Course Description:

This course provides opportunities for students to work with individuals, families, groups, and communities, applying and integrating theories and concepts learned in the companion theory course. Through relational practice, students will focus on the strengths and needs of individuals, families, groups, and communities. In collaborative working partnerships with community members, students will develop strategies to support and promote health while gaining an increased understanding of lived experience.

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 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


• 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:

• 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/NursingInformaticsEntryToPracticeCompetenciesFINAL.pdf](http://www.casn.ca/vm/newvisual/attachments/856/Media/NursingInformaticsEntryToPracticeCompetenciesFINAL.pdf)

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

The Safety Competencies (CPSI, 2009)

Domain 1: Contribute to a culture of patient safety
Domain 2: Work in teams for patient safety
Domain 3: Communicate effectively for patient safety
Domain 4: Manage safety risks
Domain 5: Optimize human and environmental factors
Domain 6: Recognize, respond to disclose adverse events
Professional Practice Pre-placement Requirements

Students must meet pre-placement requirements before beginning all professional practice placements. Students will not be permitted access to any professional practice placements without completing and submitting the necessary requirements, by the specified deadline, at their own expense. Students submit their pre-placement requirements to the School’s clearance partner and must be cleared before starting their professional practice placement. In addition to preplacement 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.

How this course will contribute to your development as a professional nurse:

This course prepares students to be in relationships with people of all ages and genders in a variety of settings. Students will have the opportunity to develop an understanding of the social/environmental determinants of health within the context of individuals, groups and/or families’ lived experience. 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.

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:

Attendance at all praxis sessions is mandatory. 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 meetings to the community agencies to which students are assigned. 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.
Course Process

1. At Western, Wednesday and Thursday (Tuesday and Wednesday at Fanshawe) are scheduled for professional practice time that includes mandatory praxis activities, and time with an agency/family. Time in praxis is **2 hours per week** and time in a community agency/family meetings 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.

Community Practice

1. Community is understood as defined in the companion theory course (i.e., N2220 or Nsrg7058).

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 visit each student group weekly at their assigned agency.

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. If absent please send an e-mail to your clinical instructor and fill out an absence form to send to Denice Litzan.

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.

Relational Practice with Individuals/Families/Groups

1. This practice course is designed to enable the student to develop skills of “being in relationships” “Being skills give rise to compassionate, empathetic, knowledgeable nursing and define the caring work of nursing” (Gottleib, 2013, p. 254).
2. The intent of this experience is to have students use a strengths based approach (Gottlieb, 2013) to engage with people in their assigned agency/setting to gain an increased understanding and appreciation of the client(s) lived experience of family, health and community. Individuals and families lived experience is shaped by their historical, social, economic, geographical and political context. “People are both influenced by their context and live within contexts” (Varcoe & Hartrick Doane, 2014, p. 168).

3. A family is who they say they are.” (Wright and Leahey, 2013, p.55). Families can take various forms: one individual, nuclear, extended, blended, lone parent, same-sex, and others (as defined by the individual).

4. Students work in pairs and each pair will identify and work with a client(s) in the assigned community. NOTE: The term client refers to individuals, families, groups, communities, and/or populations.

5. Clinical Instructors may facilitate the first contact with a client(s) and negotiate the date/time for an initial meeting/visit, and accompany students on the first visit. The number of meetings will be based on the client(s) needs and context.

6. Meetings with client(s) may take place at a mutually chosen location that promotes privacy, safety and confidentiality.

7. Student pairs designate one member to be the contact person with the client.

8. If a student is absent for a scheduled visit, it is his/her responsibility to notify their student partner and the Clinical Instructor in a timely manner.

**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.
- Share roles/responsibilities within agencies and with families.
- Recognize and use relevant resources.
- Develop a professional, caring relationship with an identified client(s).
- Gain an understanding of the agency and community and participate in health promotion activities.
- Participate in a meeting at midterm and end-of-course to discuss their progress with the Clinical Instructor.
- 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 to clarify roles, explain course expectations, and negotiate a communication process and safety planning.
- Facilitate and support relational practice with individuals, groups and/or families.
- 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.
- Facilitate a midterm and end-of-term evaluation meeting 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 an individual, group and/or family assignment for each 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.
Required Textbooks and Resources


N2221b/NRS7059 course syllabus found on the course Sakai site at Western and FanshaweOnline 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, Yiu & Dosani (2016), “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. 247).

**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 TBA 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>Professional Practice Activities</th>
<th>Course Concepts</th>
<th>Praxis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Course Orientation</strong> Room: Listed on OWL course site</td>
<td>Client; diversity, context/culture, professionalism, strengths-based nursing care, relational practice, communication, caring</td>
<td>Learning Activity: Community Geocaching</td>
</tr>
<tr>
<td>2</td>
<td><strong>Agency Orientation</strong> Time and date TBD by Clinical Instructor</td>
<td>Client: community; context/culture; wellness; primary health care; communication; health information/literacy</td>
<td>Learning Activity: Relational Practice</td>
</tr>
<tr>
<td>3</td>
<td>At agency as per negotiated hours</td>
<td>Safety, context/culture, health promotion/disease prevention, professionalism: accountability, communication, critical reflection</td>
<td>Learning Activity: Nursing student and Client Safety</td>
</tr>
<tr>
<td>4</td>
<td>At agency as per negotiated hours</td>
<td>Clients, culture/ context, growth &amp; development, IPCP, Primary health care, Strengths-based nursing care</td>
<td>Part A: Community Development Project – Situational Assessment/Tree Activity</td>
</tr>
<tr>
<td>5</td>
<td>Fall Reading Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Description</td>
<td>Praxis Topic</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>6 Oct 17/18</td>
<td>At agency as per negotiated hours</td>
<td>Context/culture, client-centered care, communication, critical reflection, social determinants of health</td>
<td>Introduction to Part B: Community Development Project</td>
</tr>
<tr>
<td>7 Oct 24/25</td>
<td>At agency as per negotiated hours</td>
<td></td>
<td>Midterm Evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Praxis Topic: TBD</td>
</tr>
<tr>
<td>8 Oct 31/ Nov 1</td>
<td>At agency as per negotiated hours</td>
<td>Social justice; diversity; context/culture; advocacy; caring; ethical practice; mental health, domestic violence</td>
<td>Learning Activity: Violence in Families</td>
</tr>
<tr>
<td>9 Nov 7/8</td>
<td>At agency as per negotiated hours</td>
<td>Clients, time/transitions, caring, client centered care, professionalism, strengths-based nursing care, relational practice</td>
<td>Learning Activity: Closure to Nurse Family Relationships</td>
</tr>
<tr>
<td>10 Nov 14/15</td>
<td>At agency as per negotiated hours</td>
<td></td>
<td>Praxis Topic: TBD</td>
</tr>
<tr>
<td>11 Nov 21/22</td>
<td>At agency as per negotiated hours</td>
<td></td>
<td>Praxis Topic: TBD</td>
</tr>
<tr>
<td>12 Nov 28/29</td>
<td>At agency as per negotiated hours</td>
<td></td>
<td>Praxis Topic: TBD</td>
</tr>
<tr>
<td>13 Dec 5/6</td>
<td>Placement complete</td>
<td></td>
<td>Community Development Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Presentations at Western and Final Evaluations</td>
</tr>
</tbody>
</table>
Opportunities to Demonstrate Learning

1. **Fostering Reflective Practice Module of the Preceptor Education Program**
   (www.preceptor.ca)

   After completing the reflective note at the end of the ‘Fostering Reflective Practice’ Module, students will download and submit a copy of the Certificate of Completion to their Clinical Instructor no later than Praxis on week 3. **Due: Week 3**

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. **Thank You Letters**

   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 recipients (Instructors may print the letter on School letterhead for students). Students are directed to the LA resource Bringing Closure to Relationships that will be used in **Week 9 praxis.**

   **Due: TBA**

4. **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 or group.

   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 4, Part B Proposal: Week 9, Presentation: Week 11**

5. **Professional Placement Collaborative Evaluation**

   The template for the Professional Practice Evaluation is posted on OWL/FOL. Students and Clinical Instructors will each complete an evaluation of the students’ progress at three-week intervals throughout the term. At midterm 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. The student SMART goal should be further linked to one of the five broad competency categories that are expected of entry-level practice for registered nurses: 1) Professional Responsibility & Accountability 2) Knowledge-Based practice 3) Ethical Practice 4) Service to the Public 5) Self-Regulation: http://www.cno.org/Global/docs/reg/41037_EntryToPractice_final.pdf

- 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>1, 2, 3, 4, 8</td>
<td>Weeks 3, 6, 10</td>
</tr>
<tr>
<td>2. Community Project Part A</td>
<td>1, 2, 3, 4, 6</td>
<td>Week 4</td>
</tr>
<tr>
<td>3. Thank You Letters</td>
<td>1, 2, 4, 6, 8</td>
<td>TBD</td>
</tr>
<tr>
<td>4. Proposal for Community Development Project Part B and Presentation</td>
<td>1-8</td>
<td>Weeks 9, 11</td>
</tr>
</tbody>
</table>

Other Course Activities that contribute to student evaluation

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DUE DATE</th>
</tr>
</thead>
<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>Ongoing throughout the term</td>
</tr>
<tr>
<td>Weekly Review/Plan Students working with client(s) are required to meet each week during the last half hour of their practice experience to de-brief about their practice and to plan for their next steps. An electronic document will be kept by each pair that addresses the following questions:</td>
<td>Weekly throughout term</td>
</tr>
<tr>
<td>What client activities were you involved with this week?</td>
<td></td>
</tr>
</tbody>
</table>
What significant observations did you make related to you client(s) strengths?

What most surprised you about your practice experience this week?

What goals(s) do you have for your practice with your client(s) next week? What theory is informing your practice?

Your clinical instructor will ask to review your de-briefing document (in practice or in praxis) and it should be submitted to the dropbox with your RPRs Week 3,6,10.

<table>
<thead>
<tr>
<th>Strengths Based Client Assessment &amp; Documentation</th>
<th>Ongoing throughout the term</th>
</tr>
</thead>
<tbody>
<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>Midterm and End of term evaluation meeting between student and Clinical Instructor</td>
<td>Weeks 7, 13</td>
</tr>
</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 turnitin.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/2c02.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 https://www.uwo.ca/health/mental_wellbeing/index.html
Fanshawe College Counseling Services http://www.fanshawec.ca/counselling/ and
iCopeU http://icopeu.com/fanshawe/home.html or good2talk.ca

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.