NIPISSING UNIVERSITY

SCHOOL OF NURSING

RPN TO BSCN
BLENDDED LEARNING PROGRAM

STUDENT HANDBOOK
2017-2018
INTRODUCTION

It is with pleasure that we welcome you to the RPN to BScN Blended Learning Program.

Nursing is a dynamic, demanding profession, therefore, candidates must demonstrate intellectual and clinical competence, and function according to professional standards. The role of the program team is to assist you in developing the attitudes and competence required to become a professional Registered Nurse.

The Blended program provides learners with a quality university education through an alternative delivery model, which is a ‘blend’ of both online courses and face to face clinical practicum experiences.

As an adult learner you have made significant personal, professional, and financial commitments towards furthering your education. You are joining a community of learners who share these commitments and a program team that respects you and your learning. Your experience will include the rewards and challenges of role transition from RPN to RN. As a distance education student, your active involvement in this online learning community is essential. Connecting with your classmates and the program team will build support for your success and enjoyment in earning this BScN degree. The skills and experience you bring as a practicing RPN will complement your coursework. Take initiative to reflect, research, and build-on what you know to broaden your learning experience and ultimately your scope of practice.

This handbook addresses program specific policies and information for the RPN to BScN Blended Learning Program. Please read it carefully. If the information in the handbook is not clearly understood you should seek clarification from the nursing faculty, program staff and/or an academic advisor.

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

The Blended Program Faculty, Staff & Administration
# TABLE OF CONTENTS

**WELCOME TO NIPISSING UNIVERSITY** ................................................. 1

**CURRICULUM** ....................................................................................... 2

- Philosophical Statement on Nursing Education ....................................... 2
- Statement of Purpose ............................................................................. 2
  - Vision ................................................................................................... 2
  - Mission ................................................................................................. 2
- BScN Curriculum Framework ................................................................... 3

## Framework Dimensions ........................................................................ 3

- Context Dimension .............................................................................. 3
- Perspective Dimension .......................................................................... 4
- Process Dimension ............................................................................... 5
- Planned Curriculum .............................................................................. 6
- Lived Curriculum .................................................................................. 6
- Program Outcomes ............................................................................... 6
- References ............................................................................................ 7

**COLLEGE OF NURSES OF ONTARIO** .................................................. 7

**GENERAL ACADEMIC GUIDELINES** ................................................... 8

- Grades ................................................................................................... 8
- Credit Attempt ....................................................................................... 8
- Required Withdrawal from a Program .................................................... 8
- Course Syllabi ......................................................................................... 9
- Textbooks ............................................................................................... 9
- Assignments .......................................................................................... 9
- Absences from Quizzes, Tests, etc .......................................................... 9
- Examination Location .......................................................................... 9
- Absences from Final Examinations ........................................................ 9
- Expected Theory Course Commitment .................................................. 9
- Expected Clinical Commitment .............................................................. 9

**ACADEMIC POLICIES FOR CLINICAL PRACTICUM COURSES** .......... 10

- Students Contacting Agencies Regarding Clinical Placements .......... 11
- Student Employment at a Partner Health Care Agency ...................... 11
- Attendance Policy (for Clinical Practicum courses) ............................. 11
- Clinical Experience Location ............................................................... 11
- Clinical Experience Cancellation ........................................................ 11
- Requesting/Reporting Time Off ............................................................ 11
- Policy on Academic Dishonesty ........................................................... 12
- Plagiarism/Dishonest Behaviour .......................................................... 12
ACADEMIC RESOURCES ................................................................. 12
  Academic Advising ...................................................................... 12
  Harris Learning Library ............................................................. 13
  University Technology Services (UTS) ........................................ 13

OTHER RESOURCES ...................................................................... 13
  Student Development and Services (SDS) ..................................... 13
  Student Accessibility Services (SAS) .......................................... 13
  Campus Health Centre ............................................................ 13

FINANCIAL AID, SCHOLARSHIPS, BURSARIES, AND AWARDS ................................................................... 14

STUDENT FINANCIAL ASSISTANCE ............................................... 14
  Ontario Student Assistance Program (OSAP) ......................... 14

CODES OF STUDENT CONDUCT ..................................................... 14
  Code of Student Conduct ........................................................ 14
  Professional Conduct ............................................................. 14
  Privacy and Confidentiality Conduct ......................................... 15
  Harassment, Discrimination and Sexual Violence Response ...... 15

ON LINE LEARNING MATERIALS ................................................... 18
  USB Headset ............................................................................ 18
  Computer and Laptops ............................................................ 18
  Wireless vs ‘Wired’ Connections ............................................. 18

NON-ACADEMIC REQUIREMENTS .................................................. 18
  Submission of Documents for Clearance .................................. 18
  Submission Schedule .............................................................. 18
  Police Vulnerable Sector Check (PVSC): ................................. 19
  Health Requirements: ............................................................ 19
  Mask-Fit Testing: ................................................................. 19
  Influenza Vaccination: ........................................................... 19
  CPR Certificate – Level “C” or “HCP”: ................................. 19
  Ministry of Labour Certificate ................................................ 19
  Transportation ......................................................................... 19
  Uniform Policy in Clinical Practice Setting ............................. 20
  Acute Care Placement Centers ............................................. 20
  Dress Code for Community and Mental Health Placements ...... 20

INCIDENT OR INJURY DURING CLINICAL PRACTICUM .......... 21

PLANNED PROGRAM/COURSE PROGRESSION ............................. 22

PROCEEDING IN THE PROGRAM .................................................... 24
  Dosage Calculation Competency Testing Schedule .................. 24
NCLEX-RN STUDENT PREPARATION ........................................ 24
  Roles & Responsibilities .................................................. 24
  Understanding the NCLEX-RN Exam ............................... 25
  Preparing & Studying for the Exam ................................. 25
  Available Resources .................................................... 25
  Canadian Nursing Student Association (CNSA) ................. 25
  Online & Live Guided Reviews ....................................... 25
  Publishers ..................................................................... 26

REFLECTIVE JOURNAL WRITING GUIDELINES ..................... 27
  Title ............................................................................. 27
  Introduction ................................................................. 27
  Trigger Event ............................................................... 27
  Appraisal .................................................................... 27
  Exploration .................................................................. 27
  Integration ................................................................... 27
  References ................................................................... 27
  Additional resource: .................................................... 28

CONTACT INFORMATION .................................................. 28
Welcome to Nipissing University’s Faculty of Applied and Professional Studies. I am delighted that you have chosen to pursue a Nipissing University degree in nursing through our unique RPN to BScN Blended Learning Program. It is my sincere hope that you enjoy your experience with us and find the Program both academically challenging and professionally rewarding.

At the heart of the Nipissing experience is our commitment to personalized learning; this is one of our defining strengths and is at the root of our consistently high student satisfaction ratings. I am confident that Nipissing’s student-centered approach will be evident in your interactions with faculty and staff; they really care about your success and want your experience to be exceptional.

The University is committed to ensuring you have the right academic and student resources to set you up for success. There are numerous tools and supports available to you as you embark on this new journey. Many of those resources are listed in this handbook and I encourage you to explore everything Nipissing has to offer you.

Once again, I would like to extend a warm ‘Lakers’ welcome to you and wish you every success in your academic pursuits.

Sincerely,

Dr. Rick Vanderlee
Dean, Faculty of Applied and Professional Studies
Nipissing University
We believe that nursing is the art and science of caring within a therapeutic relationship.

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

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

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

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

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

Philosophical Statement on Nursing Education

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

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

Statement of Purpose

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

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

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

The framework for the BScN curriculum is multidimensional and represents nursing. It is founded on the metaparadigm concepts of client (as person), health and environment, as well as the concept of leadership. These four concepts provide the context within which students will learn to practice. A second dimension of the framework is built from the perspectives from which nurses approach their work: health promotion, health protection, health restoration and health maintenance. The third dimension provides the processes that nurses use in co-creating health with clients: caring, communication, critical thinking, and change. As illustrated, it can be visualized as a learning cube (See figure on page 4).

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

Framework Dimensions

Context Dimension

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

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

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

Nurse/Student: A nurse is a person as defined above, and in addition comes to the nurse-client interaction with intent to engage in co-creating health in partnership with the client. The nurse, like person, has a unique set of experiences which inform his/her knowledge. In addition to personal experience, the nurse has a specific Code of Ethics (Canadian Nurses Association, 2008), guidelines from the Regulated Health Professions Act, and competencies and standards articulated by the College of Nurses of Ontario from which he/she practices.
Environment: The environment is the ever-changing context within which people live and work and hence, experience health. Students will explore the inseparable and interactive nature of person and environment. Many components of environment, such as political, economic, social, technological, spiritual, cultural, biological, and ecological are studied and their impact on person and health considered.

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

Leaders: Leadership is a process that raises one another to higher levels of motivation and morality. A credible leader strives for honesty, competency, inspiration, and is forward looking. The next generation of leaders, those who will create the preferred future for nursing, will be people who can propel a vision, empower followers to work enthusiastically to realize a vision, meet change “head-on” and grow from it, explore conflict to ensure people are thinking in different ways, and keep harmful stress at a minimum for themselves and the organization (Grossman & Valiga, 2000).

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

Health Promotion: Health promotion is the process of enabling clients to increase their control over and to improve their health (World Health Organization,
1989). Students will explore the impact of the broad determinants of health (peace, shelter, education, food, income, stable eco-system, sustainable resources, social justice, and equity) on their clients, as well as interventions aimed at changing these determinants for the purpose of improving health and quality of life.

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

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

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

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

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

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

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

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

Change: Initiating planned change and responding to unplanned or unexpected change is an expectation of professional nurses. Planned change refers to the process that brings about an alteration in the behaviours and understandings of persons, organizations, and systems. The nurse must have a thorough understanding of change process and change theory in order to effectively promote, facilitate, and implement change. The nurse must also possess the knowledge, skills, and
resources to respond to unexpected change in the behaviours and understandings of persons, organizations, and systems. Change is an integral component of nursing care, education, leadership, management, and political activism.

**Planned Curriculum**

The curriculum framework identifies the primary forces or dimensions of nursing as viewed within the RPN to BScN Blended Learning program. Program content is developed to meet the knowledge needs of beginning practitioners consistent with the Statement on Baccalaureate Education from the Canadian Association of Schools of Nursing. Each of the three dimensions of the framework is explored in increasing depth and complexity as learners progress through the 5 year part-time of the program. This increasing depth and complexity is reflected in the year objectives and further in the course descriptions. Content exploration and coverage is intended to ensure that all graduating students meet the competencies set out in Ontario by the College of Nurses of Ontario. As well, courses, content, and learning activities were influenced by the Regulated Health Professions Act guidelines and the Canadian Nurses Association Code of Ethics.

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

**Lived Curriculum**

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

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

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

**Program Outcomes**

The RPN to BScN Blended Learning Program graduates nurse leaders who:

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

References

COLLEGE OF NURSES OF ONTARIO

The College of Nurses of Ontario (CNO) is responsible for regulating nursing in Ontario. Here are some important Registration Requirements for those applying to practice nursing in Ontario.

You must:

1. Complete a nursing program. You must demonstrate the successful completion of a nursing program designed to prepare graduates for the category (RN or RPN) to which you are applying.

2. Complete a registration examination. You must successfully complete the registration examination approved by the College for the category (RN or RPN) to which you are applying.

3. Complete the jurisprudence examination. You must successfully complete the RN/RPN Jurisprudence Examination. This online exam assesses your awareness and understanding of the legislative and regulatory framework (i.e., laws, regulations, and College by-laws, practice standards and guidelines) governing the nursing profession in Ontario.

4. Provide evidence of nursing practice. For most Ontario nursing graduates, evidence of practice is demonstrated by successful completion of a nursing program for the category (RN or RPN) to which they are applying.
5. Demonstrate language proficiency in English or French. You must provide evidence that you are proficient in English or French. This includes demonstrating you can communicate and comprehend effectively, both orally and in writing, in either language.

6. Provide proof of citizenship, permanent residency or authorization under the Immigration and Refugee Protection Act (Canada). You must be a Canadian citizen or a permanent resident of Canada or hold authorization under the Immigration and Refugee Protection Act (Canada) to engage in the practice of nursing in Ontario.

7. Report past offences, findings and other specified matters. You must truthfully state if you have ever been found guilty of an offence, had a finding related to the practice of nursing or another profession against you, or are involved in certain proceedings.

8. Meet College requirements related to health and conduct. Before you are registered, the College must be satisfied that you do not suffer from any physical or mental condition or disorder that could affect your ability to practice nursing in a safe manner.

For more information on registration and practice requirements, please contact the CNO at:
CNO website: www.cno.org or call 1-800 387-5526

GENERAL ACADEMIC GUIDELINES

Grades
To graduate with a BScN students must:
• Satisfy all stated requirements for the degree;
• Complete all 120 credits in no more than 162 credit attempts with an overall average of 60% (only courses taken at Nipissing University are to be included in the average);
• Successfully complete all NSGD courses with a minimum grade of 60%, and all clinical practicum courses with a “Satisfactory” grade;
• A student may be allowed to repeat a course once and the higher grade obtained will be used in the calculation of the cumulative and sessional (if appropriate) average. If a student fails the course on a second attempt after first passing, then the credits obtained for that course on the first attempt will be kept. A student may attempt a course for a third time only with departmental approval. A student in the nursing program may not receive an “Unsatisfactory” grade in more than one clinical practicum course throughout the program. If a second “Unsatisfactory” grade is achieved, the student will be required to withdraw from the nursing program.
• Complete the program within seven (7) years of the original date of admission;

Credit Attempt
A course is considered to have been attempted when a final grade has been assigned to it. A course from which a student has honourably withdrawn is not considered an attempt. Students are permitted a maximum of two attempts at a particular course.

Required Withdrawal from a Program
Students will be withdrawn from the BScN program should they receive more than one grade of “Unsatisfactory” in any Clinical Practicum courses. See the academic calendar for additional information on being asked to withdraw.

Course Syllabi
In each course you will be provided with a course syllabus (outline). This outlines all course activities and acts as a contract between student and the course instructor.
Textbooks
Required textbook information can be found by going to the campus bookstore at www.nipissingu.bkstr.com. Students who wish to be successful need to be using the most recent edition of the textbook. The School of Nursing strongly recommends that students obtain the most recent version of the required textbook(s). Courses are taught using the most recent version of the textbook to ensure that students are not learning out of date/incorrect information.

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

Absences from Quizzes, Tests, etc.
The following guidelines apply unless indicated otherwise in the course outline. A mark of zero (0) will be given for any missed test or quiz. There will be no rewrites or supplemental tests or quizzes, unless alternate arrangements are made with the course instructor.

Examination Location
The location where the student will write his or her final examinations will be within 100km of the student’s address as maintained on Web Advisor. Students must ensure that their address information is correct upon registration and be kept up to date throughout the program. Information can be updated through Web Advisor. Students requiring an exam location other than the scheduled location must request the change in writing at least two weeks prior to the originally scheduled date. To make such a request, please contact the Registrar’s office. Exam relocation requests will only be granted if the student is located over 100km from the originally scheduled location. All approved exam relocation requests will be subject to the applicable fee.

Absences from Final Examinations
Students who are unable to write final examinations because of illness or other circumstances beyond their control, or whose performance on the examination has been impaired by such circumstances, may, on application, be granted permission to write a deferred final examination. Details regarding the application and process of deferred examinations may be found in the Final Examinations section of the Academic Calendar.

Expected Theory Course Commitment
Time commitment for theory courses will vary based on each student as well as the course, but expected time commitment is eight to ten hours a week for each course. It is expected that each student will have the required text.

Expected Clinical Commitment
To provide the best clinical experiences possible students can expect to commit the following hours in the clinical setting. Please note that days per week/hours may change based on the availability of the clinical agency. Clinical practicum course work includes time in the clinical setting, assignments, case studies, online discussions, testing or other assignments as listed in the course outline.
ACADEMIC POLICIES FOR CLINICAL PRACTICUM COURSES

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

Satisfactory Performance: Students demonstrate consistency in meeting clinical learning outcomes, as well as being satisfactory in clinical tests and assignments.

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

- If a student is not meeting the objectives of a clinical practicum by mid-rotation, it will be documented and signed by both the student and the professor/instructor. Documentation will include strengths, areas for improvement and strategies to structure success. Ongoing documentation will be maintained and signed by both the student and the professor/instructor. If improvement is not noted by the final evaluation, the student will have unsatisfactory performance.
- Students who fail a clinical course are encouraged to speak with the Program Manager about the next opportunity to repeat the course and program progress.
- A student, who is unsatisfactory in 2 clinical courses, will be required to withdraw from the nursing program.
- In clinical practicum courses, students must be satisfactory in all components (Practice, assignments and testing) of the clinical course. An unsatisfactory grade in any one component will result in an unsatisfactory grade in the course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Weekly Hours/</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Days in Clinical</td>
<td>Hours/Term (12 wk term)</td>
</tr>
<tr>
<td>NSGD 2106 - Clinical Practicum for RPN to BScN</td>
<td>14 hours/1 day</td>
<td>168</td>
</tr>
<tr>
<td>NSGD 2028 - Clinical Practicum - Nursing in Specialized Settings - Mental Health</td>
<td>14 hours/1 or 2 days</td>
<td>84 (6 wk term)</td>
</tr>
<tr>
<td>NSGD 2029 - Clinical Practicum - Nursing in Specialized Settings - Women and Children</td>
<td>14 hours/1 or 2 days</td>
<td>84 (6 wk term)</td>
</tr>
<tr>
<td>NSGD 3026 - Clinical Practicum - Family Nursing in Diverse Settings</td>
<td>14 hours/varies</td>
<td>168</td>
</tr>
<tr>
<td>NSGD 3027 - Clinical Practicum - Nursing Communities and Populations</td>
<td>14 hours/1 to 2 days</td>
<td>168</td>
</tr>
<tr>
<td>NSGD 4026 - Clinical Practicum - Advanced Nursing Practice</td>
<td>14 hours/2 days</td>
<td>168</td>
</tr>
<tr>
<td>NSGD 4027 - Clinical Practicum - Preceptorship</td>
<td>Varies/Varies</td>
<td>420 (12-24 wk term)</td>
</tr>
</tbody>
</table>

1260 Total
Students Contacting Agencies Regarding Clinical Placements

All clinical placements are arranged through the Clinical Placement Coordinator. Students are not permitted to contact agencies directly to discuss or try to arrange a placement or a preceptor for any clinical course. The processes established by the School of Nursing for placement must be followed. Circumventing these processes will pose a risk to your opportunity for placement.

Student Employment at a Partner Health Care Agency

Students admitted to this program must be employed at a partner health care agency. This assists the School of Nursing with securing clinical placements. The School of Nursing must be notified of student employment changes. Students who are no longer employed at a partner agency will not be removed from the program, but there is a risk that there may be challenges in securing future placements that may affect the ability to progress through the program in a smooth and efficient manner.

Attendance Policy (for Clinical Practicum courses)

Full-time attendance is part of the value system of the professional nurse and of the nursing profession. Attendance at all clinical experiences (including pre-clinical and post-conference) is **COMPULSORY** and will contribute significantly to a student’s success in nursing. Students must be aware of academic dates, which can be found in the Academic Calendar.

Records of attendance during the clinical experience (including pre-clinical and post-conference) will be maintained during the length of the program. There will not be an opportunity for students to make up missed clinical time. Students’ records of attendance will be shared in all letters of reference prepared by the RPN to BScN Blended Learning Program. Absences from the clinical experience of more than one week (or equivalent) due to illness will require a note from a physician. For students missing more than one week (or equivalent) of clinical, their situation will be reviewed by the School of Nursing to assess if time missed has impacted the student’s ability to consistently meet the required course outcomes.

Clinical Experience Location

Clinical placements are chosen with the expertise of the Program Manager, Clinical Education Leader and Clinical Placement Coordinator based on clinical areas that agencies have available to create the richest clinical experience possible to meet the learning needs of the students. In some situations students may be required to attend clinical placements in agencies other than their home agency. The School of Nursing can ask students to travel up to 100 km for their clinical experience.

In some cases, if the School of Nursing is unable to secure a placement in certain geographic areas (usually only NSGD 2028 and NSGD 2029) a student may be required to defer the placement to the next available semester, or in some cases, be offered the option to travel to North Bay for a condensed offering during the summer semester.

Clinical Experience Cancellation

If clinical experience is cancelled due to unforeseen circumstances, such as illness of the instructor, students will be notified. It is the responsibility of the student to ensure that they always use their Nipissing University email and that the school has their most up to date contact information.

Requesting/Reporting Time Off

There are many circumstances which require students to withdraw from taking courses for a semester or more, such as family commitments, financial concerns, illness or injury and more. Students should notify the Program manager if extended time away from the program is expected. If ‘leave’ is required for illness or injury, documentation from a health care provider is required. For extenuating circumstances, an extended leave may be granted.
Students who do not register for courses for a calendar year will become ‘inactive’ in our program and will need to reapply to resume their studies.

**Policy on Academic Dishonesty**

The University takes a serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. For full details of the policy on academic dishonesty see the appropriate section of the Nipissing Academic Calendar. Please note that instructors in this program are expected to use plagiarism detecting software.

**Plagiarism/Dishonest Behaviour**

Students who commit acts of dishonesty are subject to penalty by the Dean. An example of such dishonest behaviour is when a student submits clinical documents that have been falsified to the School of Nursing. Any plagiarism or academic dishonest behaviour that occurs during studies is reportable to the College of Nurses.

False, misleading, misrepresented, altered, omitted or forged documentation occurring while in the program is considered dishonesty. This behaviour can result in serious consequences, including, but not limited to; receiving a 0 or U in the course, suspension from the university, special conditions for readmission, expulsion from the program, and reporting the incident to the College of Nurses of Ontario. Please see the academic calendar for additional information.

**ACADEMIC RESOURCES**

**Academic Advising**

Professional academic advisors are available via email, telephone or by appointment. Their responsibility is to advise all students in all programs on degree requirements and course selection as well as university policies and procedures. Academic Advising Services
can be reached at 705-474-3450 ext 4358 or advising@nipissingu.ca. Students may also choose to confer with a nursing course instructor regarding specific nursing courses. Students who wish to speak to their nursing course instructor may connect by e-mail or phone.

The Program Manager of RPN to BScN Programs is also available to assist in the resolution of any issues related to student progress. In addition, the Director of the School of Nursing, or the Dean of Applied and Professional Studies are also available. Office numbers and phone numbers are available on the Nipissing University website and in the course outlines.

OTHER RESOURCES

Student Development and Services (SDS)

Academic skills, Accessibility Services, Peer Tutoring, Personal Counselling, Mental Health Case Management, Sexual Violence Support and Response and Career Services are all services offered by the SDS to all Nursing students. We encourage students who experience difficulty with academic or personal issues to connect with the SDS as soon as possible to receive the benefits of these services. For distance students, services are often provided via email, telephone and skype technologies. For more information you can visit their website (www.nipissingu.ca/sds) or call 705-474-3450 ext. 4362.

Student Accessibility Services (SAS)

If you have or suspect you have a disability for which you require academic accommodation or supports, you are encouraged to complete Student Accessibility Services Self-Identification Form, which is available on our website (www.nipissingu.ca/sas).

Upon receipt of the Self-Identification Form, Student Accessibility Services will be in contact with you to discuss support services and available academic accommodations.

If you have any questions about supports or registration with Student Accessibility Services, please contact us at (705) 474-3450 ext 4362, or by email at sas@nipissingu.ca.

Campus Health Centre

In the event of illness or other related matters, students in the North Bay area can be assessed by the university/college health nurses, with referrals made to a physician if required. Doctor’s appointments may be made for students who are from out of town. These services are available from Monday to Friday. Contact the health centre to make an appointment by calling 705-474-7600 ext 5261.

Harris Learning Library

Students are required to familiarize themselves with the library website, as they will be expected to use library resources to complete their assignments. Contact the library at 1-800-655-5154 (choose library) or info@eclibrary.ca.

University Technology Services (UTS)

UTS provides technical support and service to students undertaking online studies through Blackboard Learn system. For inquiries dealing with access to course information, Blackboard, student cards, e-mail addresses and MyNipissing username and password; contact UTS at techsrv@nipissingu.ca or 705-474-3450 ext 4342.
FINANCIAL AID, SCHOLARSHIPS, BURSARIES, AND AWARDS

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

The following general definitions apply to financial assistance options:

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

Bursaries – based on financial need.

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

STUDENT FINANCIAL ASSISTANCE

Ontario Student Assistance Program (OSAP)

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

Students qualify for assistance from OSAP on the basis of an established financial need. Funds are provided to supplement students’ own financial resources and those of their immediate families. To facilitate early processing, prospective students are strongly advised to apply in April for the following academic year. Students wishing to use OSAP funding to pay for tuition must submit their OSAP application to the Financial Aid Office.

Further information and applications are available from the Financial Aid Office or from the OSAP website: osap.gov.on.ca

CODES OF STUDENT CONDUCT

Code of Student Conduct

Nipissing University recognizes the need for guidelines, regulations, and standards of acceptable behaviour. Students in the RPN to BScN Blended Learning Program will follow the guidelines outlined in the Nipissing University “Code of Student Rights & Responsibilities”, which can be located on our website at: www.nipissingu.ca/departments/student-development-and-services/Pages/Code-of-Student-Rights-and-Responsibilities.aspx

Professional Conduct

Students in the nursing programs are expected to adhere to Professional Standards as mandated by the College of Nurses of Ontario (CNO). The expected professional conduct applies to both the clinical practice areas and online course activities. Failure to adhere to the Professional Conduct Guidelines will result in a recommendation to the Director for involuntary withdrawal from the program.

Students demonstrating unsafe clinical practices and thereby jeopardizing patient safety may at any time be withdrawn from the clinical area at the discretion of the
clinical instructor. A decision regarding the student’s progress in the program will be decided by the School of Nursing within one week of the incident.

Privacy and Confidentiality Conduct

Students will adhere to all Nipissing University and clinical agency privacy and confidentiality related policies. The nursing profession, legally and ethically, requires that confidentiality be maintained at all times. The expectations with regards to confidentiality are stated in the College of Nurses of Ontario Ethical Framework for Registered Nurses and Registered Practical Nurses.

Harassment, Discrimination and Sexual Violence Response

The Board of Governors of Nipissing University endorses the principle that all members of the university community have the right to study and work in an environment free from harassment and violence. Policies on sexual violence, harassment and discrimination can be found on the Nipissing University website:  
www.nipissingu.ca/nuperspective
www.nipissingu.ca/harassmentdiscriminationpolicy

Netiquette Guidelines

The RPN to BScN Blended Learning program’s unique online and distance delivery format requires students to make extensive use of the internet and technologies. As such we have developed the following guidelines to assist students to be successful in the program:
a) Netiquette- A set of rules for persons to act and communicate properly in an online environment (Shea, 2004). Netiquette or network etiquette is critical in an online learning environment, where it can be easy for an online learner to forget you are interacting with real people. The written word is the only form of communication being received and viewed, with the absence of tone of voice, facial expressions, and body gestures.

<table>
<thead>
<tr>
<th>Description</th>
<th>Expectations</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Communication</td>
<td>• Demonstrate respect and courteous behavior for fellow classmates, Nipissing personnel, and course instructors.</td>
<td>• “Does the message convey respect for everyone involved?”</td>
</tr>
<tr>
<td>• Emails</td>
<td>• Use professional language when communicating.</td>
<td>• “Would I say this to the person’s face?”</td>
</tr>
<tr>
<td>• Phone Calls</td>
<td>• Address the professor and fellow colleagues by his/her name.</td>
<td>• “Am I clearly stating the message I want to convey?”</td>
</tr>
<tr>
<td>• Course Postings</td>
<td>• Avoid language that may be perceived as sarcastic or offensive.</td>
<td>• “Would this be perceived as being offensive or unprofessional?”</td>
</tr>
<tr>
<td></td>
<td>• Respond to emails from your course instructors in a timely manner (e.g. 24 to 48 hours excluding weekends).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reply to questions from fellow colleagues and course instructors within the required posting session timeframe.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be aware of how you are using capital letters (may appear as shouting) and emoticons in relation to how they may be interpreted.</td>
<td></td>
</tr>
</tbody>
</table>
• Any form of bullying, harassment, or discrimination is absolutely unacceptable.
• Avoid sending an email or posting a message when you are feeling frustrated or angry. Remember, there is no opportunity to take back a comment once it has been sent. Wait to review and send your message after a “cooling off” period.
• Review all writing prior to sending or posting to ensure it clearly conveys the exact intended message.
• If you are unsure or have questions, please refer to the guidelines for writing professional emails.
• To expedite a response from course instructors and program staff:
  o The subject line of your email should include the course code and topic of your inquiry
  o Only use your Nipissing University email
  o Set up your email ‘signature’ to include your first and last name, student ID number and home agency
  o When leaving a voice message, be sure to indicate your first and last name and student ID.

### Engagement as an Active Learner

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Am I consistently participating and collaborating in the online learning community?”</td>
<td>“Have I completed and submitted the required course work?”</td>
</tr>
<tr>
<td>“Am I clear about the course expectations?”</td>
<td>“Have I completed and submitted the required course work?”</td>
</tr>
</tbody>
</table>

• Be an active participant, thereby contributing to the online learning community.
• The quality of participation will demonstrate achievement of the online course learning outcomes.
• Participants are encouraged to share their knowledge and nursing practice experiences.
• Familiarize yourself with the course materials/resources and initiate communication with course instructors as questions arise.
• Students can often expect a response to emails from course instructors within 24 to 48 hours, excluding weekends.
| Academic Integrity and Academic Writing | Scholarly writing is expressed in formal academic language along with proper APA format.  
| Adhere to the University policies concerning academic integrity.  
| Plagiarism and any other forms of dishonesty are unacceptable in all academic work.  
| All information (words, images, charts, videos, etc.) taken from another source must be referenced properly, thereby giving proper credit to the original source.  
| Review information for any applicable copyright laws. | “Am I adhering to academic integrity policies and following proper APA format?”  
| “Does my writing support academic language?”  
| “Have I considered and checked any applicable copyright laws?”  
| “Have I used the required APA resources as a reference?” |
| Privacy and Confidentiality | Consent must be obtained prior to posting online or emailing confidential and private information, and/or images, etc.  
| Avoid sharing ‘identifiers’ (names of persons and places) unless permission has been obtained from the required source.  
| Consider the privacy of fellow classmates. | “Am I sharing any information or images that would be considered private and confidential?”  
| “Am I aware of what type of consent is required?” |
| Use of Personal Technology and Social Media | Adhere to the School of Nursing policy on the Use of Personal Technology and Social Media.  
| Refer to the following resources:  
| 1. College of Nurses of Ontario  
| 2. College of Nurses of Ontario  
| 3. International Nurse Regulator Collaborative:  
| [www.cno.org/globalassets/docs/prac/incr-social-media-use-common-expectations-for-nurses.pdf](http://www.cno.org/globalassets/docs/prac/incr-social-media-use-common-expectations-for-nurses.pdf)  
| 4. National Council of State Boards of Nursing:  
| [www.ncsbn.org/Social_Media.pdf](http://www.ncsbn.org/Social_Media.pdf) | “Am I aware of how to use personal technology and social media properly as a professional health care provider?” |

ON LINE LEARNING MATERIALS

USB Headset

Students will be required to attend many webinars and Blackboard ‘Collaborate’ sessions throughout their program. These sessions require students to have appropriate equipment to participate and fully engage in their course activities. Headsets with a microphone and USB connection are available at most retail stores that sell office or computer equipment.

Computer and Laptops

Students need to ensure that their primary ‘tool’ for their work in the program is being done on a desk top or laptop computer. While cell phones and tablets are very convenient tools, their features are limited and will not allow students to perform everything required for participation in their course work.

Wireless vs ‘Wired’ Connections

Many courses will require students to participate in live sessions - Webinars and Blackboard ‘Collaborate’ sessions throughout their program. There is a difference between wireless service and ‘wired’ or hardwired service when it comes to internet connectivity. Students must be aware of this difference and ensure that they select a wired connection for online tests and quizzes, for example, so that the connection is less likely to be lost during a test.

NON-ACADEMIC REQUIREMENTS

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

Submission of Documents for Clearance

On an annual basis, clinical placement requirements are mandatory for all students in the clinical practicum courses including Communicable Disease Screening Form, CPR certification, Mask Fit Testing and a Police Vulnerable Sector Check. In addition, students may be required to submit agency specific requirements or take part in agency specific training prior to the start of the clinical placement. All forms can be found at: www.nipissingu.ca/blendednursingforms

False, misleading, misrepresented, altered, omitted or forged documentation occurring while in the program is considered academic dishonesty. This behaviour can result in serious consequences, including, but not limited to; receiving a O or U in the course, suspension from the university, special conditions for readmission, expulsion from the program, and reporting the incident to the College of Nurses of Ontario. Please see the academic calendar for additional information.

Submission Schedule

January intake - April 1st for initial submission, then December 1st of the same year and every year thereafter

May intake - December 1st for initial submission, then December 1st for every year thereafter

September intake - December 1st for initial submission, then December 1st for every year thereafter

**NOTE** DEADLINES - It is strongly encouraged that all required documentation be submitted in early November for the December 1st deadline.
This will allow time for the School of Nursing to review your documentation prior to the deadline. Documentation submitted at the last minute that is incomplete, out of date or missing will not allow sufficient time for revision. Documentation received after the deadline will NOT be accepted.

Do not start renewing your documentation too early. All documents need to have an issue date of September 1st or later for the December 1st deadline. If your documents are dated prior to September 1st, they will not be accepted.

**Police Vulnerable Sector Check (PVSC):**

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

**Health Requirements:**

All students will be required to submit the completed Communicable Disease Screening Requirements document to the School of Nursing Prior to starting in the program. Immunizations must be up-to-date. TB testing and immunization for Hepatitis B (including a post immunization Hepatitis B titer blood test) are required as mandated by the Ontario Hospital Association. Failure to comply with the protocol for health records and submission of required documentation will result in the student’s removal from the clinical setting.

**Mask-Fit Testing:**

*Note: Your mask fit must not expire prior to September 1st of the following calendar year.*

Mask fit testing must be submitted upon admission to the RPN to BScN Blended Learning Program and on a biannual basis in following with provincial mandated regulations. Failure to comply with the protocol for maintaining up to date Mask Fit Testing will result in the student’s removal from the clinical setting.

**Influenza Vaccination:**

Students are required to provide proof of Flu Shot if they have received it. For those students who do not receive the Flu shot, they need to be prepared to follow the clinical agency’s policy for students in practicum.

**CPR Certificate – Level “C” or “HCP”:**

It is the responsibility of the student to obtain a valid CPR (Level ‘C’ or ‘HCP’) certificate as outlined in the Annual Required Documentation for Clinical Placement in order to be cleared for clinical placement. The cost of this certification is the responsibility of the student. The School of Nursing does not accept online certification for CPR; the certification session must have a “hands on” component and must be delivered by an approved healthcare training agency. Recertification is required annually. Proof of CPR must include the date the course was completed. Failure to submit certificates will result in the student’s removal from the clinical setting.

**Ministry of Labour Certificate**

As per the new Ministry of Labour (MOL) ruling (ie Bill 18) we are now responsible to provide health and safety training for our unpaid placements. To satisfy this initiative please complete the Ministry of Labour Health and Safety training located at this link: [www.labour.gov.on.ca/english/hs/training/workers.php](http://www.labour.gov.on.ca/english/hs/training/workers.php)

The training will take approximately 45 min and must be completed in one sitting.

Renewal of non-academic clinical placement requirements on an annual basis is mandatory for all students in the Blended Learning Program.

**Transportation**

Transportation to and from the clinical
placement is the student’s responsibility.

**Uniform Policy in Clinical Practice Setting**

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

**Acute Care Placement Centers**

- A clean plain navy blue uniform with appropriate under garments must be worn every day while in clinical agencies that require uniforms. A full length lab coat must be worn over civilian clothing when uniforms are not required (e.g. pre-clinical experiences). Lab coats, warm-up jackets and sweaters must be solid white.
  - **Shoes**
    - Clean, white
    - Soft-soled, low-heeled
    - Closed toe and heel
  - **Stockings or Socks**
    - Must be white
  - **The following jewelry items may be worn:**
    - Plain gold wedding band
    - One pair of stud earrings
    - Watch with second hand
    - Medic alert bracelet
  - **Not to be worn:**
    - Dangling earrings
    - Engagement rings or ornate rings
    - Necklaces
  - **Hair:**
    - Well-groomed and professional
    - Long hair tied up and back
    - No ornate hair ornaments
    - Beards closely trimmed
  - **Nails**
    - Short and clean
    - Nail polish not permitted

An RPN to BScN Blended Learning Program name tag must always be worn in the clinical setting. Students will receive a name tag prior to the start of their first clinical practicum course or on the first day of their first clinical placement. Students may use this name tag throughout the whole program. If you lose your name tag, please inform the School of Nursing as soon as possible so that a replacement tag can be issued. Nipissing University name tags may not be worn outside the clinical setting.

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

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

**Dress Code for Community and Mental Health Placements**

(To be confirmed with instructor before placement begins)

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

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

- **Must wear the Nipissing BScN Community Uniform in agencies where traditional nursing uniforms are not worn.**
  - The Community Uniform consists of business casual dress.
- Shoes appropriate to the clinical setting must be clean and sturdy with a low, soft-soled closed heel and toe. ‘Nursing shoes’/sneakers are not appropriate in many community settings.
- Appropriate sock wear must be worn at all times.
- Students may wear a plain cardigan (no hood, no graphic logo) over their uniform for warmth as needed.
- Policies for jewelry, hair, and nails are the same as for the hospital setting.
INCIDENT OR INJURY DURING CLINICAL PRACTICUM

Students must notify the Clinical Instructor immediately following any incident/injury that occurs during a clinical placement. In addition to an agency specific incident report a School of Nursing Clinical Incident Form must be completed. The clinical instructor must notify the Clinical Lead and the Clinical Education Leader of the incident as well as fax or email the completed School of Nursing Clinical Incident form to 705-474-6111 or nursing@nipissingu.ca within 8 hours of the incident occurring. The form can be found in all clinical course Blackboard sites.

Students will be assigned to a variety of agencies. Students assigned to clinical practice areas, as part of their program requirements, will be covered by Workplace Safety and Insurance Board (W.S.I.B.) Should incident/injury occur please inform your clinical instructor immediately. All students will be required to complete a Student Declaration form on an annual basis in order to be covered by W.S.I.B while on clinical placement.
# STUDY PLAN: RPN TO BScN Blended Learning

**Degree Type:** 5-year part time

## Course Tracking

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Value</th>
<th>Planned Semester</th>
<th>Fall or Winter Intake</th>
<th>Spring/Summer Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAD 1601</td>
<td>3</td>
<td></td>
<td>1&lt;sup&gt;ST&lt;/sup&gt;</td>
<td>1&lt;sup&gt;ST&lt;/sup&gt;</td>
</tr>
<tr>
<td>BIOL 1011</td>
<td>3</td>
<td></td>
<td>1&lt;sup&gt;ST&lt;/sup&gt;</td>
<td>2&lt;sup&gt;ND&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 2047</td>
<td>3</td>
<td></td>
<td>2&lt;sup&gt;ND&lt;/sup&gt;</td>
<td>3&lt;sup&gt;RD&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 2016</td>
<td>3</td>
<td></td>
<td>2&lt;sup&gt;ND&lt;/sup&gt;</td>
<td>3&lt;sup&gt;RD&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 2106</td>
<td>3</td>
<td></td>
<td>3&lt;sup&gt;RD&lt;/sup&gt;</td>
<td>4&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 2107</td>
<td>3</td>
<td></td>
<td>3&lt;sup&gt;RD&lt;/sup&gt;</td>
<td>4&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>MATH 1257</td>
<td>3</td>
<td></td>
<td>4&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>5&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>BIOL 2116</td>
<td>3</td>
<td></td>
<td>4&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>5&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 2017</td>
<td>3</td>
<td></td>
<td>5&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>6&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 2007</td>
<td>3</td>
<td></td>
<td>5&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>6&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td>6&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>7&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 2028</td>
<td>1.5</td>
<td></td>
<td>6&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>7&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 2029</td>
<td>1.5</td>
<td></td>
<td>6&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>7&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 3036</td>
<td>3</td>
<td></td>
<td>7&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>8&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td>7&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>8&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 3016</td>
<td>3</td>
<td></td>
<td>8&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>9&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 3026</td>
<td>3</td>
<td></td>
<td>8&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>9&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 3006</td>
<td>3</td>
<td></td>
<td>9&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>10&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td>9&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>10&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 3007</td>
<td>3</td>
<td></td>
<td>10&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>11&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 3027</td>
<td>3</td>
<td></td>
<td>10&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>11&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 4036</td>
<td>3</td>
<td></td>
<td>11&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>12&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 4006</td>
<td>3</td>
<td></td>
<td>11&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>12&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 4026</td>
<td>3</td>
<td></td>
<td>12&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>13&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 4017</td>
<td>3</td>
<td></td>
<td>12&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>13&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 4016</td>
<td>3</td>
<td></td>
<td>13&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>14&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 4007</td>
<td>3</td>
<td></td>
<td>13&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>14&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>NSGD 4027</td>
<td>9</td>
<td></td>
<td>14&lt;sup&gt;TH&lt;/sup&gt; &amp; 15&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>15&lt;sup&gt;TH&lt;/sup&gt; &amp; 16&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td>14&lt;sup&gt;TH&lt;/sup&gt;</td>
<td>15&lt;sup&gt;TH&lt;/sup&gt;</td>
</tr>
<tr>
<td>Course Code</td>
<td>Fall Semester</td>
<td>Winter Semester</td>
<td>Spring/Summer Semester</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>-----------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>ACAD 1601</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>BIOL 1011</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 2047</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 2016</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 2106</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 2107</td>
<td>√</td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>MATH 1257</td>
<td>√</td>
<td>√</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>BIOL 2116</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 2017</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 2007</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 2028</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 2029</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 3036</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 3016</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 3026</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 3006</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 3007</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 3027</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 4036</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 4006</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 4026</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 4017</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 4016</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 4007</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>NSGD 4027</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Full Time (12 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSGD 4027</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Part Time (24 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Usually offered
PROCEEDING IN THE PROGRAM

- In order for the student to begin courses in the next 1000 level, for example, from 2000 to 3000 level, all 2000 level courses must be completed successfully, unless the student obtains prior approval from the RPN to BScN Blended Learning Program Manager.
- A student, who fails a course other than a nursing course, will be required to repeat the course when it is next offered, while continuing in the program unless it contravenes the co-requisites. Students should be aware that this might extend the time frame for completing the program.
- All NSGD courses require a minimum grade of 60% to pass the course.
- Clinical practicum courses are graded S (Satisfactory) or U (Unsatisfactory). Students must receive an S grade in these courses in order to proceed in the program.
- All nursing courses must be completed prior to the beginning of NSGD 4027 Clinical Practicum – Preceptorship with the exception of the co-requisites.
- A student must complete the RPN to BScN Blended Learning Program within seven (7) academic years from initial registration in the Program.
- Students falling out of sequence need to notify the Program Manager of their intended date of return and a plan of study so appropriate planning can take place.
- Students taking time off of school are still expected to be checking their Nipissing University email account for important messages from the University.
- Students who are not registered in any courses for one calendar year must reapply to the program.
- If a student withdraws from the program and returns at a later date he/she may be required to meet with the School of Nursing personnel to discuss their situation and possible additional requirements for re-entry to the program.

Dosage Calculation Competency Testing Schedule

- All students will be required to demonstrate proficiency in the Dosage Calculation Competency Course.
- Completion of the module and a grade of 90% on the final test are required to be satisfactory.

<table>
<thead>
<tr>
<th>Dosage Calculation Test</th>
<th>When Module is to be Taken</th>
<th>Completion Required For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>During NSGD 2106</td>
<td>NSGD 2028/2029</td>
</tr>
<tr>
<td>Test 2</td>
<td>During NSGD 2028/2029</td>
<td>NSGD 4026</td>
</tr>
<tr>
<td>Test 3</td>
<td>During NSGD 4026</td>
<td>NSGD 4027</td>
</tr>
</tbody>
</table>

NCLEX-RN STUDENT PREPARATION

Roles & Responsibilities

Writing your RN licensing exam is something that many students both look forward to and also get nervous about. Getting prepared for writing your NCLEX-RN exam is a shared responsibility. As a school, our role is to give you the educational foundation in nursing, as well as guide you toward appropriate resources to help you succeed in your licensing exam. As a graduate, you need to study and prepare for successfully completing the NCLEX-RN exam. This information is a guide to help you undertake this important part of your nursing journey.
Understanding the NCLEX-RN Exam

The NCLEX-RN exam is a comprehensive assessment using a specific format. One of the most important things you can do to prepare is to practice writing NCLEX-style questions. Many organizations such as the College of Nurses of Ontario (CNO), National Council of State Boards of Nursing (NCSBN) and the Canadian Student Nursing Association (CNSA) have information on resources.

As a first step, take a look at the NCLEX-RN resources from the College of Nurses of Ontario. You can read about the NCLEX-RN for Ontario and Canadian applicants and the frequently asked questions that are listed: www.cno.org/en/become-a-nurse/entry-to-practice-examinations/nclex-rn/

As a second step, take a look at the NCLEX-RN resources from the National Council of State Boards of Nursing (NCSBN) website for some test preparation information that includes resources such as sample NCLEX-RN test questions a video about Computerized Adaptive Testing (CAT), as well as what to expect throughout the stages of taking the NCLEX-RN exam: www.ncsbn.org/nclex.htm

Preparing & Studying for the Exam

We suggest early preparation. Students should not assume that by completing a BScN, this has prepared you for the specifics of writing the NCLEX-RN exam. Practicing with a variety of question types that you will see on the NCLEX including: multiple choice/response questions, fill-in-the-blank questions, exhibit/chart based questions, graphic and ‘hot spot’ questions, drag and drop/ordered response questions, video and audio based questions are essential to understand the emphasis on critical thinking.

Available Resources

There are many resources available to students such as courses, books, apps and websites. We have gathered multiple resources from various publishers and have listed them here:

Canadian Nursing Student Association (CNSA)

You may wish to start with is the Canadian Nursing Student Association (CNSA) website at: cnsa.ca
Also check out the CNSA Facebook Page and NCLEX-RN resources:
www.facebook.com/CNSA.AEIC/cnsa.ca/nclex/

Online & Live Guided Reviews

Kaplan Nursing Testing
Uses adaptive quizzing
Website: www.kaptest.com/nursing/nclex-prep

U-World
An online question bank with similar testing styles to the NCLEX. Has over 1700 challenging questions and more information can be found on their website: www.uworld.com/NCLEX/nclex_rn_qbank.aspx

Bloomberg Faculty of Nursing at U of T
The University of Toronto offers a 2 day NCLEX-RN exam preparation course. It is available to all students nation wide who are planning on writing the NCLEX. They usually run two sessions per year; one in the spring and the other in the early Fall. The School of Nursing will be emailing out the specific dates however, more information can be found on their website at: www.bloomberg.nursing.utoronto.ca/pd/exam-preparation/nclex#content2

NCLEX Review Books

There are many books to choose from and should be previewed prior to purchase to make sure a specific book matches your learning style.
Publishers
Walters/Kluwer/Lippincott
Online learning/studying resources
Website: www.lww.com/

Elsevier
Online and in-class learning/studying resources
Website: evolve.elsevier.com/studentlife/

FA Davis
Textbooks and online learning/studying resources
Website: www.fadavis.com/

Good luck in your preparations. Talk with your fellow classmates for support, for ideas and for getting together to study! If you have questions, contact your course instructor, the program team, or the Nursing office.
REFLECTIVE JOURNAL WRITING GUIDELINES

Hint: For this framework use one level of heading to maintain focus and flow of writing. Be sure to refer to your APA manual for proper format.

Title
(Addressing the focus of the entry)

Introduction
(Do not include this heading, as per APA guidelines)
Brief introduction: 3 – 4 sentences that introduce the particular situation from your clinical experience that you will be writing about. The introduction should set the context for the reflective entry. The introduction must also include other key concepts that will be discussed in the entry.

Trigger Event
The trigger event is a positive or negative impression evoked by behaviours, ideas, or feelings that intrigue you (puzzlement, surprise, or shock, something that aroused curiosity or makes you say ‘a-ha’. This section should be 3 – 4 sentences that tell the reader why you have chosen to write about this particular situation or experience from your clinical experience.

Appraisal
This section offers you the opportunity to identify and clarify a concern and engage in self-examination. Perhaps begin with those who face a similar contradiction.
This section needs to be 1 – 2 paragraphs in length. In this section you return to the situation and ask: What is generally known about this issue? What does the literature say about it? There is a requirement to use the literature (scholarly writing in textbooks and professional journals) to support your thoughts and ideas.

Exploration
This section provides you with the opportunity to take the time and begin searching for new ways of explaining discrepancies in your understanding or new ways to live with them; to test options and search for new meanings; to develop alternative perspectives; to come to a way of thinking and acting that you feel makes sense of a situation. It is a transition stage.
Leaving behind a familiar but inappropriate assumption can be a wrenching experience. A common tendency is to hang onto the assumption or behavior. Try to modify it to fit the situation more closely.
Include 2 – 3 paragraphs describing how this process has affected your understanding, your ‘sense-making’ of what you wrote in the initial paragraphs. Are there other ways to look at the situation? What did you read in the literature that led you to think differently about the experience?

Integration
Integration refers to integrating new ways of understanding into the fabric of your life. It includes integration of cognitive and affective domains. In this phase, there is a connecting of the present with the past and with the future.
If professional practice is about change, development and meaningful conscious action, [then] the art of reflection becomes a pre-requisite (Burrows, 1995. P. 347)
This section should be 1 – 2 paragraphs in length. You may begin by asking yourself ‘Have I learned something that I think will inform/further my professional development? Is this something I had not thought of before?’ Like what you knew before to what you know now and to how this might affect your thinking and/or your responses (language and/or actions) in the future.

References

**Additional resource:**

**CONTACT INFORMATION**

**School of Nursing**
Clinical “Intention to Register”
Distance Education Coordinator
705-474-3450, ext 4086
nursingplacement@nipissingu.ca

Clinical Placements
Distance Placement Coordinator
705-474-3450, ext 4602
nursingplacement@nipissingu.ca

Clinical Clearance
Clinical Placement Clerk
705-474-3450, ext 4579
clinicalclearance@nipissingu.ca

Clinical Instructors
Clinical Education Leader
705-474-3450, ext 4617

**Office of the Registrar**
Admissions
Admission to the RPN to BScN Blended Learning Program
admissions@nipissingu.ca
705-474-3450, ext 4600

Registration
(Registering, withdrawing, appeals)
registration@nipissingu.ca
705-474-3450, ext 4600

Final exams
(location, date, time)
705-474-3450 ext 4513
Distance_exams@nipissingu.ca

Academic Advising
course sequencing/planning
advising@nipissingu.ca
705-474-3450, ext 4358

General Information
800-655-5154 opt 1
705-474-3450 ext 4521
registrar@nipissingu.ca

**Other**
Financial Aid bursaries, scholarships, loans, OSAP
705-474-3450 ext 4311
finaid@nipissingu.ca

Student Financial Services
course fees (tuition, ancillary fees, payment, credits, etc)
800-655-5154 opt 5 705-474-3450 ext 4419
finance@nipissingu.ca

Technology Services Help Desk online systems (Blackboard, MyNipissing, passwords, student cards)
705-474-3450 ext 4342
techsrv@nipissingu.ca

Harris Learning Library
library resources (online articles, borrowing books)
800-655-5154 opt 2
705-474-3450 ext 4221
distance@eclibrary.ca www.eclibrary.ca

Nipissing University Student Union non-academic student life (benefits, insurance, clubs)
705-474-3461 ext 4801
vpinternal@nusu.com

Online Campus Shop
course materials (textbooks, software, pricing, order status, etc)
705-474-3450 ext 5347
www.nipissingu.bkstr.com

**Student Development and Services**
Accessibility Services
705-474-3450 ext 4362
Hard of Hearing: 877-688-5507
sas@nipissingu.ca

Student Learning & Transitions
705-474-3450 ext 4459
slt@nipissingu.ca

Student Development and Services
Personal Counselling
705-474-3450 ext 4507
counselling@nipissingu.ca