



SCHOOL OF NURSING

COLLABORATIVE BScN PROGRAM

STUDENT HANDBOOK

2022 - 2023



Introduction

It is with pleasure that we welcome you to the Collaborative Bachelor of Science Program in Nursing at Nipissing University and Canadore College. This program partnership was first established in 2001 with its first graduating class in 2005.

Nursing is a dynamic, demanding profession; therefore, candidates for this program must be carefully selected. They must prove to be intellectually capable and clinically competent, and function according to professional standards.

The role of faculty is to assist you in developing the attitudes and competence required to become a professional nurse.

This handbook addresses program specific policies and information for the Bachelor of Science in Nursing program. **Please read it carefully.** If the information in the handbook is not clearly understood you should seek clarification from the nursing faculty **and/or an academic advisor.**

General policies and academic regulations are identified in the Nipissing University Academic Calendar, which can be found at <https://academiccalendar.nipissingu.ca/>.

We wish you success in your studies, lasting friendships, and rewarding relationships at the Education Center and in your future nursing career.

The Nursing Faculty

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Important Dates- Undergraduate

Link to academic calendar:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=9&chapterid=697&loadusercredits=False>

September 2022

Thu. 1 Deadline to apply for 2022
October graduation

Mon. 5 Labour Day – University close

Tue. 6 FA and FW courses begin

Mon. 19 Last day to register for FA or
FW courses**, +

Fri. 30 National Day of Truth and
Reconciliation

October 2022

Mon. 10 Thanksgiving – University
closed

Tue. 11 – Fri. 14 Study Week for
students enrolled in FA or FW courses

November 2022

Fri. 4 Last day to withdraw from FA
courses, +

December 2022

Tue. 6 Last day of classes for the FA
session

Wed. 7 - Thu. 22 Final exam period
for FA courses

January 2023

Sun. 1 Deadline to apply for February
2023 graduation

Mon. 9 Classes begin

Fri. 20 Last day to register for WI
courses**, +

February 2023

Fri. 10 Last day to withdraw from FW
courses, +

Mon. 20 Family Day – University closed

Tue. 21 – Fri. 24 Study Week for
students enrolled in undergraduate and
graduate courses

March 2023

Fri. 10 Last day to withdraw from WI
courses, +

April 2023

Sat. 1 Deadline to apply for June
2023 graduation

Fri. 7 Good Friday - University
closed

Mon. 10 Easter Monday - University
closed

Tue. 11 Last day of classes for the WI
and FW sessions

Wed. 12 – Fri. 28 Final exam period
for WI and FW courses

May 2023

Mon. 1 SP and SS courses begin*

Mon. 22 Victoria Day – University
closed

June 2023

Fri. 9 Last day of SP courses

Sat. 10 – Wed. 14 SP exam period

Mon. 12 - Fri. 16 Convocation

Mon. 12 – Fri. 16 Study Week for SS
delivery courses

Mon. 19 SU courses begin*

July 2023

Fri. 28 Last day of SU/SS courses

Sat. 29 - Wed. 2 Final exam period
for SU courses

Sat. 29 - Sat. 12 Final exam period
for SS courses

August 2023

Mon. 7 Civic Holiday – University
closed

*Please consult the Office of the Registrar
webpage for registration and withdrawal
dates in the Spring/Summer term

**Students withdrawing after this date,
but before the respective withdrawal
dates will receive a WDR on their
academic record.

+ Please consult the Student Financial
Services website for rules regarding
partial credit courses

Four year Program Plan –clinical courses highlighted

Fall (Semester 1)		Year 1	Winter (Semester 2)	
NURS 1006 – Prof. Self-Awareness (F)			NURS 1017 – Aging & Health (W)	
NURS 1016 – Nursing & Health (F)			NURS 1027 – Clinical Older Adults (W)	
NURS 1026 – Clinical (shadowing) (F)			NURS 1037 – Health Assess (W)	
BIOL 1011 – Intro to Cell Biology (F)			BIOL 2707 – A&P 2 (W)	
BIOL 2706 – A&P 1 (F)			SOCI 1016 – Intro to Sociology (W)	
Fall (Semester 3)		Year 2	Winter (Semester 4)	
NURS 2007 – Mental Health (F or W) w/ 2207			NURS 2016 – Health Challenges (F or W) w/ 2026	
NURS 2207 – Clinical MH (F or W – opposite of 2026)			NURS 2026 – Clinical Med/Surg (F or W opposite of 2207)	
NURS 2016 – Health Challenges (F or W) w/ 2026			NURS 2007 – Mental Health (F or W) w/ 2207	
NURS 2026 – Clinical Med/Surg (F or W opp of 2207)			NURS 2207 – Clinical MH (F or W – opp of 2026)	
NURS 2036 – Development of Nursing Knowledge (F)			NURS 2047 – Prof. Foundations (W)	
NURS 2526 – Pathophysiology (F or W)			NURS 2526 – Pathophysiology (F or W)	
NURS 2037 – Pharmacology (F)			BIOL 2116 – Principles of Micro (W)	
Elective 1 (F or W)			Elective 1 (F or W)	
Fall (Semester 3)		Year 2	Winter (Semester 4)	
NURS 2016 – Health Challenges (F or W) (joint class with Collab students)		Bridging	NURS 2007 – Mental Health (F or W)	
NURS 2106 – Clinical Med/Surg (F or W opp of 2207)			NURS 2207 – Clinical MH (F or W opp of 2106)	
NURS 2007 – Mental Health (F or W)			NURS 2016 – Health Challenges (F or W) (joint class with Collab students)	
NURS 2207 – Clinical MH (F or W opposite of 2106)			NURS 2106 – Clinical Med/Surg (F or W opposite of 2207)	
NURS 2107 – Reflective Practice (F)			ACAD 1601 – Academic Writing	
NURS 2036 – Development of Nursing Knowledge (F)			NURS 2047 – Prof. Foundations (W)	
BIOL 1011 – Intro to Cell Biology (F)			BIOL 2116 – Microbiology (W)	
Fall (Semester 5)		Year 3	Winter (Semester 6)	
NURS 3007 – Community (F or W with 3027)			NURS 3017 – Mat/Child (F or W with 3217)	
NURS 3027 – Clinical Comm. & Pop. (F or W opp 3217)			NURS 3217 – Clinical Mat/Child (F or W opp 3217)	
NURS 3017 – Mat/Child (F or W with 3217)			NURS 3007 – Community (F or W with 3027)	
NURS 3217 – Clinical Mat/Child (F or W opposite 3027)			NURS 3027 – Clinical Comm. & Pop. (F or W opposite 3217)	
NURS 3116 – Research 1			NURS 3117 – Research 2	
MATH 1257 Technical Statistics			PSYCH 1036 Developmental Psychology	
Elective 2			Elective 3	
Spring Summer or Fall (Semester 7)		Year 4	Fall or Winter (Semester 8)	
NURS 4026 – Clinical - Advanced (SS or F)			NURS 4024 – Clinical Preceptorship (F/W) 12cr	
NURS 4036 – Comp. Health Challenges (SS or F)			NURS 4126 – Transitions (F or W)	
NURS 4067 Leadership (SS or F)				
NURS 4436 – Gerontology (SS or F)				
Elective 4				

CNO - Entry to Practice Competencies

Entry to practice competencies is based upon the College of Nurses of Ontario (CNO) competency framework. There is a total of 101 competencies organized thematically under nine roles. <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>



1. Clinician

Registered nurses are clinicians who provide safe, competent, ethical, compassionate, and evidence-informed care across the lifespan in response to client needs. Registered nurses integrate knowledge, skills, judgment, and professional values from nursing and other diverse sources into their practice.

2. Professional

Registered nurses are professionals who are committed to the health and well-being of clients. Registered nurses uphold the profession's practice standards and ethics and are accountable to the public and the profession.

3. Communicator

Registered nurses are communicators who use a variety of strategies and relevant technologies to create and maintain professional relationships, share information, and foster therapeutic environments.

4. Collaborator

Registered nurses are collaborators who play an integral role in the health care team partnership.

5. Coordinator

Registered nurses coordinate point-of-care health service delivery with clients, the health care team, and other sectors to ensure continuous, safe care.

6. Leader

Registered nurses are leaders who influence and inspire others to achieve optimal health outcomes for all.

7. Advocate

Registered nurses are advocates who support clients to voice their needs to achieve optimal health outcomes. Registered nurses also support clients who cannot advocate for themselves.

8. Educator

Registered nurses are educators who identify learning needs with clients and apply a broad range of educational strategies towards achieving optimal health outcomes.

9. Scholar

Registered nurses are scholars who demonstrate a lifelong commitment to excellence in practice through critical inquiry, continuous learning, application of evidence to practice, and support of research activities

Canadore College/Nipissing University

Collaborative BScN Program: Conceptual Framework for the Curriculum and Philosophical Statement on Nursing

Curriculum

We believe that nursing is the art and science of caring within a therapeutic relationship.

Nursing, as a profession, has agreed on four major concepts that are common to nursing theories and nursing program curricula. The following definitions of the concepts reflect the values and beliefs of the Canadore College/Nipissing University Collaborative BScN Program.

Health – is a personal and societal resource. Health is defined and redefined by each individual (family, community, population) and has a unique meaning to each. Health is affected by a variety of determinants that are dynamic across the lifespan. Wellness and illness may coexist and, in fact, may intersect. Health may be promoted at any time and may be enhanced, maintained, or destroyed by the actions of persons or environments. Health facilitates the work of individuals, families, communities and populations in working toward their life goals.

Person – is an ever-changing being in constant interaction with his/her environment. Each person is unique in that each comes with individual experiences that inform the moment and the process of dynamic and creative change. For the purposes of nursing and nursing education: persons are individuals; persons may be clients, nurses, colleagues; persons are members of and form families, groups, communities and populations.

Environment – is the ever-changing context within which we live and work and hence, experience health. Our relationship with the environment is interactive and allows for an ever-evolving perception of our potential for change and growth. Components of the environment may be political, economical, social, biological, technological, spiritual, cultural, and ecological.

Nursing – is the art and science of caring within a therapeutic relationship. The nurse uses caring, communication, critical thinking and change to co-create health with clients and with members of multidisciplinary teams. The process is oriented to the activities of promotion, protection, maintenance, restoration, and palliation.

Philosophical Statement on Nursing Education

Nursing education is an interactive process between teachers and learners within an environment that encourages self-directed learning and participant accountability. Uniqueness, open inquiry, and a commitment to continued education are promoted. Application of knowledge and skills in a professional, caring, and holistic manner is expected. Nursing education should provide a broad general education, preparation in professional nursing, and a basis for graduate study.

Curriculum development in this program embraces knowledge from a variety of disciplines. The natural sciences, social sciences, and human sciences contribute to the development of nursing knowledge in providing a broad basis for students to understand the context of the human health experience. Faculty and students explore curriculum content, nursing concepts, and nursing issues from a variety of perspectives. Both quantitatively and qualitatively constructed knowledge is valued.

Statement of Purpose

Vision

To co-educate nurse leaders within a culture of scholarship and inquiry so that we generate insightful nursing practice.

Mission

To graduate nurses with an active voice in health care who successfully contribute to the health and well-being of individuals, families, communities, and populations through evidence-based practice.

Values Statement

The Collaborative BScN program, delivered by Nipissing University and Canadore College, is committed to delivering education with an overall focus on student-centred learning and excellence in teaching. It

is complemented by experiential and inquiry-based learning, research and scholarly opportunities, and where the learning environment focuses on student success, is supportive of diversity, and links students to the real world.

Values supported by Nipissing University and Canadore College include a personalized approach to student engagement and are comprised of respect, transparency and communication, integrity, and a commitment to excellence in education.

Collaborative BScN Curriculum Framework

Curriculum is defined as those transactions and interactions that take place between students and teachers and among students with the intent that learning takes place (Bevis & Watson, 1989, p. 72). There is a uniqueness to nursing curricula that is seen in the combination of content and context. The framework of the Canadore College/Nipissing University BScN program reflects that uniqueness. It is founded on ways of knowing that value the acquisition of evidence-based knowledge and the development of critical thinking skills that lead to innovative and creative understandings of peoples' experiences of health.

The framework for the BScN curriculum is multidimensional and represents nursing. It is founded on the metaparadigm concepts of client (as person), health and environment, as well as the concept of leadership. These four concepts provide the **context** within which students will learn to practice. A second dimension of the framework is built from the **perspectives** from which nurses approach their work: health promotion, health protection, health restoration and health maintenance. The third dimension provides the **processes** that nurses use in co-creating health with clients: caring, communication, critical thinking, and change. As illustrated, it can be visualized as a learning cube (See figure on following page).

The dimensions of the framework are connected in that each learning moment is intended to capture at least one concept along each of the axes, ensuring that each learning moment and experience adds depth and meaning to, and relevance for the student's developing practice. Because nursing is a practice profession, it is the intent that all

of the students' learning experiences contribute to and enhance their professional practice development.

Framework Dimensions

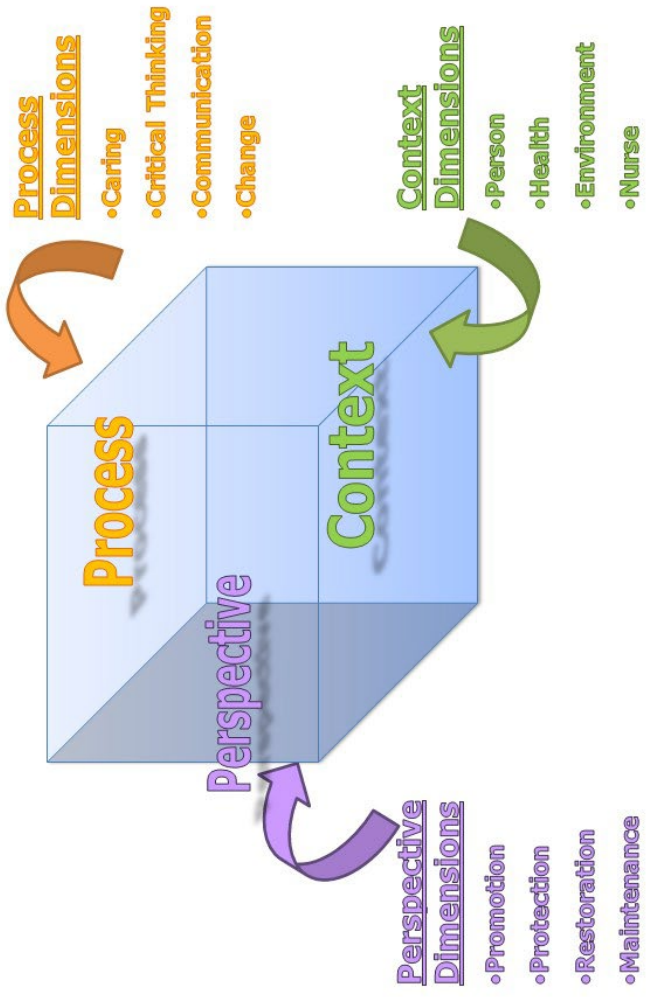
Context Dimension

This dimension of the framework provides a view of the interrelated conditions which inform the moment (learning moment, healing moment, therapeutic interaction moment). The person describes the humanness of the moment. The environment describes the circumstances by which one (person) is surrounded and influenced. The concept health articulates the involved persons' understanding and interpretation of this resource. Leadership, as a context dimension concept, highlights the nurse's leadership role in each moment of his/her practice/learning.

Person

A person is an ever-changing being in constant interaction with his/her environment. Each person is unique in that each comes with individual experiences that inform the moment and the process of dynamic and creative change. Students explore 'self' and the influence that has on professional and therapeutic relationships. Self is the base context within which professional practice takes place. Self is the base context within which clients experience health.

CURRICULUM FRAMEWORK SCHEMATIC



Client

A client is the primary subject with whom nurses partner. A client is an individual person or a group of persons (family, community, population). Clients are considered dynamic and autonomous beings, each approaching the nurse-client relationship with unique perspectives and expectations.

Nurse/Student

A nurse is a person as defined above, and in addition comes to the nurse-client interaction with an intent to engage in co-creating health in partnership with the client. The nurse, like person, has a unique set of experiences which inform his/her knowledge. In addition to personal experience, the nurse has a specific Code of Ethics (Canadian Nurses Association, 1997), guidelines from the Regulated Health Professions Act, and competencies and standards articulated by the College of Nurses of Ontario from which he/she practices.

Environment

The environment is the ever-changing context within which people live and work and hence, experience health. Students will explore the inseparable and interactive nature of person and environment. Many components of environment, such as political, economical, social, technological, spiritual, cultural, biological, and ecological are studied and their impact on person and health considered.

Health

Health is a personal and societal resource. Health is defined and redefined by each individual (family, community, population) and through therapeutic relationship building, students will come to recognize the unique meaning of health for each client. Students will consider a variety of health determinants across the lifespan and the influence these determinants have on a client's ability to do health work.

Nurse

Leadership is a process that raises one another to higher levels of motivation and morality. A credible leader strives for honesty, competency, inspiration, and is forward looking. The next generation of leaders, those who will create the preferred future for nursing, will

be people who can propel a vision, empower followers to work enthusiastically to realize a vision, meet change “head-on” and grow from it, explore conflict to ensure people are thinking in different ways, and keep harmful stress at a minimum for themselves and the organization (Grossman & Valiga, 2000).

Perspective Dimension

This dimension of the framework asks the nurse to declare his/her perspective, view, or intent within the nurse-client relationship. While it is not only possible but also probable that more than one perspective is guiding the nurse’s work, it is necessary that the nurse be able to articulate the perspective in use and its relevance.

Health Promotion

Health promotion is the process of enabling clients to increase their control over and to improve their health (World Health Organization, 1986). Students will explore the impact of the broad determinants of health (peace, shelter, education, food, income, stable eco-system, sustainable resources, social justice, and equity) on their clients, as well as interventions aimed at changing these determinants for the **purpose** of improving health and quality of life.

Health Protection

The goal of health protection is directed towards decreasing the probability of experiencing illness and injury. Students will learn to assess risk factors of diseases/injury and create strategies to alleviate them.

Health Maintenance

Health maintenance is aimed at preserving an optimal quality of life and working with clients to sustain healthful living. Nurses must understand the meaning of ‘quality of life’ from the client’s perspective, creating a reference point from which to engage in health maintenance work with the client. Palliative care nursing involves health maintenance as the client strives to maintain quality at end of life.

Health Restoration

The goal of health restoration is to restore a client's function to a normal or near normal state. Students will learn recognition and treatment patterns for existing health problems. The nurse's role in rehabilitation, limiting the incapacitation caused by disease or injury, and preventing recurrences of specific health problems is explored in depth.

Process Dimension

This dimension displays 4 critical processes which nurses use in their daily practice. Frequently nurses will use all of these processes simultaneously within their role.

Caring

Caring is central to nursing and is both an attitude and an activity. A variety of theoretical views of caring are explored allowing students to build caring skills unique and meaningful to their own developing practice. Watson speaks of caring as the essence of the art and science of nursing, and states:

Human care requires high regard and reverence for a person and human life, non-paternalistic values that are related to human autonomy and freedom of choice... emphasis is placed on helping a person gain more self-knowledge, self-control, and readiness for self-healing (1989, p. 223).

Communication

Communication is the exchange of thoughts through a variety of approaches. Within a communication exchange, message content and interpretation information is contained. Nurses must understand the many factors that influence not only how messages are sent, but also how they are perceived. In their exploration of communication theory, students will develop the necessary skills to facilitate communication, as well as identifying and dismantling barriers to communication.

Critical thinking

The process of critical thinking is inherent to nursing. Critical thinking involves purposeful reflection of one's thinking and the thinking of others. Critical thinking involves calling into question the assumptions

underlying our customary, habitual ways of thinking and acting, and then being ready to think and act differently. Nurses use critical thinking when exploring what to believe or do (Alfaro-Lefevre, 1989). Critical thinking encompasses reflection, creativity, problem solving, and decision making. The nursing process provides a framework for critical thinking in nursing. The process of critical thinking is applied in all aspects of research, including accessing, appraising, implementing, and promoting evidence-based nursing practice.

Change

Initiating planned change and responding to unplanned or unexpected change is an expectation of professional nurses. Planned change refers to the process that brings about an alteration in the behaviours and understandings of persons, organizations, and systems.

The nurse must have a thorough understanding of change process and change theory in order to effectively promote, facilitate, and implement change. The nurse must also possess the knowledge, skills, and resources to respond to unexpected change in the behaviours and understandings of persons, organizations, and systems. Change is an integral component of nursing care, education, leadership, management, and political activism.

*Co-creation: Co-creation refers to the effort or health work that occurs when nurses partner with clients (and their significant others) and other health care providers toward creating new understandings of the human health experience and thus creating reality within the lived experiences of clients.

Planned Curriculum

The curriculum framework identifies the primary forces or dimensions of nursing as viewed within the Collaborative BScN program. Program content is developed to meet the knowledge needs of beginning practitioners consistent with the Statement on Baccalaureate Education from the Canadian Association of Schools of Nursing. Each of the three dimensions of the framework is explored in increasing depth and complexity as learners progress through the 4 years of the program. This

increasing depth and complexity is reflected in the year objectives and further in the course descriptions. Content exploration and coverage is intended to ensure that all graduating students meet the competencies set out in Ontario by the College of Nurses of Ontario. As well, courses, content, and learning activities were influenced by the Regulated Health Professions Act guidelines and the Canadian Nurses Association Code of Ethics.

The Learning Cube (schematic representation of curriculum framework) is envisioned as a dynamic entity. The purpose or intent of the boundaries or outside walls of the cube is to create a space into which teachers and learner step to explore course content, concepts, and issues; creating learning moments. From inside the Learning Cube, teachers and learners consider nursing phenomena in light of the 12 identified concepts within. Early in the program, learners may view/explore curriculum content with purposeful focus on only one or a few of the elements of Learning Cube concepts. It is expected that successful progression through the program will be reflected in the learners ability to intentionally consider increasingly more elements within any given situation. The nursing practice of graduates of the program would evidence a focused attention and synthesis of all elements relevant to their practice situation. The faculty acknowledges the influence of Benner's (1984) work, *From Novice to Expert*, in the vision of the learning cube, while recognizing that the graduate is a novice generalist.

Lived Curriculum

Students bring with them an inquiring mind and the desire to develop the knowledge, skills, and attitudes to prepare to practice effectively in an ever-changing and complex health care environment. Students bring life experience, beliefs and values, and a knowledge base that informs and influences their learning process.

Teachers bring both scholarly knowledge about nursing education and practice experience. Teachers bring a desire to share this knowledge with students in a way that facilitates the acquisition of knowledge and the development of critical thinking skills in a way that has personal meaning for the students.

The essence of the nursing curriculum emerges from the interactions amongst (not merely between) teachers and students. These interactions take place in classrooms, laboratories and clinical practice settings. The subjects of these interactions are students, faculty, practicing nurses, members of the health care team and clients. The curriculum is what actually occurs within these relationships; it comes to life through the purposeful exploration of program content. Within these interactions, the roles of teacher and learner are fluid and dynamic, with the expectation that all involved are teaching and learning toward evolving their practice and furthering their understanding of self.

Program Outcomes

The Canadore College/Nipissing University Collaborative BScN Program graduates nurse leaders who:

1. Apply the concept of caring to practice professionally within legislative and ethical parameters.
2. Develop and sustain therapeutic relationships and/or partnerships with clients (individuals, families, communities, and populations).
3. Co-create health and well-being with complex clients.
4. Use the nursing process to safely and competently facilitate clients in identifying, planning for and achieving their health goals through the perspectives of health promotion, health protection, health maintenance and health restoration.
5. Communicate effectively and participate actively in the health care team.
6. Use critical thinking skills to apply relevant principles and theories in nursing practice.
7. Practice evidence based nursing by applying and assisting others to apply appropriate research results.
8. Purposefully engage in the process of change to support the application of nursing leadership.

Year One	Year Two	Year Three	Year Four
1. Recognizes the application of caring and practices professionally with guidance within legislative and ethical parameters.	1. Uses caring skills to practice professionally with minimal guidance within legislative and common ethical parameters.	1. Uses caring skills to practice professionally within legislative and common ethical parameters.	1. Applies the concept of caring to professional practice within legislative and ethical parameters
2. With guidance, develops a therapeutic relationship and/or partnership with individual adult clients.	2. With minimal guidance, develops therapeutic relationships and/or partnerships with individual clients and significant others across the lifespan.	2. Develops therapeutic relationships and/or partnerships with individuals, families, groups, communities and populations	2. Develops and sustains therapeutic relationships and/or partnerships with clients (individuals, families, groups, communities and populations).
3. Co-creates health and well-being with individual adult clients.	3. Co-creates health and well-being with individual clients across the lifespan.	3. Co-creates health and well-being with individuals, families, groups, communities and populations.	3. Co-creates health and well-being of complex clients.

<p>4. With guidance, uses the nursing process to safely and competently assist the individual adult client to identify and meet common health goals through the perspectives of health promotion, health protection, health restoration and health maintenance.</p>	<p>4. With minimal assistance, uses the nursing process to assist individual clients across the lifespan to identify and meet common health goals through the perspectives of health promotion, health protection, health restoration and health maintenance.</p>	<p>4. With minimal assistance, uses the nursing process to assist families, communities and populations to identify and meet health goals through the perspectives of health promotion, health protection, health restoration and health maintenance.</p>	<p>4. Uses the nursing process to safely and competently facilitate individuals, families, groups, communities and populations in achieving their health goals through the perspectives of health promotion, health protection, health restoration and health maintenance.</p>
<p>5. Participates in the health care team by recognizing the various roles of the health care team and communicates with selected members.</p>	<p>5. Participates in the health care team by recognizing common significant clinical findings for the individual client across the lifespan and communicate them to selected health</p>	<p>5. Participates in the health care team by recognizing common significant clinical findings for individuals, families, groups, communities and populations and communicates</p>	<p>5. Communicates effectively and participates actively in the health care team</p>

	team members.	them to selected health team members	
6. Demon-strates a beginning understanding and application of the critical thinking process.	6. Uses critical thinking skills to apply selected principles and theories in nursing practice.	6. Uses critical thinking skills to apply selected principles and theories in nursing practice.	6. Uses critical thinking skills to apply relevant principles and theories in nursing practice.
7. Recognizes the role of research in contributing to evidence-based nursing practice.	7. With minimal guidance seeks relevant research reports to support nursing practice	7. Independently seeks and incorpor-ates relevant research results into nursing practice with families and groups	7. Practices evidence-based nursing by applying and assisting others to apply appropriate research results.
8. Develops awareness of the process of change and the values and roles within nursing leadership.	8. Assumes a beginning leadership role when working with individual clients across the life span.	8. Assumes a beginning leadership role when working with individuals, families, groups, communities, and populations.	8. Purposefully engages in the process of change to support the application of nursing leadership.

Gradual stepped learning outcome process.

COLLEGE OF NURSES OF ONTARIO

Important Information for Individuals Enrolling in Nursing Programs in Ontario

The College of Nurses of Ontario (CNO), the body responsible for regulating nursing in Ontario, sets entry to practice requirements that nurses and practical nurses must meet to become registered in Ontario. CNO's mission is to regulate nursing in the public interest. Among CNO's entry to practice requirements are provisions specifically intended to enhance public safety. These provisions require that applicants for registration in Ontario must:

- not have been found guilty of a criminal offence or an offence under the *Narcotic Control Act (Canada)* or the *Food and Drugs Act (Canada)*;
- not have been the subject of a finding of professional misconduct, incompetence or incapacity, whether in Ontario or in another jurisdiction and whether in relation to the nursing profession or another health profession;
- not currently be the subject of proceedings for professional misconduct, incompetence or incapacity, whether in Ontario or in any other jurisdiction and whether in relation to the nursing profession or another health profession; and
- not suffer from a physical or mental condition or disorder that makes it desirable in the public interest that he or she not practice nursing.

An applicant for registration who does not meet one or more of these requirements must inform CNO and provide details about the incident or situation. The applicant will not necessarily be refused registration because CNO's Registration Committee will review information about the incident or situation to determine if an exemption from the requirement(s) will be granted. An applicant for registration, who does not inform CNO, may have their application for registration cancelled, or any certificate of registration which may be issued revoked.

If you have any questions about these registration requirements, please contact CNO at

(416) 928-0900 or 1-800-387-5526. CNO website: www.cno.org

GENERAL ACADEMIC GUIDELINES

Grades

To graduate with a Collaborative BScN degree students must:

To graduate with a Bachelor of Science (Nursing) degree students must:

- Complete 120 credits that satisfy the stated requirements for the degree with a minimum overall average of 60%;
- Achieve a minimum program average of 60%;
- Successfully complete all NURS classroom courses with a minimum grade of 60%, and all clinical practicum courses with a "Satisfactory" grade;
- Complete the program within seven (7) years of the original date of admission.

Please see:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=9&chapterid=703&topicgroupid=3440&loadusercredits=False#BScN>

Assignments

The following guidelines apply unless indicated otherwise in the course outline. All assignments must include references and follow APA format. Assignments must be submitted on time. Five percent (5%) of the potential mark standardized to 100% will be lost for each workday of lateness. Spelling and grammar must be accurate. A maximum of 20% of the mark for each written assignment will be assigned to spelling, grammar, and format. All assignments are due on the specified date. If permission is received for a late submission, the assignment will be due on the agreed upon date.

Attendance Policy

Punctual and regular attendance is essential for the successful completion of a course. When absenteeism exceeds 20%, the students may be excluded from writing the final examination.

Absences from Quizzes, Tests, etc.

The following guidelines apply unless indicated otherwise in the course outline. A mark of zero (0) will be given for any missed test or quiz,

unless alternate arrangements are made with the professor. There will be no rewrites or supplementals for tests and quizzes.

Absences from Final Examinations

Students who are unable to write mandatory final examinations because of illness or other circumstances beyond their control (or whose performance on the examination has been impaired by such circumstances) may, on application, be granted permission by the Dean to write a special final examination. Details regarding the application and approval of special examinations may be found in that section of the Nipissing Academic Calendar.

Attendance Policy (for Clinical Practicum courses)

Full-time attendance is part of the value system of the professional nurse and of the nursing profession. Attendance at all clinical experience (including lab/sim, pre-clinical, post-conference, and community placements) is **COMPULSORY** and will contribute significantly to a student's success in nursing.

Records of attendance at clinical experience (including lab/sim, pre-clinical, post-conference, and community placements) will be maintained during the length of the program. Students' records of attendance will be shared in all letters of reference prepared by the collaborative program.

Requesting and Reporting Absences

Students must follow the instructions given by their teachers during orientation, for reporting absence in the clinical area.

If requesting leave for extenuating circumstances, students must notify the Program Manager of the Collaborative BScN Program and their Professor for that course. Length of leave will be discussed on an individual basis. Leave due to illness requires a primary health provider note; bereavement leave may require death certificate and travel receipts. Additional assignments may be required for students who have missed clinical experiences.

Absence from coursework or clinical cannot be reschedule in most circumstances due to logistical reasons and academic calendar considerations. It is the responsibility of the student to approach faculty and instructors to seek opportunities to address missed learning content. There are no guarantees that missed learning can be

compensated for, and is at the discretion of the course faculty or instructor to offer alternatives.

Academic and Professional Integrity Process

Maintaining Academic and Professional integrity is important to the Collaborative BScN program and the university takes a most serious view of actions that compromise academic honesty. These actions may include plagiarism, cheating, impersonation, falsification of documents, and misrepresentation of any kind. Penalties for dealing with such offenses will be strictly enforced and students found guilty of academic dishonesty may have notations included in their transcripts. It is strongly suggested that students review Nipissing University's Academic Dishonesty policy found at:

<http://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=4&chapterid=314&topicgroupid=1403>

Grade Procedure

The following definitions are taken from the Nipissing University calendar. Please refer to the calendar for further explanation:

Definitions

An ***appeal to the Dean*** is a request that a grade on a particular piece of work or final standing in a course or program be changed on grounds related to the accuracy or fairness of the mark assigned. These grounds must be provided by the individual making the appeal.

A ***petition to the Dean*** is a request that a grade be adjusted, or a course requirement specified by the instructor be waived, on compassionate grounds or because of extenuating circumstances.

An ***appeal to the appeals committee*** is a request that a decision of the Dean regarding an appeal or petition to the Dean be changed or a request that a decision with regard to academic dishonesty be changed.

Details regarding the appeals procedure may be found in that section of the Nipissing Academic Calendar.

Academic Standing (BA, BSc, BScN, BBA, Second Degree Programs)

Please see

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=9&chapterid=703&topicgroupid=3439&loadusercredits=False>

ACADEMIC RESOURCES

Preparation for Licensure

The School of Nursing at Nipissing University supports the preparation for the licensure examination for Registered Nurses (called the NCLEX-RN) as a joint effort between student and faculty. The NCLEX preparation program consists of 2 foci: **preparatory – undertaken by the School of Nursing** to prepare students to sit the licensure exam; and **practice, undertaken by the student** on an individual bases. Faculty help prepare through the studying of the material taught and the completion of practice questions, either in the program or on their own.

Each year will have strategies imbedded into the curriculum which will help student in terms of readiness to write the NCLEX after graduation.

Students are encouraged to engage and work with their faculty from the first day of year 1 to integrate and synthesize content and as well, avail themselves of all opportunities offered to practice and understand the testing process.

Academic Services

Professional academic advisors are available in the faculty of Applied & Professional Studies office. Their responsibility is to advise all students in all programs on degree requirements and course selection as well as university policies and procedures. Students may also choose to confer with a nursing professor regarding specific nursing courses or the Program Manager of the Collaborative Nursing Program regarding issues related to student progress.

Students who wish to see their nursing professor should make appointments ahead of time, whenever possible. If the professor is not in the office you may leave a voice mail or e-mail message. The

Program Manager of the Collaborative Nursing Program is also available to assist in the resolution of any issues related to student progress. Office numbers and phone numbers are available at the information desk in the main foyer and in the course outlines.

Harris Learning Library

The Harris Learning Library offers an orientation, including a self-directed library assignment. Students are strongly urged to take advantage of this opportunity, as they will be expected to use the library resources to complete their assignments.

Computer Services

Collaborative BScN students will use the computer labs situated at Nipissing University. These may be found in the A block (e.g., A127, etc.). These labs include word processing as well as Internet capabilities. During the school year there are scheduled classes in the labs. A timetable is posted outside every lab each semester indicating when a class will occupy the lab. If the lab is not occupied by a scheduled class it is available for free use. Printing from these computers is achieved through the placement of value on your student card. Machines for adding value to the card may be found in the University Technology Services (UTS) office A139, or in some of the labs. Printing is 10 cents per page. Colour printing may be done at the UTS office and is 50 cents per page. Once value has been added to a student card, it CANNOT be returned. Nursing programs may be added to the servers in the computer labs, but students will be told about this in labs or classes.

Laboratory Services

The Nursing Lab will be open for individual or group practice at scheduled times throughout the academic year. Please refer to the Lab for hours of operation.

OTHER RESOURCES

Campus Health Centre

In the event of illness or other related matters, students can be assessed by the college/university health nurses, with referrals made to a physician if required. Doctor's appointments may be made for students who are from out of town. These services are available from Monday to Thursday between 0800 and 1600 hours in the Campus Health Centre. Walk in Clinics are also available in North Bay. In case of an emergency, go to the North Bay Regional Health Centre emergency

unit. Information concerning time and place for walk in clinics is available at the Health Centre.

Dental or medical appointments should be made during your free periods and **not during scheduled class hours or clinical time.**

Student Development and Services

Student Learning and Transitions

Student Learning and Transitions (SLT) enhances the student experience through learning and development opportunities that support students' academic and personal success from orientation to graduation. These services may be provided through one-on-one consultations, group workshops or tutorials, peer-to-peer support and tutoring, or referral services. SLT's transition programs seek to ease the multiple transitions that occur throughout a student's post-secondary experience, including those who have entered through non-traditional pathways, and include facilitated programs, campus activities, and events that promote academic and social integration into the Nipissing University Lakers' community.

Services include:

• Academic Skills Programming	• Lakers Orientation
• Academic Success Program	• New Student Orientation
• Peer Mentorship	• Peer Tutoring
• Mature and Transfer Orientation	• Record of Student Development

Tel: (705) 474-3450 ext 4459

Email: slt@nipissingu.ca

Website: www.nipissingu.ca/slt

Student Counselling Services

Student Counselling Services supports students in achieving positive mental and emotional wellness. We provide a variety of short term individual and group therapy options designed to be effective, evidence based, and professional. We endeavor to do all we can to help students succeed in their academic and personal lives.

Tel: (705) 474 3450 ext. 4507

TTY: 877-688-5507

Email: counselling@nipissingu.ca

Website: www.nipissingu.ca/counselling

Student Accessibility Services

Student Accessibility Services assists full-time and part-time students with permanent or temporary disabilities. We prepare individualized academic accommodations and supports based on the specific information provided in an eligible student's disability-related documentation. Student Accessibility Services staff would be pleased to discuss programs and support services available to make your university education a productive and rewarding experience.

Tel: (705) 474 3450 ext. 4362

Email: sas@nipissingu.ca

Website: www.nipissingu.ca/sas

Student Intervention Specialist

The Student Intervention Specialist (SIS) provides case management support to students with complex concerns – primarily mental health or minor conduct issues. The SIS is a resource for faculty and staff through education awareness and training on how to recognize, respond, and refer students in distress, and provides an important conduit between the university and the community.

This support is offered to students who may be experiencing difficulty accessing the appropriated services, require a referral to services, require further collaboration within their current support services, or

need assistance transitioning to or from the University (e.g. returning after being admitted to the hospital, registering again after withdrawing for mental health reasons, etc.). The relationship between the SIS and the student is collaborative, goal oriented, supportive, and voluntary.

Tel: (705) 474-3450 ext. 4605

Email: sis@nipissingu.ca

Website: www.nipissingu.ca/nuperspective

Financial Aid, Scholarships, Bursaries, and Awards

Financial aid is available from a variety of resources. ALL students are eligible for ongoing awards based on grades. Academic criteria are the most common criteria for scholarships, bursaries, and awards, but other criteria may be used. Please see the university web site or a financial aid officer to learn about special awards for which you might be eligible.

The following general definitions apply to financial assistance options:

Scholarships – based on academic achievement. (Note: unless otherwise specified in the terms of the scholarship, students must be in a full course load to be considered for an award and to receive the award)

Bursaries – based on financial need.

Awards – based on financial need/academics and other relevant criteria.

Student Financial Assistance

Ontario Student Assistance Program (OSAP)

Students enrolling in at least 60% of a full course load who are Canadian citizens or permanent residents, who have been residents in Ontario for one year prior to beginning their academic program and who satisfy the admission requirements of a Canadian university or an eligible post-secondary institution in Ontario, may apply for financial assistance under this program.

Students qualify for assistance from OSAP on the basis of an established financial need. Funds are provided to supplement students' own financial resources and those of their immediate families.

Students wishing to use OSAP funding to pay for tuition must submit their OSAP application online by August 1. A reminder – funding is not paid out unless the application is complete.

Further information is available on the OSAP website: <http://ontario.ca/osap>

Ontario Work Study Program, Nipissing Works
Nipissing University offers a Work Study program, Nipissing Works that enables needy students to work part-time on campus. Applications are available in the Financial Aid Office. The majority of work study positions begin in September so students are encouraged to apply early. It is expected that students will have explored all possible funding options, including OSAP, before applying for this program.

SCHOOL SUPPLIES

Students are responsible for having the required uniform, textbooks, printed materials, USB Flash Drives, loose-leaf binders, bandage, scissors, stethoscope, lab supplies, a watch with a second hand, and a lab coat. More information will be provided at orientation for clinical courses. Students are also responsible for meeting other expenses, which may arise within the planned program.

CODES OF STUDENT BEHAVIOUR

Code of Student Conduct

Nipissing University and Canadore College recognize the need for guidelines, regulations, and standards of acceptable behaviour. Students in the Collaborative Nursing Program will follow the guidelines outlined in the Nipissing University pamphlet entitled, "Code of Student Conduct", which is issued by Nipissing University to all students.

Professional Self-awareness, Development and Conduct

Nursing is a self-regulated profession which means that all members and intended members (students) are responsible/accountable to the profession and to the public for ensuring the provision of 'safe, effective and ethical nursing care'. The College of Nurses of Ontario (CNO) is the body responsible for regulating nursing and nursing practice in Ontario. The CNO produces a number of practice standards and guidelines to support nurses in providing safe, effective and ethical nursing care. All practice standards and many guidelines are introduced within the first year of the program. All students in the nursing program are expected to meet the expectations for professional practice/behaviour mandated by the College of Nurses of Ontario – this applies to classroom/campus activities and clinical practice areas.

Practice Standard: **Professional Standards**

- Accountability: to self, to profession, to public
- Leadership: informal and formal
- Continuing Competence: maintaining knowledge and skills
- Knowledge: acquiring, building breadth and depth
- Knowledge Application: praxis – informed/evidence based
- Ethics: reflecting the moral beliefs and values of nursing
- Relationships: Therapeutic and Professional – building and maintaining

The ability to meet the Professional Standards is dependent on the student's/nurse's understanding and integrating and reflecting the moral/ethical values inherent to the nursing profession. 'These values are shared by society and upheld by law' (CNO Practice Standard (2009): Ethics p.4).

Practice Standard: **Ethics**

- client well-being
- client choice
- privacy and confidentiality
- respect for life

- maintaining commitments
- truthfulness
- fairness

Developing the 'professional self' is an intentional and purposeful endeavor. It is a process that requires a commitment to self-reflection, moral maturity, and continued growth. All faculty, instructors, teachers and professional peers provide knowledge, support, and guidance to students as they begin this process. Students are introduced to these expectations early in the first semester of the program, followed by ongoing: reference to, feedback regarding, and evaluation of their success at meeting the expectations.

The expected professional conduct applies to both the clinical practice areas and the campus setting.

Failure to adhere to the Professional Conduct Guidelines will result in a recommendation to the Program Manager for involuntary withdrawal from the program.

Students demonstrating a lack of self awareness, professionalism and unsafe clinical practices and thereby jeopardizing patient safety will be withdrawn from the clinical area and/or classroom setting at the time of the occurrence of the incident. The withdrawal of the student for this reason may occur at any time in the semester. A decision regarding the student's progress in the program will be decided by the faculty within one week of the incident.

Use of Personal Technology Policy

Professional behavior and proper technology etiquette should be followed at all times when using cellphones, iPod/pads, PDA's laptops or other electronic devices. Personal use of technology, such as but not limited to phone conversations, texting, or recording of any kind, is strictly prohibited in lecture, laboratory and clinical settings.

It is expected that students shall demonstrate professional conduct in relation to the use of their personal electronic devices by:

- being respectful and considerate of fellow students and professors in each class by using their laptops to work

exclusively on the learning activities being addressed, and by refraining from utilizing their laptops during class time to engage in such distracting and inconsiderate activities as using an e-mail system, messenger, or another communication program, playing games, listening to music, working on other course assignment (unless directed to do so), and visiting unrelated websites,

- Using electronic devices functions during direct practicum hours, unless required for an emergency purpose and when there is no other means of contact available,
- Students will discuss their need for appropriate cell phone/electronic device use with the Faculty and Preceptor prior to use as applies,
- conforming to the University's acceptable use guidelines such as, abiding by copyright rules and software licence agreements, keeping passwords private, abstaining from attempting to circumvent network or computer security systems, and by abiding by University network usage limits,
- refraining from interfering with another person's electronic files or their use of their personal electronic devices,
- by refraining from displaying on their electronic screens, graphics, screen savers, or information that may be deemed unprofessional within professional and academic program.
- only using their academic assigned Nipissing University email for all School of Nursing related correspondence and follow Nipissing University's official communication policy.

Social Media Policy

Background:

Students enrolled in a nursing program at Nipissing University are expected to adhere to professional behaviours and conduct at all times. This professional behavior and conduct includes the use of social media either for personal or professional purposes. All individuals must abide by applicable Privacy, Confidentiality, Code of Conduct and any related policies, standards, and regulations

of Nipissing University, the College of Nurses of Ontario, public legislation or that of any health care delivery agency in which a student has been, currently is, or will be acting in the role of a student while enrolled at Nipissing University.

Definition:

The College of Nurses of Ontario (CNO, 2019) defines social media as, “Community-based online communication tools (websites and applications) used for interaction, content sharing and collaboration” (p. 12). There are different types of social media, some examples include, but are not limited to: social networking sites (Facebook, LinkedIn); Microblogs (Twitter); Photo sharing (Instagram, Snapchat); video sharing (YouTube, Vimeo); discussion forums; personal, professional and anonymous blogs; and message boards.

6 ‘P’s of Social Media Use

Professional — Act professionally at all times

Positive — Keep posts positive

Patient/Person-free — Keep posts patient or person free

Protect yourself — Protect your professionalism, your reputation and yourself

Privacy — Keep your personal and professional life separate; respect privacy of others

Pause before you post — Consider implications; avoid posting in haste or anger

Accessed from: <http://www.cno.org/globalassets/docs/prac/incr-social-media-use-common-expectations-for-nurses.pdf>

Expectations and Considerations when using Social Media:

- Review and follow Nipissing University and all related health care delivery institutional policies on social media use. (e.g.: professional employer, workplace and/or practicum/clinical placement)
- Review and follow applicable academic, regulatory body, and professional guidelines on social media use. (see references and resources section of policy)
- Use professional judgement
- Be respectful
- Protect your privacy and the privacy of others

- Become familiar with and follow all related policies in your workplace, your placement site, and your academic institution
- Show leadership in your actions
- Use caution - if unsure about whether to post it, do not post
- Know your privacy settings
- Do not post any information/content about patients/clients on social media. This includes any content about patient/clients health or images, even if identifying information is removed. Any posted images of patients/clients or agencies requires expressed written permission and written consent by all stakeholders.
- Do not use any institutional logos on non- official University/College/Healthcare Institution social media sites.
- Do not criticize or make disparaging comments regarding University, College, and Healthcare Institutions; including but not limited to, practicum/clinical units, co-workers, instructors or fellow students.
- Do not post audio or video recordings without expressed written permission from all individuals involved.
- Do not post any comment or content that is or perceived to be threatening, harassing, profane, obscene, sexually explicit, derogatory, or otherwise offensive.
- Do not use health care delivery agency electronic devices for the purpose of social networking.

Use of Disclaimer

Should one choose to post to a social media site, always include a disclaimer when posting or blogging on social media about matters related to academic or institutional matters or its affiliates. For example, "The views expressed on this site are my own and do not necessarily represent those of Nipissing University or its affiliates." Any social media posting may still be subject to academic or organizational restrictions and penalty for breach of applicable policies.

Accountability and Potential Consequences for Breach of Policy

Any breach in this policy is subject to any and all related policies to the fullest extent of the law and/or professional regulatory policy at the discretion of Nipissing University, affiliate health care agencies,

employers or other involved parties (e.g.: Legal and Public Affairs, Nipissing University Academic Integrity policy, the College of Nurses of Ontario).

Formal notification regarding breach of social media policy is made to the [College of Nurses of Ontario](#) for licensed nursing professionals enrolled in any Nipissing University nursing program.

Refer to the Nipissing University/Canadore College Collaborative BScN Program “Code of Student Behaviour” in the student handbook. The failure of any student to conform to this policy using any social media site may result in dismissal from the program. Unauthorized use of social media, electronic devices or the internet in the practicum setting may result in removal of the student from the clinical area.

Students are to make special note of Canadore College’s policy regarding use of alcohol and substance use.

Student misconduct also includes, but is not limited to:

5.3.13 Being under the influence of either alcohol or a controlled substance to the degree that a student:

- may injure himself or herself, others, or property;
- be a nuisance or disturbance to others in the vicinity;
- is in such a condition that it is reasonable to believe that he or she is incapable of taking the necessary measures to assure their own safety or the safety of others.

Privacy and Confidentiality Conduct

Students will adhere to agency and academic center privacy and confidentiality related policies.

Harassment and Discrimination

The Board of Governors of Nipissing University endorses the principle that all members of the university community have the right to study and work in an environment free from harassment. Details of the policies on harassment and discrimination are included in the pamphlets entitled “Personal Harassment and Discrimination Policy”, and, “Sexual

Harassment”, which are issued by Nipissing University to all students at orientation.

Additional information can be found at the following site:

<http://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=4&chapterid=313&topicgroupid=1394&loaduseredits=False>

PRECLINICAL REQUIREMENTS FOR ALL PRACTICUM COURSES

Prior to starting the program and on an annual basis, clinical placement requirements are mandatory for all students in clinical practicum courses including health forms, vaccinations, CPR certification, Mask Fit Testing and Police Vulnerable Sector Checks. In addition, on an annual basis, students must provide evidence of an Influenza Vaccination and demonstrate successful completion of the annual year specific Dosage Calculation Competence Testing (DCCT) with a passing grade of 90%.

Police Vulnerable Sector Checks (PSVC) for Clinical Practice

Students will be required to obtain a PSVC on an annual basis as outlined in the Annual Required Documentation for Clinical Placement. The cost of the PSVC will be the responsibility of the student. Some police services require a letter in order for a PSVC to be completed. If you require this, please contact the School of Nursing and a letter will be provided.

Health Requirements/Forms

All students are required to submit the completed Communicable Disease Screening Requirements document to the Campus Health Centre by August 1st on admission to the program. This form can be located on the Canadore College website under Campus Health Centre under ‘learn more’. The student will be responsible to maintain up to date health records with the Campus Health Centre for the duration of their time in the Collaborative BScN Program. Students will be expected to submit a clearance card to the School of Nursing on an annual basis by the due date as outlined in the Annual Required Documentation for Clinical Placement in order to be cleared for clinical placement. Failure

to comply with the protocol for health records and submission of a clearance card will result in the student's removal from the clinical setting.

Mask-Fit Testing

Mask Fit Testing must be completed upon admission to the Collaborative BScN Program and on a biannual basis. Year 1 students are responsible for cost and completion of their Mask Fit Testing prior to September 1. Mask Fit Testing sessions will be arranged by the School of Nursing in March for returning students who require updated Mask Fit testing for clearance renewal. Students will be responsible for the cost of the testing and as mandated by provincial regulation, testing must be repeated every 2 years while in the Collaborative BScN Program. Failure to comply with the protocol for health records and submission of a clearance card will result in the student's removal from the clinical setting.

CPR Level "C" or "HCP"

It is the responsibility of the student to obtain a valid CPR Level "C" or "HCP" certificates outlined in the Annual Required Documentation for Clinical Placement in order to be cleared for clinical placement. The cost of this certification is the responsibility of the student. Failure to present certificates will result in denial of access to practicum placement. The School of Nursing **does not** accept online certification for CPR, as the training session must have a hands on component delivered by an approved healthcare training agency. Recertification of CPR is required annually as outlined in the Annual Required Documentation for Clinical Placement.

Ministry of Labour Training for Unpaid Placements

As per the new Ministry of Labour (MOL) ruling (Bill 18) all students are required to complete the Ministry of Labour Worker Health & Safety Awareness in Four Steps certificate available at:

<http://www.labour.gov.on.ca/english/hs/training/workers.php>

This is a one time requirement for clinical placement.

Drug Dosage Competency Testing

The Canadore College/Nipissing University School of Nursing is responsible for ensuring that its students meet and maintain a competency level related to their ability to independently perform medication dosage calculations reflective of their year of study. Upcoming graduates must meet the competency level of a new graduate. Dosage Calculation Competency Tests (DCCTs) must be completed each semester over the duration of the program.

Successful completion of the assigned modules, quizzes, and tests are required for registration and participation in any clinical learning course.

You will have three attempts to pass your assigned DCCT. If you do not pass your second attempt, you will receive an individual learning plan that must be completed before you can write again.

Students who do not pass their test prior to the start of the semester will not be permitted to continue in their clinical course.

With the exception of the Math Review Test written in Semester 1, DCCTs will be written remotely online during the scheduled testing period. You must write your first test attempt prior to the end of the testing period. If additional attempts are required, the tests must be completed prior to the start of the next semester. You will require a computer with a webcam and a broadband internet connection for remote testing.

The Math Review Test will be written onsite following reading week.

Dosage Calculation Unit	Testing	Eligibility for
Math Review	By the end of semester 1	NURS1027
DCC 1	By the end of semester 2	NURS2026/2207
DCC 2A & 2B	By the end of semesters 3 and 4	NURS 3026/3217

DCC 3A & 3B	By the end of semesters 5 & 6	NURS 4026
DCC 4	By the end of semester 7	NURS4024

Students in the RPN to BScN program will be required to write the DCC Test 1 in the first week of their first semester and must be passed prior to attendance in NURS 2106.

USE OF CALCULATORS:

The use of calculators will not be permitted for the Math Review Test. For all subsequent tests, the online calculator may be used. Please note, calculators will only be presented online during the NCLEX according to the complexity of the problem. You should ensure that you can solve basic problems without the use of a calculator.

RESPONSIBILITY FOR ASSOCIATED COSTS

Students are responsible for all associated costs and expenses incurred for application to or while enrolled within any Nursing program. These may include, but are not limited to, the following: BCLS-HCP CPR certification, criminal reference check/vulnerable sector screening clearance, NVC I certification, mask-fit testing, required lab/practicum equipment and/or supplies, licensure preparatory requirements, transportation to and from any theoretical and/or practicum course placement, etc

Non-Academic Required Documentation for Clinical Placement Schedule

Students Entering Year 1

School of Nursing



Year 1 Required Documentation for Clinical Placement **KEEP YOUR ORIGINALS!**

September 1st

- CPR– Level “C” or “HCP”
- NBRHC Confidentiality Form
- NBRHC Emergency Contact Form
- HSPnet Consent Form
- School of Nursing Contact Info Form
- BScN Confidentiality Form
- Police Vulnerable Sector Check (PSVC)
- WSIB Declaration Letter
- MOL Worker Safety & Awareness Certificate
- WHMIS Certificate
- Clearance Card (Obtained from Campus Health Centre)
- Mask Fit

December 1st

- Proof of Influenza Vaccination

All documentation can be accessed through the School of Nursing Clearance Website.

****Failure to submit the required documentation for clinical placement by the due date will result in a FINE and your inability to register for your next semesters courses and removal from the clinical setting as outlined in the Academic Calendar****

NOTE: Documents must not be dated prior to March 1.

Non-Academic Required Documentation for Clinical Placement Schedule

Students Entering Year 2, 3, & 4



Year 2, 3 & 4 Annual Required Documentation for Clinical Placement **KEEP YOUR ORIGINALS!**

April 30th

- CPR - Level "C" or "HCP"
- Mask Fit
- Clearance Card
- NBRHC Confidentiality Form
- NBRHC Emergency Contact Form
- HSPnet Consent Form
- School of Nursing Contact Info Form
- BScN Confidentiality Form
- WSIB Declaration Letter
- WHMIS Certificate
- Police Vulnerable Sector Check (PSVC)

December 1st

- Proof of Influenza Vaccination

All documentation can be accessed through the School of Nursing Clearance Website.

****Failure to submit the required documentation for clinical placement by the due date will result in FINE and your inability to register for your next semesters courses and removal from the clinical setting as outlined in the Academic Calendar****

Lab Practice Guidelines

- **Attendance:** Arrive on time and leave when lab is completed. Regular appointments such as dental, physician must be made at times other than labs and clinical practice.
- **Bags and coats in appropriate area:** Take out what you need for that particular lab and leave your backpack and coat in the assigned area of the room.
- **Maintain dress code:**
 - a. Uniform policy for specific clinical year should be adhered to (please see chart on next page for details).
 - b. Wear a clean full length lab coat with a name tag (lab coat is to be worn for pre-clinical only)
 - c. Wear comfortable clothing and flat comfortable closed-toe shoes.
 - d. No jewelry except a watch with a second hand, a plain wedding band and one pair of studded earrings to be worn in the earlobes.
 - e. Short clean fingernails with no nail polish.
 - f. Hair must be tied back.
 - g. No hats
 - h. No gum chewing
 - i. No scented products
- **Preparation for lab:** Come prepared for lab with necessary books, equipment and by completing the pre lab preparation.
- **Absolutely no food or drinks in the lab.**
- **Appropriate use of the beds: Do not sit on the beds unless you are using them in practice**
- **Respect for equipment:** Treat the equipment with respect and treat the mannequins as if they were real clients.
- **Efficient use of time:** Use the time in the lab to practice when there is help available to assist you.
- **Maintain professional conduct:** Treat each other with respect, no swearing/inappropriate language.

- **Leave unit neat before dismissal:** Tidy the unit you have been working at and check around to see if there is any other cleanup to do before you go.

Uniform Policy in Clinical Practice Setting

Students are to purchase uniforms for clinical placement at the designated depot:

- 1) BScN Community uniform (ordered from the Clinical Placement Coordinator)
- 2) BScN Acute care uniform – plain navy blue scrub uniform

Students are to change into uniform after arriving at the clinical agency and change into street clothes before leaving the agency. Uniform shoes must only be worn in the clinical setting.

Year	Course	Approved changes
Yr 1	NURS 1026 - Shadowing	Community Uniform
	NURS 1027	Scrubs
	Labs & SIM	Scrub top or community top
	All Pre-clinical	Name tag
Yr 2	NURS 2207 – Mental Health Clinical & Labs	Street clothes
	Labs & SIM	Scrub top, scrubs, or community top
	NURS 2026 - Med/Surg Clinical	Scrubs
	Labs & SIM	Scrub top, scrubs, or community top
	All Pre-clinical	Name tag
Yr 3	NURS 3026 - Family	Community Uniform
	NURS 3027 - Community	Community Uniform
	NURS 3217 – Mat/Child	Scrubs
Yr 4	NURS 4026 Clinical & Labs	Scrubs
	All Pre-clinical	Name tag
Preceptorship	NURS 4027 or 4024	Scrubs or Community Uniform

Transportation

Students will be assigned clinical placements in North Bay and surrounding area. Transportation to and from the clinical placement is the student's responsibility.

Acute Care Placement Centers

- A **clean plain navy blue uniform** with appropriate under garments must be worn every day while in clinical agencies that require uniforms. A full length lab coat must be worn over civilian clothing when uniforms are not required (e.g. pre-clinical experiences). Lab coats, warm-up jackets and sweaters must be solid white.
- Shoes
 - Clean, white
 - Soft-soled, low-heeled
 - Closed toe and heel
- Stockings or Socks
 - Must be white
- Jewelry
 - The following jewelry items may be worn:
 - Plain gold wedding band
 - One pair of stud earrings
 - Watch with second hand
 - Medic alert bracelet

Not to be worn:

- Dangling earrings
- Engagement rings or ornate rings
- Necklaces
- Hair:
 - Well-groomed and professional
 - Long hair tied up and back
 - No ornate hair ornaments
 - Beards closely trimmed

- Nails
 - Short and clean
 - Nail polish not permitted

A Collaborative Nursing Program name tag must always be worn in clinical assignment or lab setting. College/University name tags may not be worn outside the clinical or lab setting.

Stethoscopes are not to be worn about the neck. No eating or chewing gum in the clinical area. Make-up, if worn, should be simple and professional. Scented or perfumed hygiene products must be avoided.

Depending on specific agency policy, it may be necessary for the student to remove all visible body piercing or conceal visible tattoos which the agency feels are not appropriate in meeting the professional expectations for their clients.

Dress Code for Community and Mental Health Placements

- Clothing should be clean, neat, and professional.
- Clothing must not be revealing in any way. No skin should be showing at the waistline even when bending over. A neutral undershirt can be worn beneath shirt.
- Shoes must be clean and sturdy with a closed heel and toe.

In addition to the above, students in all years must follow the following guidelines as per faculty direction:

- Must wear the BScN Community Uniform in agencies where traditional nursing uniforms are not worn.
 - The BScN Community Uniform consists of black pants and a grey golf shirt. The type of pants and shirt will be communicated to students via the Clinical Placement Coordinator/Clerk.
- Shoes appropriate to the clinical setting must be clean and sturdy with a low, soft-soled closed heel and toe. 'Nursing shoes'/sneakers are not appropriate in many community settings.
- Appropriate sock wear must be worn at all times.
- Students may wear a plain cardigan (no hood, no graphic logo) over their uniform for warmth as needed.

- Policies for jewelry, hair, and nails are the same as for the hospital/agency setting.

CLINICAL EXPERIENCE CANCELLATION

Clinical experience will be cancelled if the University closes due to bad weather. Announcements of the university closing will usually be made over the radio before 06:30 hours. (eg. 100.9 FM, 101.5 FM and AM 600) If clinical experience is cancelled due to illness of the professor, students will be notified. It is the responsibility of the student to notify the Registrar's office of any address or telephone changes.

CONFIDENTIALITY

The nursing profession, legally and ethically, requires that confidentiality be maintained at all times. The expectations with regards to confidentiality are stated in the College of Nurses of Ontario Ethical Framework for Registered Nurses and Registered Practical Nurses.

PRE-CLINICAL DATA COLLECTION

Students may bring and use their laptop to the clinical setting to collect pre-clinical data on their patients. However, photographing or videorecording of patient data is not permitted. Any data collected from clinical must NOT contain any identifying information of the patient. Patient names or initials should not be recorded nor room numbers. Student should not linger on the units longer than absolutely necessary. Once the required patient data is collected the preparatory preclinical document should be complete off of the unit.

INCIDENT OR INJURY DURING CLINICAL PRACTICUM

Student Absence Due to Illness

If a student is absent, or must leave clinical placement or lab due early due to illness, the clinical lead, clinical placement coordinator, and program managers must be notified as soon as reasonably possible.

Incident or Injury During Clinical Practicum

Students must notify their Clinical Instructor immediately following any incident/injury that occurs during a clinical placement. A **School of Nursing Clinical Incident Form** (see below) must be completed by the clinical instructor and/or student as well as an incident report according to agency policy. The clinical instructor must notify the Clinical Lead and provide the completed School of Nursing Clinical Incident Form to the Clinical Placement Coordinator within 8 hours of the incident occurring.

Students will be assigned to clinical practice areas in Hospitals, Long Term Care Facilities, and Community Agencies. Students assigned to clinical practice areas, as part of their program requirements, will be covered by W.S.I.B. All students will be required to complete a Work Education Placement Agreement form on admittance in the Collaborative BScN Program to be covered by W.S.I.B while on clinical placement. Should incident/injury occur students must inform their clinical instructor immediately to complete the appropriate forms within 12 hours of the incident/injury.

In the event of an injury/incident to client the student and clinical instructor must follow the agency specific patient incident reporting policy for medication errors or falls.

For students in preceptorship if illness or injury occurs while attending clinical the faculty advisor should be notified as soon as possible and a School of Nursing incident form should be completed as above. Medical treatment is a priority if required should not be delayed to fill our forms or contact personnel. However, this incident form must be submitted within eight hours of the incident. If the faculty advisor is unreachable in a timely manner then the course lead should be notified.

After-hours Incidents

If a student experiences a critical illness or situation outside of normal business hours the first person to be contacted should be the faculty advisor (if a preceptor student), then the clinical lead and either the clinical placement coordinator or program manager.

If the student injury is minor, this can wait until the next business day. WSIB can wait for business hours (within 72 hours of incident).

If there is a safety issue that is related to something on campus, there are On-Duty Officers 24/7

Cell: 705-498-7244 or 705-471-2488

Incident Reports: School of Nursing Collaborative BScN Program

Policy: Incident Reporting Policy

Created: September 8, 2014

Revised: July 2017

Policy Statement

An incident is defined as any occurrence or event that deviates from normal procedure and potentially has a harmful impact on the patient, family or nurse.

A near miss is defined as any occurrence in which there is significant potential for harm, but no actual incident occurred. This includes any incident that was intercepted or corrected.

In the event an incident or injury occurs during a clinical practicum it is the responsibility of the Clinical Instructor to notify the Clinical Lead & Clinical Placement Coordinator within 8 hours of the incident occurring.

The Clinical Instructor and the student (where applicable) must follow the process below, complete the School of Nursing Clinical Incident Form (to be completed electronically) https://www.nipissingu.ca/sites/default/files/2020-11/Clinical-Incident-Form_Collaborative.pdf and follow the agency reporting process.

Process:

1. The Clinical Instructor must provide the Clinical Lead & Clinical Placement Coordinator with the following information using the Clinical Incident Form:
 - Student name(s)
 - Academic Year
 - Clinical course/shift/rotation information
 - Instructor name
 - Patient number if applicable and patient permits
 - Institution/Agency Name
 - Date of Incident
 - Time of Incident
 - Type of incident
 - Those impacted by the incident
 - Detailed information

- Medication Administration Incident Section
or
 - Patient Incident Section
or
 - Student Incident Section
or
 - Special Incident (Note: A special incident is defined as any incident that does not fit into the above mentioned categories. If you experience a special incident and/or are unsure if the incident is classified as special, contact the Program Manager to discuss as the special incident form may need to be completed)
2. The Clinical Instructor is also responsible for ensuring that the Clinical Incident Form is completed at the agency, immediately following the incident and sent to the Clinical Placement Coordinator **within 8 hours** of the incident occurring. The form must be completed electronically and can be scanned and emailed or faxed to the Clinical Placement Coordinator. Email and Fax number is provided on the form. In addition to completion of this form, the clinical instructor and student must complete any incident reporting process that the hospital/agency requires. It is the responsibility of the Clinical Instructor and the student to ensure all information is included on the incident forms including program, student(s) names, and detailed description of the incident.
 3. The Clinical Instructor is also responsible for advising the student to contact the Clinical Placement Coordinator within 8 hours of the incident occurring if it involves an injury to the student (Needlestick, fall etc).
 4. The student is responsible for providing the Clinical Placement Coordinator with the following information:
 - Date of birth
 - Home address
 - Date and time of health care provided
 - Name of treating physician(s), nurse(s) or other healthcare provider(s)
 - Social insurance number.

This information is required for completion of the WSIB form that must be submitted to the HR Generalist, Health, Safety & Wellness at Nipissing University. In addition, the student is responsible for ensuring they sign the WSIB sheet within 24 hours of the incident occurring.

5. The Clinical Placement Coordinator is responsible for notifying the appropriate departments at the facility, completing the WSIB form and working with the HR Generalist, Health, Safety & Wellness to report the incident.

****It is imperative that this process be followed for all incidents that occur when on clinical placements. Any incident involving a student seeking medical attention by a physician or nurse (ER, blood work etc), requires the School of Nursing to submit the above mentioned information to the WSIB within 72 hours. Failure to submit the appropriate documentation within 72 hours results in a fine from the Ministry of Training, Colleges and Universities to the School of Nursing. ****

Any questions regarding clinical incident reporting or the clinical incident form, please contact Clinical Placement Coordinator at the contact information below.

Clinical Placement Coordinator, School of Nursing

Phone: 705-474-3450 ext. 4661

Fax: 705-474-6111

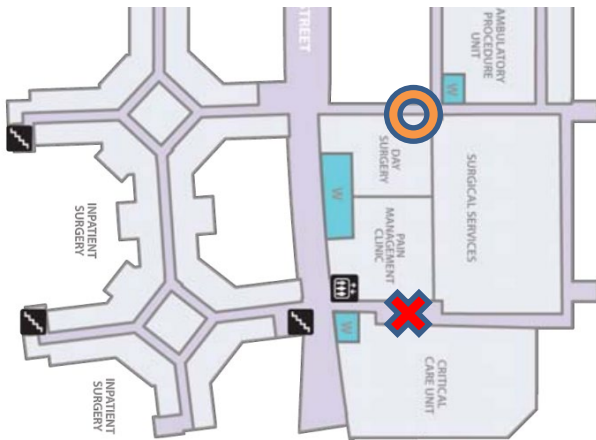
collaborativeclinicalplacements@nipissingu.ca

Please see Appendix A for the Incident Reporting Policy.

Nursing Students Accessing the Operating Room to Observe Surgery

The opportunities for students to observe a surgery is a valuable learning experience. Students accessing this opportunity must do so in a safe and respectful way. The Operating Room (OR) welcomes students with this understanding. If an option to observe a surgery presents itself:

1. You must have permission from the patient to observe their surgery.
2. Call ahead and speak to the Unit Leader (UL) to ask permissionⁱ. If the UL is not available, speak to the charge nurse, or an OR nurse. You can use Vocera to call “OR Nurse” if you cannot reach anyone on the phone. Understand that they can be very busy at times.
3. Be sure to have a decent snack and use the bathroom prior to entering the OR.
4. When possible, follow the patient from the floor to the OR. The circulating nurse or OR attendant can direct the student to the change room to change into the appropriate attire: surgical scrubs, surgical bouffant cap, booties, and mask etc. If unable to follow the patient directly. Report to the reception desk of OR (green circle on map). Do not enter through the doors opposite A3 which is restricted (red ‘X’ on map). If there is someone at the OR reception desk inform them you are there to observe a surgery. If there is no one there: the OR doors are not locked. Students can enter the desk area and use any phone at the desk and call ext. 4350 and you be directed where to go.
5. Always follow the directions of the circulating nurse. They are responsible for ensuring the safety, sterile areas, and protocols in the OR.



ⁱ OR staff may decline students for several valid reasons. We must respect this decision.

PROGRAM AND COURSE REQUIREMENTS

Course listings as per the Academic Calendar located online.

<http://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog>

COURSE CO-REQUISITES

Co-requisite courses link theory, laboratory, and clinical components to promote student success in the program. If a student has not been successful in obtaining 60% in a nursing course but passed the co-requisites only the failed course must be repeated. The student may, at the discretion of the Program Manager, be required to repeat the co-requisite courses. If a student fails a nursing theory course and elects to repeat a previously passed clinical course they must complete it successfully in order to progress.

PROCEEDING IN THE PROGRAM

- A student who fails **one** of the required NURS courses will not be allowed to proceed full-time in the collaborative nursing program, but may be permitted to continue on a part-time basis until he/she has successfully completed the course. For example, in order to begin courses in the 2000 level (second year courses), all 1000 level courses (first year courses) must be completed successfully.
- A student, who fails a course other than a nursing course, will be required to repeat the course when it is next offered, while continuing in the program unless it contravenes the co-requisites. Students should be aware that this might extend the time frame for completing the program.
- All students will be required to demonstrate proficiency in Dosage Calculations as a pre-requisite to clinical practicum courses.
- Clinical practicum courses are graded S (Satisfactory) or U (Unsatisfactory). Students must receive an S grade in these courses in order to proceed in the program.

- All nursing courses must be completed prior to the beginning of NURS 4027 Clinical Practicum – Preceptorship with the exception of the co-requisites.
- Continuation in the Collaborative BScN Nursing Program is contingent upon meeting the requirements outlined in this document (Collaborative Nursing Program Student Handbook) and compliance with Nipissing University – Academic Policies. A student must complete the Collaborative BScN Nursing Program in seven (7) academic years from initial registration in the Program.
- Students who wish to return to the program must register by **March 31st for Fall and October 31st for Winter** to ensure a clinical placement space will be held for them.
- If a student withdraws from the program and returns at a later date he/she may be required to (at the discretion of the Program Manager of the Program) successfully retake previously passed courses in order to reenter the program.

ACADEMIC POLICIES FOR CLINICAL PRACTICUM COURSES

Satisfactory Performance:

Students demonstrate consistency in meeting clinical learning outcomes.

Unsatisfactory Clinical Performance:

Students do not demonstrate consistency in meeting clinical learning outcomes as outlined on the clinical evaluation form at the completion of a rotation.

- Students may be immediately removed from the clinical area in the event of a critical incident (e.g. professionalism, safety, misconduct). A committee of nursing faculty will determine whether or not the student can proceed and will render their decision within a week of the occurrence and removal from the clinical area.
- Students who are unsatisfactory in a clinical practicum course must repeat the course.

- If a student is not meeting the objectives of a clinical practicum by mid rotation, it will be documented and signed by both the student and the professor/instructor. Documentation will include strengths, areas for improvement and strategies to structure success. Ongoing documentation will be maintained and signed by both the student and the professor/instructor. If improvement is not noted by the final evaluation, the student will have unsatisfactory performance and he/she will not be able to proceed in the program.
- An opportunity to repeat the failed clinical course will be offered the next time it is offered providing space is available.
- A student, who is unsatisfactory in 2 clinical courses, will be required to withdraw from the nursing program.
- In NURS 2026, and NURS 2207, of the program students must achieve satisfactory performance in each clinical placement in order to be satisfactory in the course.
- In clinical practicum courses, students must be satisfactory in all components of the clinical course. An unsatisfactory grade in one component will result in an unsatisfactory grade in the course.

EVALUATION, REGISTRATION, AND REGULATORY BODY

In Ontario, the Regulated Health Professional Act (RHPA) and the Nursing Act have conditions for provincial registration that impact Ontario students entering and completing nursing programs and writing the provincial licensing examination. These conditions are:

- be a Canadian citizen or a permanent resident of Canada or authorized under the Immigration Act (Canada);
- have no previous conviction for a criminal offense under the Narcotic Control Act and the Food and Drugs Act;
- have no previous proceedings with respect to professional misconduct, incompetence, or incapacity in another health profession in Ontario or in nursing in another jurisdiction;
- have no mental or physical disorder, which makes it desirable in the public interest that the person not practice.

- graduates of the program, provided they meet the conditions stated above, are eligible to write registration examinations. The College of Nurses of Ontario grants a certificate of registration to practice as a registered nurse to all candidates who succeed in the program specific examination and meet the requirements of the RHPA and the Nurses Act.

****Please refer to the Nipissing University School of Nursing website for additional information.**

APPENDIX A: Incident Reporting

https://www.nipissingu.ca/sites/default/files/2020-11/Clinical-Incident-Form_Collaborative.pdf



School of Nursing Clinical Incident Form

For any adverse event please complete the following incident form including the student reflection and learning questions and submit to the Clinical Placement Coordinator via email at collaborativeclinicalplacements@nipissingu.ca or in person to the School of Nursing Office A201.

This form is to record adverse events that impact the student (e.g., fall/ needle stick injury) or those where a student's actions may impact or cause harm to a patient (e.g., medication error, fall).

For any adverse event (injury to self or others)

- 1) Seek medical attention if required
- 2) Ensure you have met the Nipissing University's School of Nursing Policy and Placement Agency Policies for reporting an adverse event
- 3) Please complete all that apply, including the Student Learning and Reflection Section on the page 4

STUDENT NAME[S]: _____

ACADEMIC YEAR: _____ CLINICAL COURSE CODE: _____

CLINICAL ROTATION: _____ SHIFT: Day Evening Night

INSTITUTION: _____ INSTRUCTOR: _____

PATIENT NUMBER (IF APPLICABLE): _____ # OF PEOPLE INVOLVED: _____

AGENCY INCIDENT FORM COMPLETED Yes Date: _____ No Reason: _____

Primary details of adverse event	Date (dd/mm/yy): Time: _____	Date or reporting (dd/mm/yy): _____	Type of event: <input type="checkbox"/> Harmful incident <input type="checkbox"/> No harm incident <input type="checkbox"/> Near miss
	Who/what did the incident impact? <input type="checkbox"/> Student <input type="checkbox"/> Patient <input type="checkbox"/> Staff <input type="checkbox"/> Visitor <input type="checkbox"/> Volunteer <input type="checkbox"/> Property <input type="checkbox"/> Other: _____		
	Discovered/Reported by (name/ role ie RN/Staff person etc): _____		
Type of Incident	<input type="checkbox"/> MEDICATION ADMINISTRATION <input type="checkbox"/> PATIENT INCIDENT <input type="checkbox"/> STUDENT INCIDENT <input type="checkbox"/> SPECIAL INCIDENT (Please complete the special incident form) <input type="checkbox"/> OTHER <i>Only complete the sections outlined for the type of incident being reported.</i>		
Follow-up action taken:	Immediate: _____	Long term: _____	
	<input type="checkbox"/> Occupational Health at Clinical Agency utilized		

MEDICATION ADMINISTRATION	
Type of Incident: (check all that apply)	<input type="checkbox"/> Omission <input type="checkbox"/> Incorrect Dose <input type="checkbox"/> Incorrect Medication <input type="checkbox"/> Incorrect Patient <input type="checkbox"/> Incorrect Frequency <input type="checkbox"/> Incorrect Time <input type="checkbox"/> Incorrect Route <input type="checkbox"/> Documentation <input type="checkbox"/> Near Miss <input type="checkbox"/> Other (please provide details)
Please provide a description of the adverse event that occurred:	

PATIENT INCIDENT	
Type of Incident: (check all that apply)	<input type="checkbox"/> Fall <input type="checkbox"/> Near Fall <input type="checkbox"/> Unwitnessed Fall <input type="checkbox"/> Wrong Treatment <input type="checkbox"/> Documentation Error <input type="checkbox"/> Other injury <input type="checkbox"/> Equipment related <input type="checkbox"/> Hospital/ patient property <input type="checkbox"/> Treatment <input type="checkbox"/> Procedural <input type="checkbox"/> Missing Patient <input type="checkbox"/> Incident identified by student <input type="checkbox"/> Other (please provide details)
if patient fall please complete this section:	Was orientation a factor in the fall? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Alert/ Normal <input type="checkbox"/> Sedated <input type="checkbox"/> Disoriented / Confused Was Ambulatory status a factor in the fall? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unlimited <input type="checkbox"/> Needs assistance <input type="checkbox"/> Bathroom Privileges <input type="checkbox"/> Urinary Catheter <input type="checkbox"/> Non-Ambulatory <input type="checkbox"/> Restraints <input type="checkbox"/> Other: Was patient environment a factor in the fall? <input type="checkbox"/> Yes <input type="checkbox"/> No if yes (i.e., bed height, side rails, call bells) describe in reflection section
Please provide a description of the adverse event that occurred:	

STUDENT INCIDENT	
<p>Type of Injury, accident or exposure: (check all that apply)</p>	<p><input type="checkbox"/> Needle Puncture <input type="checkbox"/> Laceration opening Medication</p> <p><input type="checkbox"/> Infectious Disease Exposure <input type="checkbox"/> Musculoskeletal Injury</p> <p><input type="checkbox"/> Fall <input type="checkbox"/> Fainting <input type="checkbox"/> Assault by Patient</p> <p><input type="checkbox"/> Other (please provide details)</p>
<p>Please provide a description of the adverse event that occurred:</p>	

OTHER	
<p>If the adverse event does not fall into any of the other categories please provide a description of the event here.</p>	

Student(s) Reflection and Learning
Provide a detailed description of the adverse event. What were the contributing factors to the event? Reflect on individual, procedural, environmental, and system level factors:
What were the potential outcomes to your patient that did or could have resulted from the incident?
What have you learned about yourself, your nursing practice, and the environment in which you are practicing?
How could an event like this be prevented in the future?

OFFICE USE ONLY if student injury	<input type="checkbox"/> Claim form completed(Student & Placement Employer) <input type="checkbox"/> Authorization to Represent Employer completed <input type="checkbox"/> Completed forms & copy of incident report forwarded to Nipissing's Employee Health & Safety Manager
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