

NURSING 4K10
Professional Nursing Practice VI
Fall 2021

Course Description:

As an applied professional practice course, students focus on the integration and application of research, theory and concepts to professional practice, including an introduction to the leadership role in client care. Students are individually placed in a variety of contexts, where they are actively involved in the enactment of the nursing role. Professional Practice (24 hours for six weeks, 35-36 hours per week for six-seven weeks), plus 90 min. tutorial every second week to accompany learning; total minimum of 360 hours per term; one term until Dec. 8, 2021.

Prerequisite(s): Minimum grade of C- in Nursing N4P04, and a Pass in NURSING 4J07, and registration in any Stream of the B.Sc.N. Program.

Antirequisite(s): NURSING 4K07

Co-requisite(s): NURSING 4Q03

This course is evaluated on a Pass/Fail basis.

Learning Outcomes:

In the previous professional practice (PP) term – N4J07 – students focused on understanding the meaning of **Becoming** a professional baccalaureate prepared Registered Nurse (RN); **Knowing** within nursing; developing in professional practice **Acting**; and exploring facets of **Being** a Registered Nurse and **Belonging** in the nursing profession.

These same learning outcomes are carried into the students' final professional practice course in the BScN program – N4K10 – where the focus will be on **transition** and **integration** into the professional practice community. N4K10 will allow students to “Look up and out”¹ as they prepare for the next stage in their professional lives: the year following BScN program graduation.

Students will be assisted in their explorations of **transition** and **integration** through the support and deliberate guidance of the professional practice tutor and preceptor(s), with the focus on the following domains of professional development²: connecting experiences to academic learning; seeing connections and acting across contexts, disciplines, perspectives; intra- and inter-professional communication; reflective practice, critical thought, and self-assessment. The student learning will include knowledge and development of their roles in order to become an RN. The students learn to act in the Registered Nurse's roles of clinician, professional, communicator, collaborator, coordinator, leader, advocate, educator and scholar.

¹ “Looking up” - understanding the practice context from a systems level (e.g. external policy, professional/organizational, and socio-cultural components) and “Looking out” - developing professional identity and vision (e.g. service and the nursing profession; belonging to professional organizations)

² Adapted from: <http://assessment.aas.duke.edu/documents/integrativelearning.pdf>

As supports and scaffolding from the BScN program fade, the final weeks of professional practice (after week 6) will allow students to synthesize and internalize their personal vision for *being* and *becoming* in nursing, based on the *knowing* and *acting* developed throughout their tenure in the BScN program. This ultimately readies students for *belonging* in the nursing profession.

In order to obtain a Pass in the course, students must demonstrate achievement of all course learning outcomes, including the hours expected in professional practice. The learning outcomes constitute the minimum required to pass the course. Students also must demonstrate professional behaviours in activities directly and/or indirectly related to these nursing practice courses. The learning outcomes should be used in developing and organizing the Level IV professional practice learning plan and for ongoing and final evaluation.

Approach to Learning:

Year IV of the program allows students to develop new approaches to care, refine and augment ways of coming to know nursing as a profession, and begin to finally realize their personal vision of becoming a professional baccalaureate prepared RN. As such, it is really a threshold student cross between the world of academic learning and the real world of the practicing RN. To cross this threshold and begin to take up the multiple roles that RN's assume in everyday practice requires of the student, a will to learn.

Many of the learning experiences in this final year call upon personal dispositions and attributes that, once formed, will serve as the foundation for later professional practice as lifelong scholars, as well as the essential characteristics of an effective contributing member of the broader society at large. Learning to act as an RN will stretch both the ways in which you have come to think as an RN, but also all the behaviors you have developed to this point to deliver person centered caring that is based on choices that support right and ethical action. Each learning experience is jointly crafted by student and faculty to maximize the possibilities for growth but also maximize the integration of those experiences and knowing that students have gathered through previous years in the program and in a life well lived.

In the Year IV journey, students are invited to gather what is needed, rejoice in what is found and learned, and finally, celebrate what they have to offer to the practice of nursing and the community of learning that is the collaborative BScN program.

In N4K10, students are required to complete a minimum of **360 hours** of hands-on professional experience in a designated community of practice [approximately 24 hours per week for the first 6-7 weeks; 36 hours per week for the remainder of the term].

Included in the 360 hours: 1. Clinical placement hours that involve patient and/or preceptor/teacher; 2. Up to 8 hours can be used towards professional development, any conference or educational event/activity that would enhance learning in the term. It is important for the student to share their learning goals with the tutor and to discuss relevance to the course.

Not included in the 360 hours: In addition to these 360 practice hours, students will be expected to 1. Attend course orientations; 2. Attend student-tutor meetings; 3. Complete agency online modules and in-person required training (e.g. dovetail) which is completed by students outside of course required practice hours (Any agency on-boarding or orientation that does not involve the patient, preceptor or teacher, should not be counted as course specific hours) 4. Participate in other professional practice activities that are considered a formal part of the course. These activities described under NOT included are not considered a part of the required 360 hours of hands-on practice experience.

The **student-tutor meetings** are not included in the professional practice hours. The student-tutor meetings are virtual synchronous. They take place every two weeks for 1.5 hours with groups of students, scheduled in the student's timetable. Additional individual meetings may be required at the discretion of the faculty. Attendance at the student-tutor meetings is mandatory. In N4K10, students are required to complete a minimum of **360 hours** of hands-on professional experience in a designated community of practice [24 hours per week for the first 6 weeks; 36 hours per week for the remainder of the term].

Through active and consistent dialogue with supportive tutors and experienced preceptors, students will be encouraged to reflect on their experiences in practice and receive guidance to refine their nursing judgements. Openness to learning, willingness to engage, talking through strange and new experiences, a preparedness to listen, and a determination to keep moving forward will allow the student the opportunity to gain much from this transition in their program.

Please note: Professional Practice time cannot be missed because of other course work, outside employment or extra-curricular activities. Students are asked to consult with their Professional Practice tutor regarding missed professional practice time, as the strategies for making up missed learning are specific to the needs of each student, however the **360 hours minimum must be met**. The student is evaluated on a Pass/Fail basis by the Professional Practice tutor with input provided by the Preceptor. Professional Practice tutors are asked to consult with the level 4 Lead /Coordinator re student attendance issues or difficulties as soon as possible.

Students in difficulty may be asked to attend the skills lab **if available** or demonstrate skill acquisition in other ways, in order to ensure they are meeting the course learning outcomes. It is the student's responsibility to make the appropriate arrangements to access the skills lab **or virtual resources** if available.

Travel within the Program

Students are responsible for arranging their own travel to and from learning settings external to their site and for covering any costs incurred. All students who enrol in the BSCN Program are expected to travel to any learning setting in Hamilton and the surrounding area, including but not limited to Halton, Peel, Brant, Haldimand-Norfolk, Niagara and Wellington regions

(McMaster and Mohawk sites) | Kitchener-Waterloo and surrounding area, including but not limited to Wellington, Brant and Halton regions (Conestoga site)

Evaluation Measures

Evaluation Component	Date Due
Professional Practice (PP)	24 hours for six weeks, 35-36 hours per week for six-seven weeks professional practice. Minimum of 360 hours total per term), by end of term Dec. 8, 2021
Triad Meetings (Student- Tutor- Preceptor)	2 required per term (midterm, and final). Triad meetings can be held by phone or videoconference. Additional triad meetings are optional.
Student-Tutor meetings	Biweekly meetings for 90 minutes (1.5 hrs. in length) with tutor & groups of about 7 students scheduled in student's timetable. The student-tutor meetings are not part of total PP hours. The student-tutor meetings will be virtual, synchronous . Attendance is mandatory. Student's performance includes preparation and engagement in student-tutor meetings including all agenda items. See Learning sequence for agenda items.
Midterm Professional Practice Performance Evaluation <ol style="list-style-type: none"> 1. Self 2. Tutor 3. Preceptor 	Progressing towards meeting learning outcomes/or Failing. Triad meetings: Week 6 or 7 (within professional practice time). Triad meeting can be held by phone or videoconference. Students submit self-evaluation to drop box in Avenue to Learn (A2L) prior to the triad meeting. Students submit preceptor evaluation in drop box in A2L prior to triad meeting.
Learning Plan (LP)	Ongoing. Students submit to drop box in A2L. Draft developed and submitted by week 4; completed and submitted by week 11.
Reflections	Total of two reflections. <u>Critical reflection</u> due week 3 & <u>Reflective Summary</u> due week 11. Integration of literature is required. Use APA 7 th edition for references. Font size 12 pt. Times New Roman, Calibri or Arial. Submit to A2L.
Final Professional Practice Performance Evaluation <ol style="list-style-type: none"> 1. Self 2. Tutor 3. Preceptor 	Pass /Fail Triad meeting: Week 12 or 13 (within professional practice time). Triad meeting can be held by phone or videoconferencing. Students submit self-evaluation to drop box in A2L prior to triad meeting. Students submit preceptor evaluation in drop box in A2L prior to triad meeting.

University and BScN Program Policies and Procedures

The University has defined its expectations of students in both the academic and non-academic life of the University community. Policies that govern these practices can be found on the Undergraduate Academic Calendar or on the University website <http://www.mcmaster.ca/policy>. As policies are reviewed and revised on a regular basis, students are responsible for checking the Policies, Procedures and Guidelines section of the University website for the most up-to-date information (adapted from the Undergraduate Calendar, 2020-2021).

Students in the BScN program must also refer to program specific policies and procedures, which are found in the Undergraduate Nursing Education Program Handbook. This Handbook is located in A2L in the student resource section of the course. Ensure you are familiar with this document, including the following important policies:

- Attendance Expectations, Policies and Procedures
- Academic Accommodation of Students with Disabilities Policy
- Academic Integrity Policy
- Discrimination, Harassment & Sexual Harassment: Prevention & Response
- Faculty of Health Science Professional Behaviour Code of Conduct for Learners
- Code of Student Rights and Responsibilities
- Student Appeal Procedures
- McMaster University Grading Scale
- BScN Program Viewing Final Exams Policy
- Electronic Communication Policy
- Professional Appearance Policy (for Professional Practice courses)

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all our living, learning, and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in university activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act

and copyright law protect every original literary, dramatic, musical, and artistic work, **including lectures** by university instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Academic Integrity

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Here are a few additional reminders about Academic Integrity. Please note that posting or sharing completed/graded academic work including assignments and projects is considered Academic Dishonesty.

According to McMaster's **Academic Integrity Policy**, Academic Dishonesty offences include:

"failing to take reasonable precautions to protect academic work such as assignments, projects, laboratory reports or examinations from being used by other students" as well as actions that "aid or abet another student's academic dishonesty" (McMaster University, 2020, p. 5). Posting on document sharing websites falls under these definitions of academic dishonesty.

Please carefully review the Academic Integrity Policy to ensure you have a clear understanding of what constitutes academic dishonesty as well as the potential consequences associated with an offence. The policy can be

found here: <https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf>

Of related concern is Copyright Law: Some of these websites require you to upload a file to access their resources. Please note that any posting/sharing of School of Nursing course manuals/materials, professors' PowerPoint presentations, videos/recordings of lectures (without written permission from the instructor/University) is in violation of intellectual property rights and copyright law. If you have uploaded documents to such sites without knowing this is a violation, please notify your instructor right away, so the file can be removed.

Authenticity/Plagiarism Detection/Submission of Assignments

In this course you are expected to submit assignments including reflections, learning plan and evidences, evaluations, schedule planner and professional practice log to Avenue to Learn (A2L). Students must submit their own work and cite the work of others appropriately, using APA format. This course uses a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students are expected to submit their work electronically to Turnitin.com via an online learning platform (A2L) using plagiarism detection (a service supported by Turnitin.com so it can be checked for academic dishonesty).

Students who do not wish to submit their work through the plagiarism detection software must inform the instructor before the assignment is due. Students must still submit a copy of the assignment to the instructor along with a signed academic integrity form. NO penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to <http://www.mcmaster.ca/academicintegrity/>.

NOTE: The instructor reserves the right to modify elements of the course and will notify students appropriately, either in class or on Avenue to Learn (McMaster Undergraduate Course Management Policy, 2014).