the same MCU code as the Fleming Program

Responses less than 5 are explicitly displayed in this report. Therefore, this report should be kept confidential for internal use only to protect the privacy of the students in accordance with the Freedom of Information and Protection of Privacy Act.

2011/12 KPI Student Satisfaction - Student Engagement with College*
Fleming Program vs. Fleming School vs. Fleming College

MCU : 51407

Fleming Program : Practical Nursing -- PN

Fleming School : Education, Health & Wellness -- IHA

<i>This college...</i>		% Stongly Agree/ Agree	% Neither Agree nor Disagree	% Disagree/ Strongly Disagree	# Responses
48. Encourages you to spend time on your coursework.	PN :	77.6	16.7	5.7	192
	IHA :	79.7	15.2	5.1	686
	SSFL :	79.4	15.5	5.1	4,163
49. Provides support to deal with your coursework.	PN :	56.5	24.4	19.2	193
	IHA :	67.4	20.5	12.1	687
	SSFL :	69.7	21.4	9.0	4,159
50. Provides support to deal with your non-academic responsibilities (e.g. work, family, etc.).	PN :	31.6	36.3	32.1	193
	IHA :	38.6	35.9	25.5	682
	SSFL :	39.4	40.2	20.4	4,142
51. Provides information on social opportunities.	PN :	51.8	34.2	14.0	193
	IHA :	54.2	33.9	12.0	685
	SSFL :	59.6	30.2	10.2	4,136
52. Provides information on student financial aid services.	PN :	59.6	26.9	13.5	193
	IHA :	58.2	27.6	14.2	685
	SSFL :	61.7	27.5	10.9	4,150
53. Has at least one person you can rely on for useful information (e.g. teacher, counsellor, other staff, student).	PN :	75.4	18.8	5.8	191
	IHA :	80.1	14.5	5.4	683
	SSFL :	82.6	12.2	5.1	4,149
54. Provides you with challenging courses.	PN :	88.0	7.8	4.2	192
	IHA :	86.4	9.1	4.5	684
	SSFL :	81.3	12.7	6.0	4,144

Notes: Excludes students currently enrolled in the first semester.

The total number of responses used to calculate the percentages for each question is listed as # of Responses.

* The Student Engagement results are from the KPI+ pilot and should therefore be interpreted with caution (22 of 24 colleges participated in 2010/11). Results from the KPI+ Pilot are not available electronically by MCU (all programs system-wide with the same MCU code as the Fleming Program).

Responses less than 5 are explicitly displayed in this report. Therefore, this report should be kept confidential for internal use only to protect the privacy of the students in accordance with the Freedom of Information and Protection of Privacy Act.

2011/12 KPI Student Satisfaction - Student Engagement with Courses *

Fleming Program vs. Fleming School vs. Fleming College

MCU : 51407

Fleming Program : Practical Nursing -- PN

Fleming School : Education, Health & Wellness -- IHA

How often do you...		% Always / Usually	% Sometimes	% Occasionally / Never	# Responses
55. Participate in class discussions.	PN :	48.4	28.6	22.9	192
	IHA :	59.0	27.5	13.5	688
	SSFL :	57.9	29.4	12.7	4,164
56. Ask questions in class.	PN :	37.3	30.6	32.1	193
	IHA :	47.5	29.5	23.0	688
	SSFL :	47.9	32.3	19.7	4,164
57. Present information to your class.	PN :	21.8	26.9	51.3	193
	IHA :	32.9	33.3	33.8	687
	SSFL :	38.4	36.0	25.6	4,158
58. Work with other students on assignments/projects.	PN :	50.0	37.0	13.0	192
	IHA :	61.0	28.6	10.3	688
	SSFL :	73.1	20.2	6.7	4,156
59. Review an assignment/project before submitting it.	PN :	82.4	12.4	5.2	193
	IHA :	77.9	15.7	6.4	689
	SSFL :	77.6	15.3	7.1	4,155
60. Select and organize information from different sources to complete an assignment/project.	PN :	82.4	12.4	5.2	193
	IHA :	78.4	17.0	4.6	689
	SSFL :	77.4	17.7	4.9	4,159
61. Complete homework assignments/projects on time.	PN :	92.2	6.7	1.0	193
	IHA :	94.6	4.7	0.7	686
	SSFL :	92.0	6.2	1.8	4,150
62. Skip classes.	PN :	4.7	20.3	75.0	192
	IHA :	4.7	17.4	77.9	683
	SSFL :	6.4	18.2	75.4	4,128
63. Discuss your course performance with a teacher.	PN :	22.8	32.6	44.6	193
	IHA :	26.1	31.5	42.4	689
	SSFL :	28.3	31.6	40.1	4,151
64. Discuss ideas from your courses with a teacher.	PN :	21.5	29.3	49.2	191
	IHA :	25.3	29.5	45.1	687
	SSFL :	31.0	28.7	40.4	4,162
65. Work hard to meet the demands of your courses.	PN :	93.3	5.7	1.0	193
	IHA :	90.6	7.6	1.9	688
	SSFL :	86.1	10.6	3.3	4,158

Notes: Excludes students currently enrolled in the first semester.

The total number of responses used to calculate the percentages for each question is listed as # of Responses.

* The Student Engagement results are from the KPI+ pilot and should therefore be interpreted with caution (22 of 24 colleges participated in 2010/11). Results from the KPI+ Pilot are not available electronically by MCU (all programs system-wide with the same MCU code as the Fleming Program).

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2011/12 KPI Student Satisfaction - Demands on Students' Time *
Fleming Program vs. Fleming School vs. Overall College

MCU : 51407 Fleming Program : Practical Nursing -- PN
Fleming School : Education, Health & Wellness -- IHA

Estimate to the nearest hour, how many hours you spend in a typical 7-day week doing each of the following...

QUESTION #		% None	% 1 - 5 hours	% 6 - 10 hours	% 11- 15 hours	% 16 - 20 hours	% 21-25 hours	% > 25 hours	# Responses
66. Traveling to and from the college	PN :	6.8	51.8	29.8	6.3	3.1	0.5	1.6	191
	IHA :	9.3	56.2	22.3	8.2	1.9	1.0	1.0	685
	SSFL :	12.6	55.0	20.3	7.8	2.1	0.9	1.1	4,142
67. Coursework outside of class.	PN :	1.6	15.3	33.7	18.9	16.3	8.4	5.8	190
	IHA :	1.3	24.8	34.2	17.3	11.4	5.0	6.0	682
	SSFL :	2.2	27.7	32.0	18.0	10.8	4.4	5.0	4,126
68. Participating in college activities other than attending classes or labs.	PN :	73.8	19.9	4.2	0.5	1.0	0.0	0.5	191
	IHA :	64.4	27.0	4.5	1.9	0.6	0.6	1.0	688
	SSFL :	48.9	34.3	9.1	3.8	1.5	1.0	1.3	4,130
69. Participating in volunteer activities.	PN :	46.1	33.0	12.6	4.2	0.0	0.5	3.7	191
	IHA :	65.5	24.1	6.1	2.2	0.6	0.3	1.2	685
	SSFL :	62.5	26.9	5.6	2.4	1.0	0.4	1.1	4,113
70. Working for pay.	PN :	41.7	8.9	9.4	11.5	16.1	8.3	4.2	192
	IHA :	48.3	8.5	9.5	9.4	11.7	7.6	5.0	683
	SSFL :	54.1	8.5	9.0	9.2	9.2	5.2	4.9	4,139
71. Providing care for dependents (e.g., children, spouse/partner, relatives, etc.).	PN :	47.9	12.5	3.1	3.1	4.7	2.6	26.0	192
	IHA :	59.7	12.0	4.8	2.2	2.0	1.7	17.6	689
	SSFL :	71.3	10.5	4.1	2.0	1.4	1.1	9.5	4,141

Notes: Excludes students currently enrolled in the first semester.

The total number of responses used to calculate the percentages for each question is listed as # of Responses.

* The Student Engagement results are from the KPI+ pilot and should therefore be interpreted with caution (22 of 24 colleges participated in 2010/11). Results from the KPI+ Pilot are not available electronically by MCU (all programs system-wide with the same MCU code as the Fleming Program).

Responses less than 5 are explicitly displayed in this report. Therefore, this report should be kept confidential for internal use only to protect the privacy of the students in accordance with the Freedom of Information and Protection of Privacy Act.

2011/12 KPI Student Satisfaction Survey - Demographic Profile

MCU : 51407

Fleming Program : Practical Nursing -- PN

Fleming School : Education, Health & Wellness -- IHA

Gender:	FLEMING			PROVINCE	
	<i>Program:</i> <u>PN</u>	<i>School:</i> <u>IHA</u>	<i>College:</i> <u>SSFC</u>	<i>MCU:</i> <u>51407</u>	<i>Overall:</i> <u>SYSTEM</u>
72. You are:					
% Female =	91.7	83.2	53.0	87.0	52.8
% Male =	8.3	16.8	47.0	13.0	47.2
# Responses =	192	690	4,162	4,029	124,994

Age:	FLEMING			PROVINCE	
	<i>Program:</i> <u>PN</u>	<i>School:</i> <u>IHA</u>	<i>College:</i> <u>SSFC</u>	<i>MCU:</i> <u>51407</u>	<i>Overall:</i> <u>SYSTEM</u>
73. Your age is (in years):					
% Less than 21 =	25.7	40.2	46.2	19.8	39.5
% 21 - 25 =	35.6	33.2	35.4	31.6	38.7
% 26 - 30 =	13.1	10.9	8.4	16.4	10.0
% 31 - 35 =	9.4	4.8	3.6	11.5	4.4
% More than 35 =	16.2	10.8	6.4	20.8	7.4
# Responses =	191	686	4,159	4,014	124,924

Language:	FLEMING			PROVINCE	
	<i>Program:</i> <u>PN</u>	<i>School:</i> <u>IHA</u>	<i>College:</i> <u>SSFC</u>	<i>MCU:</i> <u>51407</u>	<i>Overall:</i> <u>SYSTEM</u>
74. Your first language is:					
% English =	95.3	95.8	96.2	72.3	76.9
% French =	0.5	0.4	0.8	4.5	4.3
% Other =	4.2	3.8	3.0	23.3	18.8
# Responses =	191	688	4,156	3,979	124,177

Notes: Excludes students currently enrolled in the first semester.

The total number of responses used to calculate the percentages for each question is listed as "# of Responses".

MCU: all programs system-wide with the same MCU code as the Fleming program.

Responses less than 5 are explicitly displayed in this report. Therefore, this report should be kept confidential for internal use only to protect the privacy of the students in accordance with the Freedom of Information and Protection of Privacy Act.

2011/12 KPI Student Satisfaction - College Specific Questions

Fleming Program vs. Fleming School vs. Fleming College

MCU : 51407 **Fleming Program : Practical Nursing -- PN**
Fleming School : Education, Health & Wellness -- IHA

QUESTION #		% Very Satisfied	% Satisfied	% Dissatisfied	% Very Dissatisfied	# of Responses
79. Overall, how satisfied are you with the support received from college personnel towards your success?	PN	7.5	64.5	23.7	4.3	186
	IHA	15.8	67.9	13.2	3.2	666
	SSFL	19.9	67.1	10.0	2.9	3,978
QUESTION #		% Very Satisfied	% Satisfied	% Dissatisfied	% Very Dissatisfied	# of Responses
80. Overall, how satisfied are you with the quality of student life and social activities at the College?	PN	4.0	66.7	23.8	5.6	126
	IHA	10.0	68.9	16.7	4.4	528
	SSFL	14.1	68.4	13.9	3.6	3,516
QUESTION #		% Very Satisfied	% Satisfied	% Dissatisfied	% Very Dissatisfied	# of Responses
81. Overall, how satisfied are you with access to services available through the Student Portal? (e.g. timtables, fee payments, course outlines)	PN	7.3	65.4	18.8	8.4	191
	IHA	12.8	64.8	16.6	5.9	682
	SSFL	15.8	61.0	16.9	6.2	4,084
QUESTION #				% Yes	% No	# of Responses
82. Overall, are you satisfied with the education experience you have received (to date) at the College?	PN			83.6	16.4	183
	IHA			89.8	10.2	664
	SSFL			89.5	10.5	4,010
QUESTION #				% Yes	% No	# of Responses
83. Overall, are you satisfied with the quality of teachers in your current program?	PN			83.6	16.4	183
	IHA			88.2	11.8	669
	SSFL			87.8	12.2	4,035

NOTE: All Student satisfaction statistics exclude students currently enrolled in the first semester.

College specific questions are only asked of Fleming College students, therefore comparisons to system or MCU results are not applicable.
Student satisfaction statistics for college specific questions exclude students who chose "Don't Know / Not Applicable" or "Refused".

The total number of responses used to calculate percentages for each question is listed as "# of Responses".

Responses less than 5 are explicitly displayed in this report. Therefore, this report should be kept confidential for internal use only to protect the privacy of the students in accordance with the Freedom of Information and Protection of Privacy Act.



Ontario Colleges of Applied Arts and Technology

KPI

Student Satisfaction Survey

The information asked for in this survey is collected under the legal authority of subsection 8(2) of Ontario Regulation 34/03 made under the Ontario Colleges of Applied Arts and Technology Act, 2002. The information is used for the administrative and statistical purposes of the college and the ministry. Only collective information will be reported - individual responses will be kept confidential.

Please do not mark in this area.

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

This survey provides you with an opportunity to give feedback about your program and your college. It is not an evaluation of this specific course, subject or teacher.

SECTION A:

1. Please mark the alphanumeric code identifying your program and campus in the following selection box. A list of codes has been printed on the back of the instruction sheet provided to you.

Alphanumeric program code:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
0	1	2	3	4	5	6	7	8	9																

2. In which semester/term are you currently enrolled?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ Other

SECTION B: Please think about how the learning experiences in **THIS PROGRAM** relate to **YOUR** future, and then rate the importance of, and **YOUR** satisfaction with the following:

(If you choose 'NOT APPLICABLE', move to the next question. Do not complete the IMPORTANCE or SATISFACTION questions.)

This program...

	IMPORTANCE			SATISFACTION				
	NOT APPLICABLE	Not Important	Important	Very Dissatisfied	Neither Dissatisfied nor Satisfied	Satisfied	Very Satisfied	
3. Provides you with skills and abilities specific to your chosen career.	☐	☐	☐	☐	☐	☐	☐	☐
4. Includes topics relevant to your future success.	☐	☐	☐	☐	☐	☐	☐	☐
5. Has teachers who help you to understand your chosen career.	☐	☐	☐	☐	☐	☐	☐	☐
6. Develops your writing skills.	☐	☐	☐	☐	☐	☐	☐	☐
7. Develops your speaking skills.	☐	☐	☐	☐	☐	☐	☐	☐
8. Develops your ability to solve problems using math techniques.	☐	☐	☐	☐	☐	☐	☐	☐
9. Develops your ability to work with others.	☐	☐	☐	☐	☐	☐	☐	☐
10. Develops your ability to solve problems.	☐	☐	☐	☐	☐	☐	☐	☐
11. Develops your computer skills.	☐	☐	☐	☐	☐	☐	☐	☐
12. Provides you with opportunities to further your education after graduation.	☐	☐	☐	☐	☐	☐	☐	☐
13. Provides you with experience that will be useful to your future life outside of work.	☐	☐	☐	☐	☐	☐	☐	☐
14. OVERALL, your program is giving you knowledge and skills that will be useful in your <u>future career</u>		☐	☐	☐	☐	☐	☐	☐





SECTION C: Please think IN GENERAL about ALL your courses and ALL your teachers in this program, and then rate the importance of, and your satisfaction with the following:

(If you choose 'NOT APPLICABLE', move to the next question. Do not complete the IMPORTANCE or SATISFACTION questions.)

	IMPORTANCE			SATISFACTION				
	NOT APPLICABLE	Not Important	Important	Very Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	
15. Teachers' knowledge of their subjects.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
16. Teachers are up-to-date/current in their fields.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
17. Teachers' presentation of the subject material.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
18. Helpfulness of teachers outside of class.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
19. Feedback about your progress.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
20. Quality of classroom learning.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
21. Quality of lab/shop learning.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
22. Quality of other learning experiences (e.g., Independent/alternative learning opportunities, computer-assisted learning, peer tutoring, project-based learning).	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
23. Field placement, clinical experiences or co-op work terms.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
24. Course materials (e.g., books, software, handouts).	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
25. Lab/shop facilities and equipment.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
26. The OVERALL quality of the learning experiences in this program.		☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

SECTION D: Please indicate YOUR usage of the following facilities/resources and services. Rate how important they are to YOU, and if you used them, rate YOUR satisfaction with them.

	USAGE			IMPORTANCE		SATISFACTION				
	Did Not Use/Not Available	Low Use	High Use	Not Important	Important	Very Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	
27. Library/Resource Centre.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
28. Open Access Computer Labs/Resources.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
29. Peer Tutoring Services.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
30. Special Skills Services (e.g., math/writing/remedial assistance).	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
31. Space for individual/group study.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
32. Counselling/Native Counselling/Advising Services.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
33. Special Needs/Disability Services.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
34. Bookstore.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
35. Recreation/Athletics.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
36. Registration/Records Services (e.g., timely issuing of grades, transcripts, diplomas; accuracy of the student record; promptness in correcting errors).	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
37. Health Services.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
38. Cafeteria/Food Services.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
39. Safety and Security Services.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5





SECTION D (continued):	USAGE			IMPORTANCE		SATISFACTION				
	Did Not Use/ Not Available	Low Use	High Use	Not Important	Important	Very Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	
40. Financial Aid Services (i.e. please comment on the service provided, not the amount of money received).	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
41. Co-op/Field Placement Services.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
42. Employment/Placement/Career Services.	☐ 1	☐ 2	☐ 3	☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
43. Comfort/Cleanliness/Accessibility of college facilities.				☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
44. The OVERALL quality of the facilities/resources in the college.				☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
45. The OVERALL quality of the services in the college.				☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
SECTION E: Please rate the importance of, and your satisfaction with:										
46. The concern of people at this college for your success.				☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
47. Your overall college experience.				☐ 1	☐ 2	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
SECTION F: Please think IN GENERAL about all your courses and experiences at this college.						Strongly Disagree				
<i>This college...</i>						Neither Agree nor Disagree				
						Strongly Agree				
48. Encourages you to spend time on your coursework.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
49. Provides support to deal with your coursework.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
50. Provides support to deal with your non-academic responsibilities (e.g., work, family, etc.).						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
51. Provides information on social opportunities.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
52. Provides information on student financial aid services.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
53. Has at least one person you can rely on for useful information (e.g., teacher, counsellor, other staff, student).						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
54. Provides you with challenging courses.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
SECTION G: Please think IN GENERAL about all your courses and experiences at this college.						Occasionally Never				
<i>How often do you...</i>						Sometimes				
						Usually				
						Always				
55. Participate in class discussions.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
56. Ask questions in class.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
57. Present information to your class.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
58. Work with other students on assignments/projects.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
59. Review an assignment/project before submitting it.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
60. Select and organize information from different sources to complete an assignment/project. ...						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
61. Complete homework assignments/projects on time.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
62. Skip classes.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
63. Discuss your course performance with a teacher.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
64. Discuss ideas from your courses with a teacher.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
65. Work hard to meet the demands of your courses.						☐ 1	☐ 2	☐ 3	☐ 4	☐ 5





SECTION H: The college is interested in understanding demands on students' time.

Estimate to the nearest hour, how many hours you spend in a typical 7-day week doing each of the following:

	None	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	More than 25 hours
66. Traveling to and from the college.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
67. Coursework outside of class.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
68. Participating in college activities other than attending classes or labs.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
69. Participating in volunteer activities.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
70. Working for pay.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
71. Providing care for dependents (e.g., children, spouse/partner, relatives, etc.).	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7

SECTION I: To help us group responses, please provide the following information about yourself: (No information which could identify an individual will be reported.)

72. You are:

☐ Female ☐ Male

73. Your age is (in years):

☐ Less than 21
☐ 21-25
☐ 26-30
☐ 31-35
☐ More than 35

74. Your first language is:

☐ English ☐ French ☐ Other

75. The education you completed before entering this program includes: (Select all that apply.)

☐ High school diploma
☐ College upgrading
☐ Some previous college
☐ College diploma
☐ Some university
☐ University degree
☐ Other
☐ None of the above

76. Your main goal in enrolling in this program is: (Select only one.)

☐ To prepare for employment/career
☐ To prepare for further college or university study
☐ To pursue an interest or for personal development
☐ Other

77. You are registered as a:

☐ Full-time student ☐ Part-time student

78. Are you enrolled at Fleming College on an International Study permit?

☐ Yes ☐ No

SECTION J: College-Specific Questions

79. Overall, how satisfied are you with the support received from College personnel, towards your success?

☐ Very Satisfied
☐ Satisfied
☐ Dissatisfied
☐ Very Dissatisfied
☐ Refused
☐ Don't Know/Not Applicable

80. Overall, how satisfied are you with the quality of student life and social activities at the College?

☐ Very Satisfied
☐ Satisfied
☐ Dissatisfied
☐ Very Dissatisfied
☐ Refused
☐ Don't Know/Not Applicable

81. Overall, how satisfied are you with access to services available through the Student Portal (e.g., timetables, fee payments, course outlines)?

☐ Very Satisfied
☐ Satisfied
☐ Dissatisfied
☐ Very Dissatisfied
☐ Refused
☐ Don't Know/Not Applicable

82. Overall, are you satisfied with the educational experience you have received (to date) at the College?

☐ Yes
☐ No
☐ Refused
☐ Don't Know/Not Applicable

83. Overall, are you satisfied with the quality of teachers in your current program?

☐ Yes
☐ No
☐ Refused
☐ Don't Know/Not Applicable

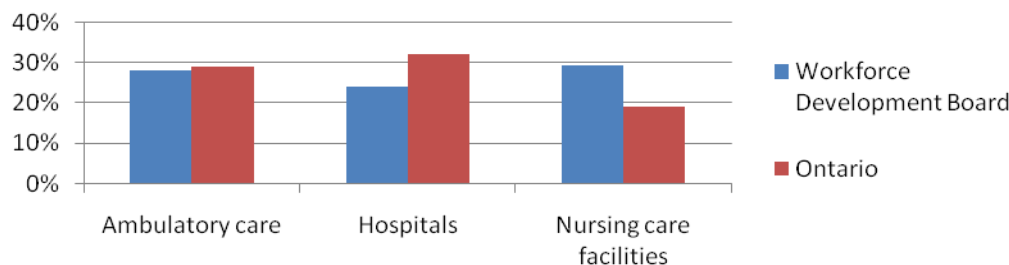
Thank you for your participation.



Health Care in Peterborough and Kawartha Lakes

Health Care Employment Composition by Sub-Sector

Peterborough, Kawartha Lakes, 2006



The health care industry accounted for 11% of total employment in this region compared to 8% across Ontario in 2006. While employment in the hospital sector is much lower than the provincial average, the Peterborough and Kawartha Lakes region shows significantly more opportunity in the nursing care facilities subsector. In this subsector, over 70% of workers are considered prime working age, that is, between 25-54 years of age, most have attained a college diploma, and have a median income of \$51,471.

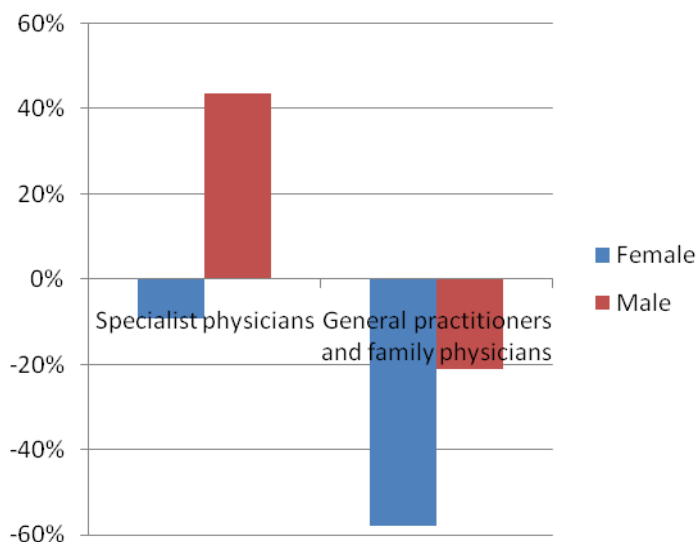
FAST FACTS

- Employment in nursing care facilities is 10% higher in the Peterborough and Kawartha Lakes region than across Ontario
- 86% of health care workers are female
- Since 2005 employment in this industry has grown 26% and in 2010 employed 9,300 people representing 16% of the total workforce in this region

Source: Statistics Canada, 2006 Census, Labour Force Survey

Source: Statistics Canada, 2006 Census

Gender Distribution Among Physicians, Peterborough, Kawartha Lakes, 2001-2006

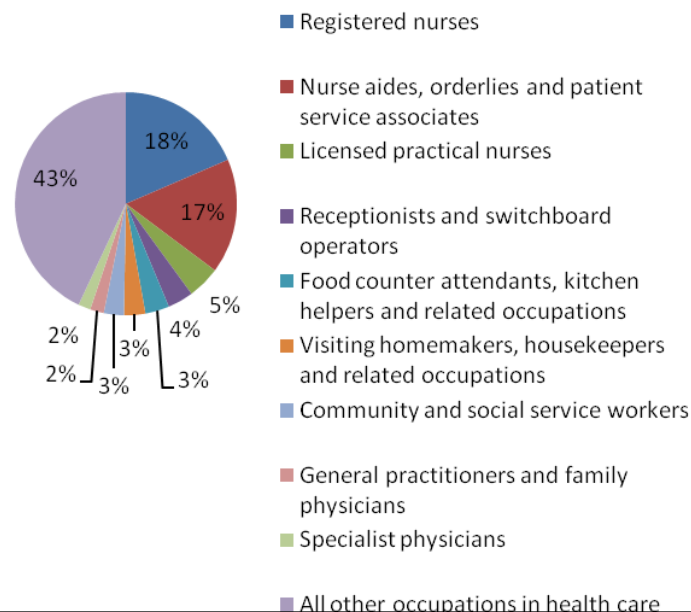


From 2001 to 2006 the number of female physicians declined by 18% compared to 2% growth among males. Conversely, within the broader occupational group of professional occupations in health (including physicians, optometrists, pharmacists, etc.), the number of female workers has increased by 8% over this period.

Source: Statistics Canada, 2001 and 2006 Census

Health Care Occupational Composition

Peterborough, Kawartha Lakes, 2006

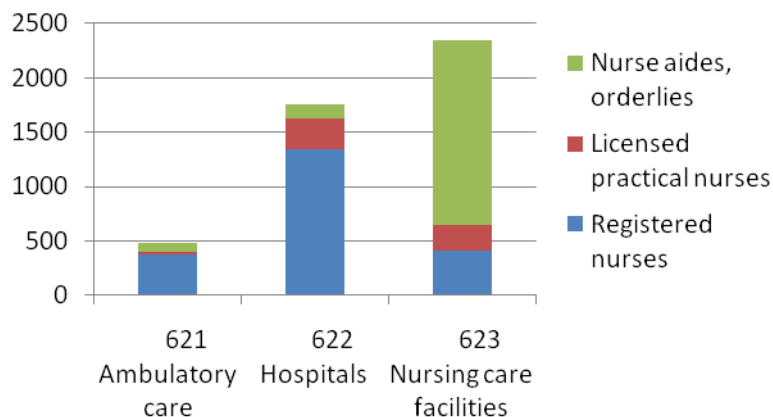


In the Peterborough and Kawartha Lakes region, registered nurses and nurse aides or orderlies account for the majority of occupations employed in the health care sector. General practitioners and specialist physicians represent 4% of total employment in this industry.

Source: Statistics Canada, 2006 Census

Distribution of nurses aides, orderlies, licensed practical nurses, registered nurses

Peterborough, Kawartha Lakes, 2006

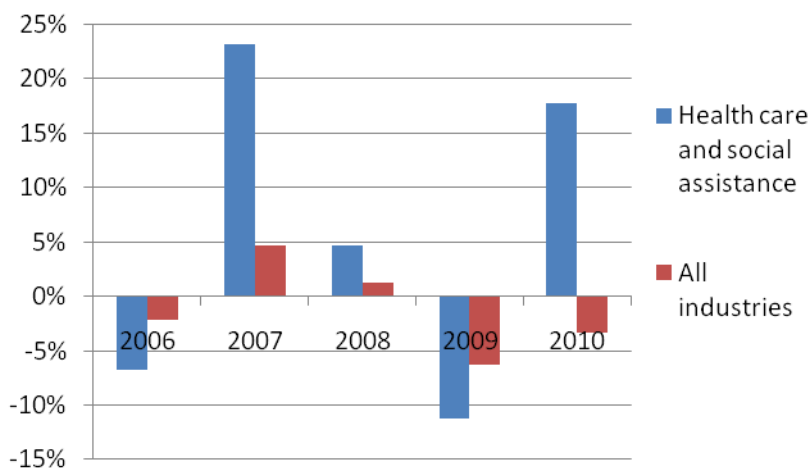


The chart above illustrates the distribution of nurse aides or orderlies, licensed practical nurses, and registered nurses. The chart also highlights the different proportions of these occupations in each subsector of health care in Peterborough and Kawartha Lakes. These three occupations reflect the potential for entry-level occupations to advance to higher skilled and better paid occupations. Many employers support continuous learning opportunities wherein nurse aides or orderlies can gain the necessary skills and education needed to transition to registered nurse occupations.

Source: Statistics Canada, 2006 Census

Health Employment Growth

Peterborough CMA, 2005-2010



In 2007, employment growth in the health care industry peaked, growing 23% from the previous year. Since then employment growth has slowed, though in 2010 employment in health care and social assistance reached 9,300 workers, the highest since 2004.

Source: Statistics Canada, Labour Force Survey

Nursing

Nurses make up the largest proportion of health workers in Ontario. Whether in hospitals, home care or nursing care facilities, they play an integral role in the health care system. Since 2001, the largest increase in employment has been among nurse aides, orderlies (NAO) while registered nurses (RN) and licensed practical nurses (LPN) have grown at a much slower pace.

This aligns with the recruitment issues experienced in this sector across the province. The need to control costs has lead to personnel substitutions, as less qualified and less well-paid employees are replacing the more qualified and better-paid.

Source: Statistics Canada, Human Resources and Skills Development Canada, 2005

General Practitioners and Specialist Physicians

The shortage of physicians and other health professionals is one of the most significant challenges facing our health care system today. Moreover, it is anticipated that the province will experience further decreases in the number of family physicians and specialists over the next decade.

Developments in Ontario's Physician Assistant Program

In 2008 McMaster University launched Ontario's first civilian physician assistant education program. The University of Toronto opened a PA Education Program in 2010 and other programs are now available across the country.

The help provided by physician assistants (PAs) will help reduce wait times and help ensure the right care is provided. The Ministry of Health and Long-Term Care supports employment of PAs across the province by providing financial support to employers of PA graduates. High priority areas include: emergency medicine, primary care and general internal medicine facilities.

PA education programs provide a career path for entry level health care professionals to gain the necessary skills to advance in this industry.

For more information visit the Canadian Association of Physician Assistants website, www.caopa.net.

Source: Health Force Ontario, 2010

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