



Western
Arthur Labatt Family
School of Nursing



FANSHAWE
School of Nursing

Professional Practice: Integrative Practicum

N4461 X

Course Coordinators:

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N4461X – Professional Practice 4: Integrative Practicum

Calendar description: This course allows students to work with a preceptor for 8 weeks to synthesize knowledge and experience gained throughout the program. Students will focus on gaining proficiency in evidence-informed practice, developing leadership skills and independence, and creating an individual philosophy of practice. Students will also engage in an additional 4-weeks of learning experiences which will help them to transition into profession nursing practice.

Expanded description: This is a 2.0 FCE course consisting of an 8-week professional practice placement, and 4 weeks of additional learning experiences to help with the transition to practice. The course will be offered in two rotations, and the dates for rotation 1 and 2 are listed in the chart below. During the 8-week practice placement, students are to complete **320** practical hours depending on their assigned placement setting, inclusive of orientation. They will also participate in a number of synchronous and asynchronous learning activities during the Transition to Practice learning period either before or after their placement. Each student will be paired with a preceptor in the professional practice setting and will also be assigned to a Faculty Advisor who will support them through both the professional practice placement and the Transition to Practice learning experience.

Rotation	Practice Placement Dates	Transition to Practice Dates
1	January 5 – March 1	March 2 – March 29 <i>Following placement</i>
2	March 2 – April 26	February 2 – March 1 <i>Preceding placement</i>

Throughout this course, students will function as contributing members of interprofessional health teams and will integrate nursing knowledge and skills to further develop their professional responsibility and identity. Students must meet **all** course requirements to receive a passing grade. Success in this course includes consistent attendance in the professional practice setting, completion of all academic work as designated, and satisfactory professional practice performance as determined by the student, the preceptor, and the faculty advisor. By the end of the course, students must meet the College of Nurses of Ontario *Entry-to-Practice Competencies for Registered Nurses (2018)*.

College of Nurses of Ontario. (2018). *Entry-to-Practice Competencies for Registered Nurses*.
<https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

Course Goals:

1. Practice ethical, scholarly nursing from a strengths-based and evidence-informed perspective in a variety of settings and contexts, and with diverse client populations across the life span.
2. Take on a leadership role within practice by being reflective, inquisitive, self-evaluative, responsible, and accountable with a commitment to lifelong learning.

3. Demonstrate the use of principles of patient safety and quality care and exercises clinical judgment appropriate to the needs of diverse patients.
4. Develop effective professional, collaborative, and therapeutic nurse-client relationships through integrating advocacy, education and coordination.
5. Develop effective and collaborative relationships within nursing and the interprofessional team members with open communication, active listening and conflict management.
6. Incorporate scholarship and critical reflection into own learning and nursing practice.
7. Critically reflect upon the future of nursing practice at professional, social, and political levels through participation in course work, and requirements, in one's own nursing practice. This includes reflection on the transition from student to Registered Nurse.
8. Meet the professional requirements as outlined in the College of Nurses of Ontario *Entry-to-Practice Competencies for Registered Nurses*.
<https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

Major Concepts in the course:

- Resilience
- Time/Transitions
- Health and Healthcare Policy
- Health System
- Professionalism
- Critical Reflection
- Evidence-Informed Practice/Scholar
- Patient Safety/Quality Care/Educator
- Political Influences
- Collaboration/Coordination
- Advocacy
- Leadership

Entry-to-Practice Competencies for Registered Nurses (CNO, 2018) addressed in the course:

- Clinician (1.1-1.27)
- Professional (2.1-2.14)
- Communicator (3.1-3.8)
- Collaborator (4.1-4.5)
- Coordinator (5.1-5.9)
- Leader (6.1-6.11)
- Advocate (7.1-7.14)

- Educator (8.1-8.5)
- Scholar (9.1-9.8)

Interprofessional Competencies (CIHC, 2010) addressed in the course:

- Role Clarification
- Collaborative Leadership
- Interprofessional Communication
- Team functioning

Nursing Informatics Competencies (CASN, 2015) addressed in the course:

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

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

As placements vary, so do opportunities to work as a member of an interprofessional team. Regardless of the context, students are required to collaborate with others to be a contributing team member within the role and scope of practice of a Registered Nurse. Students are expected to work collaboratively and capitalize on opportunities to experience the real-world work environment and the dynamics inherent in being a contributing member of the practice area's team.

Working together:

During the professional practice placement, students will work with both a preceptor, and their assigned Faculty Advisor. The preceptor(s) assumes a teaching/coaching role in the practice environment to help students in requiring the knowledge, skill, and judgement necessary to meet the Entry-to-Practice competencies. The Faculty Advisor supports both the student and the preceptor throughout the term as needed to address any questions or concerns that may arise. The Faculty Advisor will meet with the student and preceptor on at least one occasion to review progress. They also receive and review all student assignments and provide a pass/fail grade for the academic component of this course. **Students are accountable for daily check-ins to the Brightspace course site to ensure they are up to date with correspondence from the Faculty Advisor.**

Students will also participate in a variety of learning activities which will help to prepare them for the transition into professional nursing practice (Transition to Practice Learning Period – TTP). During these 4 weeks, the Faculty Advisor will be available for questions and consultation and will help students to consolidate their learning via praxis sessions and assignments. The schedule of learning activities is posted on the main course site via Brightspace and includes several synchronous and asynchronous online learning opportunities, and may also include in-person activities.

In order to be successful in this course, it is mandatory for students to attend and actively participate in all planned learning activities.

****Students completing their integrative practicum in the operating room at LHSC who participated in N4500W will follow a separate schedule of assignments and activities as listed on their Brightspace course site.**

Course Orientation:

Students will meet with the Course Coordinator and Faculty Advisors for a course orientation on either **Monday January 5 from 0900-1200 (rotation 1)** or **Monday February 2 from 0900-1200 (rotation 2)**. There will be a large group session to start, followed by a break-out session with your Faculty Advisor and other students assigned to the same group. The orientation session and the break-out sessions will occur virtually. Attendance at the course orientation is mandatory unless you have been notified of a corporate/agency orientation scheduled for that day.

Completing Professional Practice Hours:

During the 8-week professional practice placement, students will work the schedule of their preceptor(s) which must include at least two or three consecutive days of professional practice weekly. This ensures continuity of care for clients and optimal opportunities for students to achieve course goals and develop their knowledge. Any school or agency-required orientation counts towards total hours of this course.

This course recommends 320 hours of professional practice experience depending on the student's assigned placement agency. Students are to prioritize time working with their preceptor in direct client care in the assigned practice placement area and not to visit other practice areas for observation experiences (unless otherwise negotiated with their Faculty Advisor). Time spent participating in activities that are *not* part of the day-to-day unit activities/job description is *not* counted towards hours for course completion. To protect the health and wellbeing of both students and patients, students are advised to not exceed the regular number of consecutive shifts assigned in the practice setting (E.g. no more than 4 consecutive 12-hour shifts or 5 x 8-hour shifts).

In order to be successful in this course, students must meet the entry-to-practice competencies set out by the CNO, as well as the recommended hours as noted above. Students should make every effort to re-schedule missed shifts throughout the term to meet hours. Any student who does not meet the recommended hours by end of term will be required to provide an explanation and/or documentation to their Faculty and Academic Advisors.

Work schedules are submitted electronically to the Faculty Advisor using the editable calendar template provided in the main course site, indicating the days and times students are in practice. **Please submit the first schedule no later than January 16 (rotation 1) or March 13 (rotation 2)**. Calendars should be submitted to the Brightspace assignment dropbox of the section to which you have been assigned. Any subsequent changes to the work schedule must be submitted to the Faculty Advisor in a timely manner in order to arrange meetings with students, and preceptors, as well as for liability purposes. Given the variability of preceptors' schedules, students are responsible for ensuring that they complete the professional practice hours by the end of term. **If there are any concerns about meeting the recommended number of hours by the end of the term, students should discuss this with their Faculty Advisors in a timely manner.**

In addition to submitting the calendar to the assignments drop box, following each placement shift, the student will verify their hours worked via *Timesheets* in InPlace. Hours must be updated after each time period worked (each set of shifts).

Responsibilities of Student:

- Contacting their assigned preceptor prior to the placement start date to arrange their schedule
- Negotiating schedule to fulfill placement hours requirement
- Uploading schedule calendar via Brightspace and updating it if schedule changes throughout the term
- Inputting *completed* hours into Timesheet in InPlace after each time period worked (please note this only includes the hours of the actual shift, no time before or after the shift for preparation/report is to be included)
- Ensuring final hours tally meets requirement by end of placement rotation

There are no extensions to the professional practice placement component of the course. All practicum hours must be completed by March 1 (rotation 1) or April 26 (rotation 2)

The focus of most practice partners for the Integrative Practicum is in the development of excellent client assessment and clinical judgement, and current legislation and agency policy guides the decision to perform a procedure or skill. If agency policy permits students to perform a unit-specific skill, and if the preceptor is satisfied with student progress, the student can be recommended for the required learning. It is the student's responsibility to attain the requisite knowledge needed for the skill. Students should have opportunities, with the support of a preceptor, to engage in all activities expected of a beginning nurse on their assigned unit.

Dress and Uniform Policy will guide how students dress throughout this placement. This policy can be reviewed by students on the [Nursing Undergraduate Information SharePoint site](#).

Required Resources and Texts

Required: Nurse Achieve is required for N4461. Access to the NurseAchieve platform in this course can be used for researching your patient's conditions, medications, and common case scenarios to support student's nursing practice. It is also required for the Transition to Practice 4-week learning period.

Recommended: In preparing to safely care for clients, it is valuable for students to refer to resources and texts that have been required across the program.

American Psychological Association. (2018). *Publication manual of the American Psychological Association* (7th ed., revised). Washington, DC: American Psychological Association.

Opportunities to Demonstrate Learning

Students engage in both academic and professional practice learning opportunities in this course. The academic activities are designed to contribute to an ongoing development of critical thinking and reflection that are cornerstone elements of professional nursing practice. Assignments are handed in to and reviewed by the student's assigned Faculty Advisor.

Professional Practice Experience:

Clinical Practice Collaborative Evaluation

Rotation 1 Due: Jan 25, Feb 15, and March 1, 2026

Rotation 2 Due: March 22, April 12, April 26, 2026

Clinical practice evaluation is an ongoing, interactive and collaborative process between preceptor and student, involving honest, open, and clear communication. Therefore, students are active partners in the evaluation process and are expected to demonstrate initiative in the evaluation of their practice. Formative evaluation (occurring day-to-day, moment-to-moment) allows for learning and knowledge and skill development. As preceptors provide feedback, students reflect on their experience and adapt their practice to grow professionally. The Faculty Advisor reviews the written evaluation document, meets with the student and preceptor(s) and is available for consultation to the evaluative process.

Beginning in September 2020 the College of Nurses (CNO) implemented a revised Entry-to-Practice Competency Framework which encompasses 101 **competencies**, organized around 9 **roles**. These roles have been used to develop the current professional practice **course learning outcomes** as outlined in the syllabus and form the basis of the Clinical Practice Collaborative Evaluation (CPCE) document.

All evaluations will take place via InPlace. Students will rank themselves in each of the roles on a scale from 1-4 (1=beginning, 2=developing, 3=accomplished, 4=exemplary). **Descriptions for each of the rankings are provided in the CPCE instructions.** Students will also be expected to complete the narrative section of the CPCE document. In this section, students will record 2 aspects of their practice that were successful, and 1 aspect of practice requiring further development. Then, students will describe a concrete plan for improvement by creating a SMART goal (see SMART goal template via the main course site on Brightspace). Students and preceptors should discuss student progress at the end of each shift. As well, students should share their ratings/goals with their preceptor upon each completion. Faculty Advisors are available to meet with the student and/or preceptor at any time to discuss.

The preceptor makes entries **three times** during the course on or before the due dates listed above by accessing the evaluation via the link set to their email. In the case where a student, preceptor, or Faculty Advisor is concerned about the student's competence or the student's ability to achieve a satisfactory grade in the time allotted, a Collaborative Success Plan (CSP) will be initiated. All three parties will meet to discuss the concern and agree on the components of the CSP including a plan for improvement. The CSP will be reviewed according to the agreed upon timeline. If there is concern that the components of the CSP are not being met, the Course Coordinator must be informed. Students must meet the goals of any existing CSPs to achieve satisfactory on their CPCE to complete the course.

The expectation for this course is for all ratings to be at a level 3 or 4 by the end of the course. This satisfies the expectation of meeting entry-to-practice readiness as outlined by the CNO.

The evaluation process follows the following format:

1. Student CPCE 1
2. Student CPCE 2
3. Preceptor CPCE 1

***This evaluation is due by Jan 25 or March 22**

4. Student CPCE 3
5. Student CPCE 4
6. Preceptor CPCE 2

***This evaluation is due by Feb 15 or April 12**

7. Student CPCE 5
8. Student CPCE 6
9. Preceptor CPCE 3

***This evaluation is due by March 1 or April 26**

The Faculty Advisor will review the evaluations upon each submission by the preceptor. Students are accountable for identifying when they need to complete the evaluations. Evaluations should be done at 2 timepoints prior to each deadline (usually after every 4-5 shifts). The student must have completed the 2 evaluations for the preceptor evaluation to be opened. The preceptor will be emailed a link to the evaluation, and the student will prompt the preceptor to complete it prior to the due date.

Responsibilities of Student:

- Student identifies timepoints on which evaluation needs to be completed based on their schedule
- Student reminds preceptor about the need to complete the evaluation prior to the deadline
- Preceptor retrieves link from email and completes evaluation
- Student follows up with Faculty Advisor for any reported challenges with preceptor's completion
- Student reviews feedback and evaluations by preceptor and Faculty Advisor

Assignment #1: Reflective Practice Review (RPR)

Due:

Rotation 1	February 1 @ 11:55 pm
Rotation 2	March 29 @ 11:55 pm

Using the *Guide for Reflection* found on the main course site in the Resources tab, students will write a 3-page double-spaced reflection based on an occurrence from their current professional practice placement. At least 2 scholarly **nursing** references published within the past 5 years will be integrated into the reflection. In addition to the requirement for scholarly nursing sources, a student may also refer to Grey literature sources. See the Western Libraries for more information about Grey Literature at <http://guides.lib.uwo.ca/nursing>. APA (2018), 7th edition guidelines will be followed. It is imperative that insight into the situation and how reflection upon it will change your practice are evident in your writing. Assignments must be submitted through Turnitin to the Assignment tool in the N4461 section to which they are assigned. Students will address any Faculty Advisor feedback requiring attention as needed.

Assignment #2: Philosophical Reflection of Nursing

Due:

Rotation 1	February 22 @ 11:55 pm
Rotation 2	April 19 @ 11:55 pm

This assignment provides students an opportunity to examine values and beliefs about nursing practice that have evolved across the time you have been a nursing student. As you prepare for the transition from student to graduate nurse, you will outline how your experiences have shaped the personal philosophy of nursing you will take with you as you leave the role of student and become a Registered Nurse.

Process:

- Students in both programs have previously written a philosophical reflection, and if available, a review of this assignment may provide a good starting point for updating one's personal philosophy of nursing.
- Describe how your perspectives about nursing practice may have been changed or been reinforced since the beginning of the program. Consider seminal events/people who have contributed to your journey. Provide concrete examples from your placements, courses studied, personal experiences.
- Describe your current personal philosophy of Nursing
- Write the paper in the first person since this is a reflective assignment
- Include a minimum of 2 scholarly nursing references, published within the past 5 years
- Submit the assignment electronically first to Turnitin, then to the Assignment dropbox in the N4461 section to which you have been assigned
- Follow APA (2018) 7th edition (rev.) format
- Length 1250-1500 words

Summary of Opportunities to Demonstrate Learning: Professional Practice

Opportunities to Demonstrate Learning	Course Goals Addressed	Value	Due Date Rotation 1	Due Date Rotation 2
1. Reflective Practice Review – submit through Turnitin	1-8	Pass/Fail	February 1, 2026	March 29, 2026
2. Philosophical Reflection of Nursing – submit through Turnitin	2,6,7	Pass/Fail	February 22, 2026	April 19, 2026
3. CPCE	1-8	Pass/Fail	Student to fill out every 4-5 shifts Preceptor to fill out on/before due dates below. January 25; February 15; March 1	Student to fill out every 4-5 shifts Preceptor to fill out on/before due dates below. March 22; April 12; April 26

Summary of Opportunities to Demonstrate Learning: Transition to Practice

A detailed calendar and summary of learning activities is provided on the main course site via Brightspace. **In addition to weekly learning activities**, attendance at the following workshops and praxis sessions is mandatory for all students. *Dates, times, and topics are subject to change.*

Rotation 1

	Workshop	Praxis
Week 1	New Graduate Panel <i>March 2</i> Time and location: TBD	Topic: Transition to Practice <i>March 6</i> Via Zoom Time: TBD by Faculty Advisor
Week 2	Legalities and Ethics On campus <i>March 9</i> Time and location: TBD	Topic: Medication Error Case Studies <i>March 13</i> Via Zoom Time: TBD
Week 3	No Workshop	Topic: Prioritization Case Studies <i>March 20</i> Via Zoom Time: TBD
Week 4	Life Design Workshop <i>March 23</i> Time and location: TBD	Topic: Resiliency and recovery in nursing practice <i>March 27</i> Via Zoom Time: TBD

Rotation 2

	Workshop	Praxis
Week 1	New Graduate Panel <i>February 2</i> Time and location: TBD	Topic: Transition to practice <i>February 6</i> Via Zoom Time: TBD by Faculty Advisor
Week 2	Legalities and Ethics On campus <i>February 9</i> Time and location: TBD	Topic: Medication Error Case Studies February 13 Via Zoom Time: TBD
Week 3	No Workshop	Topic: Prioritization Case Studies <i>February 20</i> Via Zoom Time: TBD
Week 4	Life Design Workshop <i>February 23</i> Time and location: TBD	Topic: Resiliency and Recovery in Nursing practice <i>February 27</i> Via Zoom Time: TBD

Policies

The School of Nursing's policies and Program Manual are available on the [Nursing Undergraduate Information SharePoint site](#). Students, staff, and faculty are required to read and be familiar with its contents. Students are expected to practice in accordance with all organizational policies in their practice setting.

The following policies are relevant to this placement:

- Absence from Clinical Learning
- Adverse Events Reporting
- Clinical Practice Placements
- Evaluation in Clinical Practice
- Involuntary Withdrawal
- Progression and Remediation Process

Copies of these policies can be found on the [Nursing Undergraduate Information SharePoint site](#).

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.

Absence of a student or preceptor regardless of underlying reason must be reported immediately to the Faculty Advisor. If the preceptor is absent, the nurse in charge can assign an alternate Registered Nurse for the shift. If no one is available to supervise the student, the student is not allowed to be present for the shift. If the absence is expected to be longer than one week, a long term solution must be negotiated with the Nurse Manager/Clinical Educator and your Faculty Advisor.

Any medically related student absence must be reported using the online Student Absence Form and supporting documentation sent to the appropriate academic advisor. This absence form can be found via the main course site.

Medical documentation must indicate the onset, duration and severity of the illness and as such the student could not reasonably be expected to attend scheduled shifts. The student must be certain he/she has medical clearance before returning to the practice placement. After returning to placement, the student must plan with their preceptor when another shift(s) can be scheduled to ensure the student achieves the required course hours. These dates must also be communicated to the Faculty Advisor and noted on the 'final' calendar that is submitted at the end of the term.

Students are advised to share contact information with their preceptor(s) in the event they need to need to contact them regarding a change in schedule or unanticipated absence.

Changes to schedules can be communicated electronically to the Faculty Advisor.

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 (7th ed., revised) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

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

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 cannot present their credited work as new scholarship. You will be asked to submit your work to turnitin.com to verify originality (see Scholastic Offence Policy in the Western Academic Calendar).

Emergency Contact Cards

Emergency Contact cards are available on the main course site. Students will fill out this card and keep with the student's program or agency issued ID while in placement. Students will advise their preceptor about the card, so that if required, emergency contact information can be located.

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 Faculty Advisors are communicating via electronic devices, client information must not be included. Students and Faculty Advisors 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.

Medication Administration

To ensure safe practice, medication administration in professional practice settings requires monitoring of the student by their preceptor. The student is responsible to seek out their preceptor before proceeding with medication administration until independent practice is mutually agreed upon. Medication administration must meet the College of Nurses Practice Standard: Medication (2015). http://www.cno.org/globalassets/docs/prac/41007_medication.pdf

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 Student Information site.

Mental Health

Students who are in emotional/mental distress should refer to the following link for a complete list of options about how to obtain help.

Mental Health at Western http://uwo.ca/health/mental_wellbeing

Crisis supports are offered through Western via telephone, Zoom, or in person during [operating hours](#). Please call 911 if your safety, or the safety of others is a concern. Additional crisis supports can be found [here](#).

Students can book an appointment with the Mental Health and Wellness team by telephone at 519-661-3030 (Monday - Thursday 9:00 am – 7:00 pm and Fridays 9:00 am – 5:00 pm)

University Policies

Students are also expected to follow the university policy related to documentation of any absence from their placement (see policy http://westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&Keywords=medical&SubHeadingID=183&SelectedCalendar=Live&ArchiveID=#SubHeading_183).

PROFESSIONAL STANDARDS FOR ALL NURSING STUDENTS

Professional Standards and Ethical Conduct

All nursing students are expected to uphold the following principles from the College of Nurses of Ontario (CNO) Code of Conduct, Regulated Health Profession Act, or Nursing Act:

- **Respect for Dignity:** Treat patients and colleagues as individuals with inherent worth.
- **Safe and Competent Care:** Deliver care that meets professional standards.
- **Integrity and Trust:** Act honestly and ethically to maintain public confidence.
- **Collaboration:** Work respectfully and effectively with others.
- **Accountability:** Take responsibility for actions and decisions.
- **Public Confidence:** Conduct oneself in a manner that reflects positively on the profession.

Unprofessional Conduct

The following behaviors are considered unprofessional and may result in disciplinary action, including suspension or expulsion:

- **Breach of Privacy and Confidentiality**
 - Unauthorized access, use, or disclosure of personal health information.
 - Failure to follow the Personal Health Information Protection Act (PHIPA).
 - Sharing patient information on social media or in public forums.
 - Taking audio/video/photographic images in any setting including but not limited to: clinical settings, including lab and simulation, for any reason.
 - Recording theory classes without expressed permission from the class professor/instructor.
 - Posting class content or communications from course professors/instructors online.
- **Forgery or Falsification of Documents**
 - Altering, fabricating, or misrepresenting documents including but not limited to:

clinical records, academic documents, pre-placement documents, or official forms in the clinical or academic setting.

- Misrepresentation of clinical hours, assessments, or evaluations.
- **Discriminatory Behaviour**
 - Use of racist, misogynistic, homophobic, or other discriminatory language or actions.
 - Harassment or bullying
 - Violations of the Harassment and Violence Prevention Policy and Human Rights Policy.
- **Unsafe or Inappropriate Clinical Practice (lab, simulation and clinical settings)**
 - Demonstrating lack of knowledge, skill, judgment, professionalism or fitness to practice.
 - Engaging in behavior that jeopardizes patient safety or violates ethical standards.
 - Engaging in clinical practice while impaired by any substance.
- **Abuse or Misconduct**
 - Physical, emotional, verbal, or sexual abuse.
 - Breaches of the therapeutic nurse-client relationship.
 - Any behaviour that would be deemed professional misconduct by the CNO

Sanctions

Unprofessional conduct may lead to:

- **Oral or Written Reprimand**
- **Suspension** from clinical or academic activities
- **Expulsion** from the nursing program
- **Mandatory Remedial Education**
- **Revocation of Clinical Privileges**

Determination as to whether misconduct is sufficiently egregious as to warrant sanction rests with the Director (or designate) of the School of Nursing.

ROLE DESCRIPTIONS

Student

During students' final integrative practicum, students have the opportunity to further develop and enhance their professional practice

Resource Persons: (1) Preceptor
 (2) Faculty Advisor
 (3) Agency Clinical Placement Coordinator/Clinical Educator
 (4) Supervisor/Manager
 (5) Course Coordinator

Performance evaluated by: Self, Preceptor & Faculty Advisor

Role Responsibilities

1. Participating in educational experiences required to meet course goals.
 - 1.1 Throughout the experiences, in consultation with the preceptor, identifies learning needs and appropriate intervention strategies.
 - 1.2 Reviews with preceptor and submits to Faculty Advisor.
 - 1.3 Participates in educational experiences geared to meet course goals.

2. Application of the nursing process or a problem-solving approach in the delivery of safe, effective, and professional interventions in the practice situation.
 - 2.1 Assesses, plans, implements, and evaluates interventions.
 - 2.2 Maintains complete, accurate, and concise records and reports in accordance with organizational policies.
 - 2.3 Progresses toward independent practice through the provision of increasingly complex assignments.
 - 2.4 Keeps preceptor informed of progress in work or client assignments.
 - 2.5 Confers with preceptor as required.
 - 2.6 Demonstrates priority setting and work organization principles.
 - 2.7 Participates in planning and decision making activities.
 - 2.8 Identifies learning needs related to assignments.

3. Responsible for improving and evaluating own performance.
 - 3.1 Updates the PPCE after each stretch of shifts.
 - 3.2 Reviews PPCE with preceptor as scheduled.
 - 3.3 Utilizes ongoing feedback provided by preceptor to improve performance.

4. Integration within the organization.
 - 4.1 Functions as a team member.
 - 4.2 Utilizes organizational philosophy, policies, and procedures.

4.3 Utilizes resources prudently (eg. time, equipment, supplies, human resources).

5. Other responsibilities.

5.1 Participates in orientation to the organization as required.

5.2 Provides two Reflective Practice Reviews, submitted by the due dates to the Faculty Advisor.

5.3 Participates in two online discussions.

5.4 Completes the Philosophy of Nursing assignment.

5.5 Documents shifts/hours of placement on the Professional Practice Collaborative Evaluation document as outlined.

PRECEPTOR

The role of the preceptor is to teach, counsel, role model and support the professional growth and development of Western-Fanshawe Collaborative BScN and Compressed Time Frame BScN students in their final professional practice experience. The Preceptor serves as a primary resource to the student.

Resource People: (1) Agency Clinical Placement Coordinator/Clinical Educator
 (2) Supervisor/Manager
 (3) Faculty Advisor
 (4) Course Coordinator

Role Responsibilities

1. Selection of teaching strategies and learning experiences required to meet identified learning needs of the student.

1.1 Identifies learning needs based on student's initial performance in conjunction with student.

1.2 Develops plan of action to meet course indicators in conjunction with student.

1.3 Takes advantage of unexpected situations to facilitate student's incidental learning.

1.4 Uses Faculty Advisor for consultation in teaching methodology as needed or desired.

2. Monitors student's application of the nursing process or a problem-solving approach to the delivery of safe and effective interventions in the practice situation.

2.1 Collaborates with the student on assessment, planning, implementation, evaluation and documentation of activities conducted by the student.

2.2 Assures assignments which are of increasing complexity yet within the capabilities of the student. Consults with resource people and student as required.

2.3 Evaluates with the student, proposed interventions and their rationale.

2.4 Demonstrates priority setting and work organization principles.

2.5 Demonstrates or supervises procedures or skills that are new to the student.

2.6 Plans with student to meet learning needs of assigned patients and their families or other populations.

2.7 Evaluates with student effectiveness of preceptor teaching/modelling implemented to meet learning needs.

2.8 Consults with resource people regarding student practice behaviour.

3. Providing ongoing evaluation of student's performance:

3.1 Provides student with regular feedback and assists student to identify strategies for growth and change.

3.2 Meets with student regularly to review student's performance.

3.3 Provides rating of student performance and comments as outlined on the PPCE.

3.4 Shares observations of student's performance with appropriate resource persons.

3.5 If required, refers lack of improvement in identified areas of unsatisfactory performance to Faculty Advisor for follow-up.

3.6 Uses Faculty Advisor for consultation in the evaluation process as needed or desired.

3.7 Communicates to student and Faculty Advisor a pass/fail recommendation at the end of the placement.

3.8 Verifies shifts/hours of placement on the Professional Practice Collaborative Evaluation document.

4. Providing ongoing consultation, guidance and support for the student.

4.1 Initially shares work assignment with student.

4.2 Promotes independent practice by gradually increasing the demands in student's assignment.

4.3 Promotes student's independent practice by modifying initial teaching/supervising activities.

4.4 Communicates with student when they are going to be absent.

5. Integration of the student within the organization.

5.1 Introduces student to staff members.

5.2 Interprets and acquaints student with philosophy and objectives, physical layout, protocols, policies and procedures, resources, personnel policies and communication channels within the organization.

6. Maintains and enhances own skills in mentoring/teaching student protégés.

6.1 Participates in the online learning program: Preceptor Education Program for Health Professionals and Students (www.preceptor.ca)

FACULTY ADVISOR

The role of the Faculty Advisor is to work with the preceptor, the student, the School of Nursing and the agency to help the student meet the course expectations.

Role Responsibilities

1. Acts as a liaison between the School of Nursing and professional practice sites.

2. Assists the orientation for preceptors as requested.
3. Maintains communication through the students' online discussion groups and telephone, or email contact.
4. Meets with students in a group as appropriate, to discuss professional practice.
5. Meets with students individually on the unit twice during the term.
6. Is available for consultation with the preceptor and student regarding student's performance.
7. Receives assignments as designated and provides constructive comments.
8. Follows up preceptor's concerns regarding lack of improvement in areas of unsatisfactory performance; assists in development of Collaborative Success Plans as necessary.
9. Communicates with the Course Coordinator regarding any students requiring support of a CSP, and any other questions or concerns.
10. In collaboration with the preceptor, and additionally considering the academic requirement of the course, the Faculty Advisor determines a pass/fail grade in the course.