Professional Practice:
Families and Communities
N2221a/b/NRSG 7059

2016-2017
Course Coordinators
Western: Holly Relouw, RN, BScN, MPH
Fanshawe: Pat Bethune-Davies, RN, MScN

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N2221/NRSR 7059: PROFESSIONAL PRACTICE: FAMILIES AND COMMUNITIES

Course Description:

This course provides opportunities for students to work with families and communities, applying and integrating theories and concepts learned in the companion theory course. Students will focus on the assets and needs of families and communities and strategies to support and promote their health. Students will develop collaborative working partnerships with community members.

Course Goals:

Students will:

1. Recognize the meaning of experiences of health and health promotion over time for people within a family and community
2. Develop caring relationships with families, groups and communities with an emphasis on health promotion and empowerment
3. Identify health priorities using a strengths-based approach within the context of a family and community and based on principles of social justice
4. Utilize an understanding of the principles of team dynamics and group processes to enable effective interprofessional team collaboration
5. Develop and implement collaborative health promotion strategies within family and community contexts
6. Utilize a community development - capacity building approach for health promotion in a community
7. Develop literacy skills to discern sources of data and literature that will support community health nursing practice
8. Develop professional competencies through reflective practice and active engagement in learning opportunities provided

Major Concepts in the Course:

- Clients: Individuals, families, groups, communities
- Context/culture
- Growth and development
- Wellness
- Health promotion
- Health literacy
- Primary health care
- Harm Reduction
- Interprofessional collaborative practice
- Caring
- Client-centered care
- Social justice
- Professionalism: Accountability, self-regulation
- Communication
- Relational practice
• Critical reflection
• Strengths-based nursing care
• Health information literacy
• Social determinants of health
• Political influences

Competencies for entry-level Registered Nurse practice (CNO, 2014) addressed in the course:

• Professional Responsibility and Accountability 1-21, 23
• Knowledge-Based Practice 24-35
• Competent Application of Knowledge 36-44, 45-53, 54, 55, 59, 64 -68,70 -74
• Ethical Practice 75-86
• Service to the Public 87-94
• Self-regulation 95, 97-100

National Interprofessional Competencies (CIHC, 2010) addressed in the course:
http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf

• Role clarification
• Patient/Client/Family/Community-centered care

Canadian Association of Schools of Nursing (CASN, 2012) Nursing Informatics Entry-to-Practice Competencies addressed in the course:
http://www.casn.ca/vm/newvisual/attachments/856/Media/NursingInformaticsEntryToPracticeCompetenciesFINALENG.pdf

• Information and Knowledge Management
• Professional and Regulatory Accountability
• Information and Communication Technologies

Process

1. At Western, Wednesday and Thursday (Tuesday and Wednesday at Fanshawe) are scheduled for professional practice time and time with an agency/family. Praxis sessions will take place on Mondays. Time in praxis is 2 hours per week and time in a community agency/family visits will be 8 hours per week, to total 10 practice hours per week.
2. It is expected that students will work with a student partner/team unless otherwise negotiated with the agency or Clinical Instructor. Student teams, Community Advisor, and Clinical Instructor collaborate to facilitate students' learning and evaluate the students' progress.
Agency Professional Practice

1. Community is understood as defined in the companion theory course (i.e., N2220 or Nsrsg7058).
2. Student teams will be assigned to a community agency as determined by agency preference and capacity.
3. The initial contact with the community agency is made by the Clinical Instructor. The Clinical Instructor will accompany students on the initial visit to the agency and thereafter be present with each student group weekly thereafter.
4. Each student team negotiates their participation in relevant activities within the community agency. Student teams designate one member to be the contact person with the agency.
5. Students begin by observing the broad community, then developing an understanding of the specific agency.
6. In collaboration with the agency, students will research, develop and implement a health promotion project.
7. If a student is absent, it is his/her responsibility to notify the student team, the agency, and the Clinical Instructor in a timely manner.
8. The Community Advisor may provide feedback to students and the Clinical Instructor on students’ involvement, but will not be required to complete a formal written evaluation.

Family Professional Practice

9. Family is understood as defined in the companion theory course (i.e., N2220 or NRSG7058).
10. Families will be recruited from within the community agency to which students are assigned.
11. In family practice, students work in pairs. Students will meet with families who frequent the agency and will develop professional, caring relationships with them. If negotiated and appropriate, students will plan to meet with the family on four occasions. Meetings may take place at the agency or home, if appropriate.
12. For all families, Clinical Instructors will make the first contact, negotiating the date/time for the initial visit, and accompany students on the first visit.
13. Student pairs designate one member to be the subsequent contact person with the family.
14. If a student is absent, it is his/her responsibility to notify their student partner and the Clinical Instructor in a timely manner.
15. Within 48 hours of each family visit, students are required to complete the Family Worksheet and Family Assessment form in the on-line documents on the 2221 Sakai site at Western and at Fanshawe OnLine (FOL) at Fanshawe College.

The Student/Student Team will:

- Participate in all orientation activities arranged at the School of Nursing and at the community agency.
- Become familiar with and follow relevant policies and workplace safety guidelines.
- Arrange to meet/communicate with Clinical Instructor and Community Advisor on a regular basis.

*The Western-Fanshawe Collaborative BScN Program N2221/NRSG7059 Professional Practice: Families and Communities, 2015-2016*
Share roles/responsibilities within agencies and with families.
Recognize and use relevant resources.
Develop a professional, caring relationship with an identified family.
Gain an understanding of the agency and community and participate in health promotion activities.
Facilitate a meeting at mid-course and end-of-course to discuss their progress with the Clinical Instructor and Community Advisor
Throughout the term, complete a formal Professional Practice Evaluation with Clinical Instructor

The Clinical Instructor will:
- Arrange the initial contact for students with the Community Advisor and the assigned family to clarify roles, explain course expectations, and negotiate a communication process and safety planning.
- Accompany the student pair for the initial family visit.
- Meet with the student team weekly for praxis sessions.
- Make weekly community agency site visits, to collaborate with and assist students in identifying learning resources relevant to the experience, and to guide students in applying community health concepts and practice
- Meet/communicate with Community Advisor at least three times throughout the term/course to facilitate student learning and share feedback regarding students' progress
- Review and evaluate individual students' assignments, providing feedback on learning and professional practice performance
- Schedule an evaluation meeting at mid-term and end-of-term with the student team and Community Advisor
- Throughout the term, complete a formal Professional Practice Evaluation with individual students

The Community Advisor will:
- Meet with the Clinical Instructor and students at the beginning of the term to review and clarify professional practice expectations, experiences available in the community agencies and meet at mid-term and end-of-term
- Arrange an orientation session to the agency
- Provide students with access to relevant policies/people/resources including the negotiation of communication and safety planning specific to the agency
- Collaborate with the Clinical Instructor to arrange a family assignment for a student pair
- Collaborate with the students to identify specific learning opportunities available in their community to implement a health promotion intervention based on the assets and needs of the agency/community
- Meet/communicate with Clinical Instructor at least three times throughout the term/course to facilitate student learning and share feedback regarding students' progress
- Contact in a timely manner the Clinical Instructor with any questions/concerns about any aspect of the students’ performance
- Provide ongoing feedback to the students about their performance

The Western-Fanshawe Collaborative BScN Program N2221/NRSG7059 Professional Practice: Families and Communities, 2015-2016
How this course will contribute to your development as a professional nurse:

This course will provide opportunities to apply an understanding of the social/environmental
determinants of health within the context of a family and the community in which that family lives.
The course incorporates primary health care and social justice principles and relational nursing
practice. Students will be introduced to important public policies such as the Canada Health Act, the
Declaration of Alma Ata, the Ottawa Charter for Health Promotion and the Canadian Community
Health Nursing Standards of Practice. Reflective practice will be used to guide the ongoing
development of nursing knowledge and skills. This course prepares students to be able to practice
with a variety of recipients of care (e.g., families, groups, communities and populations) with people
of all ages and genders and in a variety of settings.

How this course will contribute to your development as an interprofessional team member:

This course will introduce students to the development of a network of relationships and partnerships
that includes individuals, families, groups, communities, organizations and systems, thereby acquiring
an understanding of the role of the nurse in community health nursing within an interprofessional
framework that supports interprofessional collaborative practice that is
patient/family/client/community-centered.

How we will work together:

A tone of respect and support between and among students and faculty members, diligent preparation,
and active participation will be the basis of all praxis sessions. This will lead to an environment where
student learning can flourish.
Faculty will provide direct supervision to students during visits to the community and selected
meetings with the assigned families. In so doing, they will support students to develop the knowledge
and skills necessary for professional nursing practice by asking questions, providing examples,
demonstrating assessment techniques, and leading discussions. Students may be asked to develop
their own leadership skills by facilitating team meetings or praxis discussions.
Students will be required to complete all the preparation activities for each praxis session, and to use
their knowledge from their preparation to participate fully in praxis activities. All students are
expected to share ideas to advance their own and others’ learning, ask questions, and listen attentively.
Attendance at all praxis sessions is mandatory. Attendance at all praxis sessions is necessary, as are
respectful interactions and the avoidance of actions that will interfere with the learning of others.
Required Textbooks and Resources


N2221b/NRSG7059 course syllabus found on the course Sakai site at Western and FOL at Fanshawe College

Description of Terms

**Practice** - Refers to a block of time each week in which students will be in their assigned community agencies engaging in various activities in order to learn about families and community. According to Stamler and Yiu (2012), “A community may be defined as a group of people who live, learn, work, and play in an environment at a given time. They share common characteristics and interests and function in a social system that meets their needs within a larger social system” (p. 213).

**Praxis** - Praxis meetings are where theory (knowledge and thinking) intersects with practice (action and doing). Praxis groups will include 8 students and a Clinical Instructor and will be held weekly with time/place to be announced for each practice group. Praxis groups provide students with the opportunity to engage in dialogue about the week-to-week challenges and successes within their practice experience. Some praxis meetings may include pre-determined learning activities/assignments.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Professional Practice Activities</th>
<th>Course Concepts</th>
<th>Learning Opportunities</th>
<th>N2220/7058 Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 12</td>
<td>Orientation with Clinical Instructor</td>
<td>LA - Virtual Geocaching</td>
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<td>2</td>
<td>Sept 21</td>
<td><strong>Professional Practice:</strong> Agency Orientation (details TBA)</td>
<td><strong>Praxis:</strong> -Geocaching review -Orientation Learning Activity (LA) - Relational Practice, Reflection</td>
<td>Client; diversity, context/culture, professionalism, strengths-based nursing care, relational practice, communication, caring</td>
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<td>Sept 22</td>
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<td>Client: community; context/culture; wellness; primary health care; communication; health information/literacy</td>
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<td>N2220</td>
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<td>Introduction to Health Promotion and Caring of Families and Communities, Populations, and Aggregates</td>
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<td>3</td>
<td>Sept 28</td>
<td><strong>Professional Practice:</strong></td>
<td><strong>Praxis:</strong> Asset Based Community Development (ABCD), Community Development Proposal</td>
<td>Safety, context/culture, health promotion/disease prevention, professionalism: accountability, communication, critical reflection</td>
<td>Community Asset Map</td>
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<td>Sept 29</td>
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<td>Client; health promotion; primary health care; harm reduction; health/wellness; caring; time/transition</td>
<td>Introduction to Health Promotion and Caring of Family and Community Health</td>
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<td>Oct 05</td>
<td><strong>Professional Practice</strong></td>
<td><strong>Praxis</strong>: Family Assignment, LAs - Family Nursing, Student and Client Safety in Family and Community Health, Family and Community – Documentation and Interviewing</td>
<td>Clients, culture/ context, growth &amp; development, IPCP, Primary health care, Strengths-based nursing care</td>
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<td>Oct 06</td>
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<td>RPR 1</td>
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<td></td>
<td>Social determinants of health; ways of knowing; client; diversity; relational practice; strengths-based nursing care; rural health</td>
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<td>Nurses’ Ways of Knowing: Use of Health Assessment Tools</td>
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<td>5</td>
<td>Oct 12</td>
<td><strong>Professional Practice</strong></td>
<td><strong>Praxis</strong>: Part A: Planning a Health Promotion Program: Situational Assessment</td>
<td>Self, ways of knowing, critical reflection, professionalism</td>
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<td>Oct 13</td>
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<td>Family Genogram</td>
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<td>N2220</td>
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<td>Health promotion; social justice; primary health care; ways of knowing; IPCP; growth and development; elders health; gender and health</td>
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<td>Health Promotion and Caring: Empowerment and Capacity-building with Families and Communities</td>
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<td>Oct 19</td>
<td><strong>Professional Practice</strong></td>
<td><strong>Praxis</strong>: Part B: Planning a Health Promotion Program: Proposal/Presen tation</td>
<td>Context/culture, client-centered care, communication, critical reflection, social determinants of health</td>
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</tbody>
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*The Western-Fanshawe Collaborative BScN Program N2221/NRS7059 Professional Practice: Families and Communities, 2015-2016*
<table>
<thead>
<tr>
<th>Date</th>
<th>Course Code</th>
<th>Topic</th>
<th>Praxis</th>
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<td>Oct 26</td>
<td>Professional Practice</td>
<td>Praxis: LA – Violence in Families</td>
<td>Social justice; diversity; context/culture; advocacy; caring; ethical practice; mental health, domestic violence</td>
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<td>Oct 27</td>
<td>Fall Break Day</td>
<td>No Professional Practice</td>
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<td>Complete Domestic Violence Education Modules</td>
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<td>Nov 2</td>
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<td>Nov 9</td>
<td>Professional Practice</td>
<td>Praxis: Follow up Part B: Planning a Health Promotion</td>
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*The Western-Fanshawe Collaborative BScN Program N2221/NRS7059 Professional Practice: Families and Communities, 2015-2016*
<p>| Nov 10 | Program: Situational Assessment | Social justice; diversity; context/culture; advocacy; caring; ethical practice; mental health, domestic violence | Caring and Social Justice with Clients in Diverse Contexts |
| N2220 | | |
| 10 Nov 16 | <strong>Professional Practice</strong> | <strong>Praxis: LA - Bringing Closure to Nurse Family Partnerships</strong> | Clients, time/transitions, caring, client-centered care, professionalism, strengths-based nursing care, relational practice |
| Nov 17 | | Family Ecomap Draft Family Letter |
| N2220 | | All course concepts |
| 11 Nov 23 | <strong>Professional Practice</strong> | <strong>Praxis: TBA</strong> | Clients, context/culture, wellness, caring, client-centered care, relational practice, strengths-based nursing care |
| Nov 24 | | RPR 3 |
| N2220 | | ICP; clients; time/transition; health care system; health and health care policy; determinants of health; professionalism |
| 12 Nov 30 | <strong>Professional Practice</strong> | <strong>Praxis: TBA</strong> | Clients, wellness, health promotion, primary health care, safety, IPCP, caring, client-centred care, |</p>
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<tr>
<th>Date</th>
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<tr>
<td>Dec 1</td>
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<td>N2220</td>
<td>Relational practice, strengths-based nursing care</td>
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<td>Part B: Health Promotion Project</td>
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<td>Nurses’ and Clients’ Ways of Knowing in Community and Family Health Promotion and Caring</td>
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<td>13 Dec</td>
<td>Professional Practice complete</td>
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<td>Praxis: Student Presentations</td>
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<td>N2220</td>
<td>Advocacy; social justice; health care system; health and health care policy; caring; harm reduction</td>
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<td>Health promotion and Caring: Health Policy and Political Action for Families and Communities</td>
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<td>Dec 7</td>
<td>Final Evaluations</td>
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<td>IPCP; health promotion; harm reduction; health care system; professionalism; critical reflection; strengths-based nursing care</td>
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<td>Time and Transition in Health Promotion and Caring for Families and Communities: Current Trends and Future Issues</td>
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</table>
Opportunities to Demonstrate Learning

1. Genogram and Ecomap

These activities provide learners an opportunity to use important tools for nursing assessment that helps a nurse develop insights into the structure and patterns of relating within a family and their support networks. Students are encouraged to focus on the strengths in the family. The genogram and ecomap may be shared with praxis colleagues and will be submitted in hard copy for review by the Clinical Instructor. At the end of the course, the genogram and ecomap may be given to the family if appropriate.

**Due:** Genogram Week 4, Ecomap Week 9

2. Reflective Practice Reviews

Using the framework based on Tanner’s (2006) work posted on the course site, students will complete three (3) reflective practice reviews (RPRs) and submit each review electronically as directed by the Clinical Instructor.

Students are directed to the resource Reflective Practice Reviews posted on the course site.

**Due:** Weeks 3, 6, and 10

3. Map of Community Assets

In this assignment students will think critically about the social determinants of health as they impact their assigned family and community. Using a strengths based lens, students will consider assets and capacities present in their community. This will provide preliminary data to start developing the community health promotion project.

Students are directed to the Learning Activity: Asset Based Community Development

**Due:** Week 4 in praxis

4. Family/Agency Letter

This learning activity prepares students to bring closure to the nurse-client relationship and to thank the agency for supporting beginning practice and learning. Letters must be reviewed by the Clinical Instructor prior to being given to the family/agency (at Western - Instructors will print the letter on School letterhead for students). Students are directed to the LA resource Bringing Closure to Nurse-Family Partnerships that will be used in **Week 9 praxis.**

**Due:** Letters will be provided to the family/agency at the time of the last family/agency visit in **Week 12**

5. Community Development Project/Presentation

This health promotion project will be completed in two written parts (See LAs on course web site) and culminating in a project presentation by each student pair. Students will demonstrate a comprehensive understanding of community strengths, vulnerabilities and opportunities through this health promotion work developed in partnership with their community/agency advisor.

**Due:** Part A Week 5, Part B Week 11, Presentation Week 12

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*The Western-Fanshawe Collaborative BScN Program N2221/NRSG7059 Professional Practice: Families and Communities, 2015-2016*
6. Professional Placement Collaborative Evaluation

The template for the Professional Practice Evaluation is posted on Sakai/FOL. Students and Clinical Instructors will each complete an evaluation of the students’ progress at three-week intervals throughout the term. At mid-term and end-of-term, appraisal of the students’ clinical practice must demonstrate successful progress in relation to the Dimensions and Course Goals. Students will receive either a “satisfactory” or “unsatisfactory” grade at the end of the course. A “satisfactory” grade is necessary in order to pass the course. See PPCE for further instructions.

**Due: Weeks 3, 6, and 11**

**Progression: Professional Practice Collaborative Evaluation**

The Professional Practice Collaborative Evaluation (PPCE) form has been adapted (with permissions) from Lasater’s rubric (Lasater, 2007). The PPCE is based on the NRSG 7059 course goals which are organized under four dimensions of practice: effective noticing; effective interpreting; effective responding and effective reflecting. Student performance related to each course goal is then assessed and rated as being at a 1) beginning; 2) developing; 3) accomplished or 4) exemplary level as indicated by specific criteria for each level. A narrative description of student performance is also completed. (see process as outlined below).


**Process:**

- Students and professional practice instructors share responsibility for completion of the PPCE form. Evaluation is an ongoing, collaborative process.
- Students are responsible for initiating the PPCE process by assessing and rating their level of performance in each dimension of practice then completing the narrative portion of the assessment. This assessment is to be recorded weeks 3, 6, and 11 on the document and sent between each student and the professional practice instructor through the online course email.
- In the narrative section, students should record 2 aspects of their practice that were successful with supporting evidence, and 1 aspect of practice requiring further development and improvement. Then, students should describe a concrete plan for improvement using the SMART goal format.
- Following student completion of the form, the professional practice instructor will respond to the self-assessment. Students should review this feedback (prior to the next professional practice experience).
- Student-instructor meetings to discuss student progress will take place at mid-term and end-of-term or more frequently if deemed necessary by either the student or instructor.
- To achieve a *Satisfactory* grade in the course, students must be at the *Accomplished* level in the majority of categories by the end of the course.

**NOTE:** The term *client* in the form refers to individuals, families, groups, communities, and/or populations.
Professional practice courses are graded as:

**Satisfactory (S)** To achieve a Satisfactory grade in the course, students must be at the **Accomplished level in the majority of categories by the end of the course.**

**Unsatisfactory (U)** Unsatisfactory performance is indicated when a student remains at a **Beginning or Developing level in a majority of categories by the end of course.**

All students must achieve a satisfactory level of performance in the professional practice courses in order to meet progression requirements in each year of the program.

### Summary of Opportunities to Demonstrate Learning

<table>
<thead>
<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOAL(S) ADDRESSED</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflective Practice Reviews (3)</td>
<td>2, 5, 10, 12</td>
<td>Weeks 3, 6, 10</td>
</tr>
<tr>
<td>2. Ecomap and Genogram</td>
<td>1, 2, 3</td>
<td>Weeks 4, 9</td>
</tr>
<tr>
<td>3. Community Project Part A</td>
<td>1, 2, 3, 4, 6</td>
<td>Week 5</td>
</tr>
<tr>
<td>4. Map of Community Assets</td>
<td>3, 8, 9, 11</td>
<td>Week 2</td>
</tr>
<tr>
<td>5. Letter to family to bring closure the relationship</td>
<td>1, 2, 4, 6, 10</td>
<td>Week 9 (Draft-) Week 12 to Family</td>
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<tr>
<td>6. Proposal for community development Part B and Presentation</td>
<td>7, 9, 11, 12</td>
<td>Weeks 11, 12</td>
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### Other Course Activities that contribute to student evaluation

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Preparation (including completion of all assigned LAs) and participation in all on site clinical sessions, attendance at all professional practice activities as scheduled with families and in the community.</td>
<td>Throughout the term</td>
</tr>
<tr>
<td>Professional Practice Time Log. See resource posted in the Professional Practice evaluation folder on the course site.</td>
<td>Weeks 3, 6, 11</td>
</tr>
<tr>
<td>Professional Practice Evaluation forms. See resource posted in the Professional Practice evaluation folder on the course site.</td>
<td>Weeks 3, 6, 11</td>
</tr>
<tr>
<td>Mid term and End of term evaluation meeting between student and Clinical Instructor</td>
<td>Weeks 7, 12</td>
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</tbody>
</table>
Students and faculty are required to read the Undergraduate BScN Programs Manual and be familiar with its contents. The Program Manual is available for Western students on Sakai in the Undergraduate Student Information (https://owl.uwo.ca), and for Fanshawe students on-line in the Collaborative Program virtual homeroom at www.fanshaweonline.ca

Policies
All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at owl.uwo.ca and on the Fanshawe College web site in the Program manual located in the Virtual Home Room at www.fanshaweonline.ca. Please read the policies on Accommodation for Medical Illness-Undergraduate Students and Student Medical Certificate.

Scholarly Requirements
In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the Publication manual of the American Psychological Association (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6th ed.) format when citing or referring to an author’s work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism
Student work is expected to be original. Plagiarism is a serious academic offence and could lead to expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. You are self-plagiarizing when you reuse all or part of an assignment that you previously submitted. Students can not present their credited work as new scholarship. You may be asked to submit your work, at the discretion of the course instructor, to turnititin.com to verify originality (see Scholastic Offence Policy in the Western Academic Calendar or Fanshawe College Policy Manual).
Western site students: http://www.westerncalendar.uwo.ca/2013/print_pg113.html#
Fanshawe site students www.fanshawec.ca/assets/policies/pdf/2g04.pdf

Assignments and Exams
Please refer to the following site specific links for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Undergraduate BScN Programs Manual for Westerns academic guidelines owl.uwo.ca or Fanshawe College Policy Manual for Academic Policies and Procedures http://www.fanshawec.ca/assets/policies/pdf/2e02.pdf

Attendance
Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at, and, participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty.
Mental Health
Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.
MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/

Student Safety
Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart found on the Undergraduate Programs site at owl.uwo.ca, or Fanshawe, Safe College Campus, 2008 www.fanshawec.ca/assets/policies/pdf/1d05.pdf

Learning Skills Services
The Student Development Centre at Western provides free support for all students to strengthen their skills and improve or maintain their academic performance. The focus is on helping students learn and study more effectively so that they can achieve their academic goals. You can find out more about this service at www.sdc.uwo.ca/learning

Electronic Devices
Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency in regards to use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone). It is essential that client privacy and confidentiality be maintained when using electronic devices. When students and CIs are communicating via electronic devices, client information must not be included. Students and CIs are accountable for responsible use of electronic communication, this includes; using professional language, setting device to silent/vibrate mode in the practice setting, and refraining from personal communications when at their practice placement.