



N2271 A/B – NRSG-7114

Laboratory & Clinical Application: Engagement in Care

Fall 2024

Course Coordinators:

Western

Jessica Timbrell (jtimbrel@uwo.ca) – Lab
Clinical Practice Coordination – per OWL
Brightspace

Fanshawe

Emma Butler (ebutler@fanshawec.ca)

Copyright © 2024 The University of Western Ontario and Fanshawe College.

All rights reserved. This book is protected by copyright. No part of it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means - electronic, mechanical, photocopying, recording, or otherwise - without written permission from The University of Western Ontario, London, Ontario N6A 3K7 or Fanshawe College, 1001 Fanshawe Blvd., P.O. Box 7005, London, Ontario N5Y 5R6.

N2271/NRSG-7114 Laboratory & Clinical Application: Engagement in Care

Calendar Description:

Students are introduced to the fundamentals of nursing practice by employing physical and communication skills in the care delivery for older adults in laboratory and practice settings. A focus on building relationships, the nursing role, and system transformation will be examined.

Prerequisite(s): Registration in Year 2 of the Western-Fanshawe Collaborative BScN Program

Extra Information: Laboratory and Clinical Practice

Course weight: 0.50

Expanded Description:

Students apply principles of holistic health assessments and therapeutic communication in the laboratory and clinical environment while focusing on the unique requirements for the older population. Building on laboratory practice, students gain additional knowledge and skills focusing on individual and family care for older adults in institutional settings. Integration of the family assessment provides a holistic perspective of the person in family life. Students learn from the intra- and interprofessional team members who comprise the care team.

Laboratory Learning

Prior to clinical practice, students participate in 4 lab sessions with a lab instructor focused on the basic care and safety needs of residents in long-term care. Activities include bedmaking, bathing, mouthcare, mobility, feeding, supportive care, incontinence care, therapeutic communication, respect, dignity, and interpersonal connection.

Clinical Placement

In the clinical placement students will provide nursing care to residents and families experiencing chronic illness and health conditions related to aging in Long-Term Care settings. This placement will be focused on developing communication skills, building therapeutic nurse-resident relationships, and refining skills in the provision of personal care and mobility. This clinical practice experience will include 8 hours per week for 6 weeks and will occur during week 7-12 of the term. Clinical practice days will be Monday, Tuesday, OR Wednesday. Students will be placed in groups and be supervised by a Western/Fanshawe clinical instructor.

Rotation	Weekday	Dates	Times
1			Day or afternoon shifts as per HSPnet.
2			
3			

Students must meet all course requirement to receive a passing grade. Success in this course includes consistent attendance in clinical practice, completion of all assigned academic work, and satisfactory clinical practice performance as determined by the student and clinical instructor.

Course Learning Outcomes

Course goals are based on the CNO entry to practice competencies, the foundation for nursing practice. The course goals will guide the assessment of students' knowledge, skill, and judgment in preparing them to practice in a safe, competent, and ethical manner.

Successful students will be able to:

1. Assessment (CNO ETPC: Clinician): Describe how clients' health histories and individual experiences impact healthcare expectations and care planning/provision.
2. Critical Thinking (CNO ETPC: Clinician, Coordinator): Demonstrate the principles of patient safety while providing personal care, mobility, and support for activities of daily living that contribute to the care and needs of the resident.
3. Critical Thinking (CNO ETPC: Clinician, Coordinator): Identify how a client care plan is used to inform therapeutic interventions.
4. Leader (CNO ETPC: Leader): Explain how organizational and healthcare system policy can impact safe resident care in long term and residential healthcare settings.
5. Collaboration (CNO ETPC: Collaborator, Communicator): Use principles of therapeutic communication to deliver client-centred care for residents of long-term care facilities in collaboration with interprofessional roles involved in this care.
6. Learner (CNO ETPC: Professional): Describe how to use learning goals to address identified learning needs.
7. Evidence-Based Practice (CNO ETPC: Scholar): Apply best practice guidelines to the provision of resident care to support optimal health outcomes.

Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course

Clinician: 1.1, 1-2, 1.4, 1.7, 1.8, 1.9, 1.10, 1.13, 1.14, 1.17, 1.21 - 1.27

Professional: 2.1 - 2.11, 2.13, 2.14

Communicator: 3.1 - 3.6

Collaborator: 4.1, 4.3

Coordinator: 5.1 - 5.3

Leader: 6.4, 6.5 - 6.11

Advocate: 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 7.10, 7.12 - 7.14

Educator: 8.3 - 8.5

Scholar: 9.1 - 9.4, 9.8

Course Materials:

Online Clinical Skills Lab

College of Nurses of Ontario. (2018). *Standards and Guidelines*. Retrieved from <http://www.cno.org/en/learn-about-standards-guidelines/standards-andguidelines/>

College of Nurses of Ontario. (2018). Entry to Practice Competencies for Registered Nurses. Retrieved from <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies2020.pdf>

Class Schedule Laboratory Practice

DATE	TOPIC
	Ontario Centre for Research and Innovation in Long Term Care <ul style="list-style-type: none"> • Self-Directed Learning (SDL) Modules • See Brightspace course site for access information
Bedmaking & mobility	Occupied/unoccupied bed-making, bed mobility/safety <ul style="list-style-type: none"> • Includes familiarizing students with common actions such as boosting, turning, positioning • Mobility includes identifying opportunities for ROM (active/passive)
Hygiene	Bathing & Elimination Care <ul style="list-style-type: none"> • Use of mannequins, emphasis on comfort, dignity, caring, assessment, noticing/interpreting, professional intimacy, compassion • Incorporating prior learning re: ROM during bathing • Practice with bed pans and incontinence care
Nutrition	Safe Feeding Practices <ul style="list-style-type: none"> • Includes positioning, techniques for appropriate feeding monitoring for S&S of aspiration/choking, observing for various client cues, comfort, dignity, personhood • Includes mouthcare, students brush each other's teeth, experience dependence on another for routine ADL
Synthesis of Basic Care	Synthesis of Basic Care <ul style="list-style-type: none"> • Includes clinical judgement, critical thinking, prioritization, & combining care activities

Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#).

Attendance for clinical learning experiences is mandatory. Students missing more than 2 labs, **regardless of the reason**, will be given an unsuccessful course outcome. Students **will not**

receive a written warning of their absences. The student will be notified of an unsuccessful course outcome by the course coordinator following the third absence from lab. Please visit the SON SharePoint site for further information about this and other school policies:

[Undergraduate Program Site](#)

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Brightspace

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Social Media

Students who post information on social media related to their clients and/or laboratory experiences will be reported to the Associate Dean of Health Sciences as this demonstrates a breach of client privacy and confidentiality and violates the Student Code of Conduct. Such behavior may compromise a student's standing in the program.

Methods of Evaluation Clinical Practice

Percentage of Course Grade*	Assignment Name	Due
Satisfactory/ Unsatisfactory	Orientation Knowledge Check	
Satisfactory/ Unsatisfactory	LTC: Clinical Practice Collaborative Evaluation	Completed by student and clinical instructor at TWO (2) timepoints during the LTC placement.

1. Orientation Knowledge Check: Part A (via Brightspace OWL/Fanshawe Online)

Due:

Students must watch the course orientation recording posted to OWL and complete the knowledge check found in *Tests and Quizzes* in OWL. Orientation will be posted well in advance of the due date.

Responsibilities of Student:

- Viewing Orientation video in entirety
- Completing Knowledge Check activity by deadline
- Following up promptly about any questions students have following orientation by: reviewing FAQ tab in Brightspace OWL /FoL, posting in Discussions, and/or emailing Clinical Instructor/Course Coordinator

2. LTC Clinical Practice Collaborative Evaluation (via InPlace)

Due: Completed by student on week 3 and 6 of LTC placement.

Evaluation is an on-going process intended to provide feedback to improve one's performance. Students are active partners in the evaluation process.

Reflection on practice is completed electronically using the LTC Clinical Practice Collaborative Evaluation (CPCE) form and is completed via **InPlace**. Students complete the LTC CPCE by 48 hours from the shift on week 3 and week 6. CIs then complete their submission to each following the submission by the student.

Evaluation is collaborative between the student and CI, involving honest, open, and clear communication. Formative evaluation (occurring day-to-day, moment-to-moment) allows for learning and improvement. As the CI provides feedback, the student reflects on their experience and incorporates feedback into practice so that course goals can be met. Entries into the evaluation by the student and CI will contain evidence of student progress in an incremental manner.

In the case where a CI 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 with the guidance of the course coordinator. The CI will discuss the concern and agree on the components of the CSP including the plan for improvement with the student. The CSP will be reviewed according to the agreed upon timeline.

Overall, students must receive a satisfactory final evaluation by the clinical instructor to pass N2271/NRSG 7114. Students must be in the Developing (2) to Accomplished (3) levels in the majority of categories to be rated 'Satisfactory' by the end of the course.

Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed:

Fanshawe:

Under content on the Collaborative Nursing Program Homeroom site (NSG3-HR) on

FanshaweOnline/FOL here (requires login to FOL):

Program Manual:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/12227152/View>

School of Nursing Policies:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/13885634/View>

Western:

Requires login with UWO username and password:

<https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36>

Policies

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 Experiences
 - In this course, the Absence from Clinical Learning policy applies to both your attendance at laboratory learning and your placement experience.
 - If you miss more than 20% of the required hours in either course component, you may be unsuccessful in this course.
- Adverse Events Reporting
- Accommodations in Clinical Learning Experiences
- Pre-Placement Requirements
- Code of Conduct for Clinical Education and Simulation Suites
- Dress and Uniform Policy
- Professional Integrity Policy
- Clinical Practice Placements
- Evaluation in Clinical Practice
- Involuntary Withdrawal
- Progression and Remediation for clinical practice courses

Professional Practice Pre-placement Requirements

Students must meet mandatory pre-placement requirements before beginning all professional practice placements. Students are not permitted access to any professional practice placements without completing and submitting the necessary documentation, by the specified deadline, at their own expense. Students submit their pre-placement requirements documentation to the school's clearance partner and must be cleared before starting their professional practice placement. In addition to pre-placement requirements, students may also be required to submit site-specific requirements, as requested, to some of our practice partners. Failure to submit the necessary documentation and be cleared by the mandatory prerequisite deadline will result in a hold on your academic record and de-registration from

the course resulting in loss of the academic term.

Identification/Professional Accountability

You will be identified as Western-Fanshawe Collaborative BScN Program nursing students by the program name pin worn on the breast of your uniform, by your visible school photo identification, and by the nursing program crest sewn on the left sleeve of your uniforms. Documentation in client charts must be followed with the following signature format: initial, surname, WFN2 (*Western-Fanshawe Nursing Year 2*), or as identified as a student in the electronic documentation system. Students are to document in alignment with the CNO documentation standards and documentation standards of their placement agency. Students must document any care that is provided by them in accordance with those standards.

Scholarly Requirements

All scholarly writing will follow the 7th edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is plagiarism.

Academic Offence

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the Academic Calendar (westerncalendar.uwo.ca).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging and appropriately citing the author to whom the work belongs. You are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to them. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work. At the discretion of the instructor, you may be required to submit your work through **Turnitin.com** to verify originality **and are responsible for acting on the report generated**. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce

original written contributions.

Review of Graded Assignments

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support:

Fanshawe (select Fanshawe Library Learning Commons):

<https://www.fanshawec.ca/students/support/academic-support>

Western: (<http://writing.uwo.ca/>)

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (<https://www.uwo.ca/ombuds/> or <http://www.fanshawec.ca/appeals>).

Course correspondence

To maintain the confidentiality of correspondence between students and course professor and/or Teaching Assistant(s), all electronic correspondence must take place within the course site on OWL (Western site students) or Fanshawe online (FOL – Fanshawe site). DO NOT send emails through the regular email system. You are expected to check the course site regularly for any messages/announcements posted by the course professor and/or Teaching Assistant(s).

Assignments and Exams

Please refer Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams.

Western at owl.uwo.ca and Fanshawe in Virtual Home Room www.fanshawec.ca

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 about 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 preceptors are communicating via electronic devices, client information must not be included. Students and preceptors 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.

NOTE: It is strictly forbidden that any audio/video/photographic images be taken, and/or posted to any social media platform, in any clinical practice setting, including lab and simulation, for any reason.

Mental Health

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> or Fanshawe Health and Wellness <https://www.fanshawec.ca/students/support/health-wellness/counselling> for a complete list of options for obtaining help

Support Services

Academic Support and Accommodation Services:

http://academicsupport.uwo.ca/accessible_education/index.html

Physical Health, Wellness Education and Mental Health: Connect with Student Health Services at Western: <https://www.uwo.ca/health/Physical%20Health/index.html>

Indigenous Student Center staff and Elders are available to support you personally, academically and culturally. <https://indigenous.uwo.ca/students/>

For services related to inclusion, equity and diversity visit *Equity and Human Rights Services*: <https://www.uwo.ca/equity/>

View Western's *Anti-Racism Working Group Report*: <https://www.president.uwo.ca/>

Services related to Gender Based Violence and Survivor Support:

https://www.uwo.ca/health/student_support/survivor_support/index.html

Student Safety

Please refer to the BScN Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart available for students on the [Nursing Undergraduate Information](#).