

**PART-TIME FACULTY
RESOURCE MANUALL**

School of Nursing
Faculty of Health Sciences

AUGUST 2011



Adapted from the original manual created by Frances Fothergill-Bourbonnais and Laura Giannantonio, School of Nursing, Faculty of Health Sciences. August 2010

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L'Université canadienne
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Université d'Ottawa
Faculté des sciences
de la santé

École des sciences
infirmières

University of Ottawa
Faculty of Health
Sciences

School of Nursing

Welcome to the University of Ottawa, School of Nursing

A new and exciting academic session is beginning and thanks to your knowledge, expertise and dedication, students in the Baccalaureate of Science in Nursing Program will be exposed to a wide range of extremely valuable learning opportunities from which they will further grow and develop. We feel very fortunate to have you among us and to be able to benefit from your crucial contribution to the success of our educative mission!

The undergraduate program is proudly offered in collaboration with Algonquin College for the English section and La Cité collégiale for the French one. This program emphasises critical thinking, evidence-based practice and enhancement of communication, clinical and organizational skills. In addition, it prepares students for graduate studies in nursing and related fields.

Once again thank you for choosing to join the School of Nursing part-time faculty and have a great and rewarding year!

Dave Holmes, RN, PhD
Director and Associate Dean

Sylvie Corbeil, RN, MScN
Assistant Director of Undergraduate Programs.

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1. GENERAL INFORMATION

1.1 University of Ottawa: Our Mission, Our Values and Our Vision

Our mission: Our raison d'être

Since 1848, the University of Ottawa has been Canada's university: a reflection, an observatory and a catalyst of the Canadian experience in all its complexity and diversity. Our university is characterized by its unique history, its commitment to bilingualism, its location both in the heart of the national capital and at the juncture of French and English Canada, its special commitment to the promotion of French culture in Ontario and to multiculturalism. As a result and through the groundbreaking work of our community members, we are uniquely positioned among Canada's research-intensive institutions to give students a remarkable education, to enrich the intellectual and cultural life of Canada and to help the country achieve greater international prominence.

Our values: *What defines us and drives us*

▶ **A university that places its students at the core of its educational mission**

We do our utmost to help our students expand their knowledge, enrich their culture, boost their creativity, enhance their ability to question and analyze, and take full advantage of university life to become well-rounded, responsible citizens and leaders of our society.

▶ **A university whose programs are research driven**

We conduct first-class research, most notably in each of our strategic areas of development; this in turn enriches what and how we teach. We deliver a wide range of nationally and internationally recognized undergraduate, graduate and professional programs known for their quality and for their focus on interdisciplinarity.

▶ **A bilingual university that values cultural diversity**

We promote bilingualism, recognize the contributions of the many communities that have helped build our country and, through our programs and research, work to bring Canada's challenges as a country into sharper focus.

▶ **A university committed to promoting Francophone communities**

We design outstanding programs and services for Ontario's French-speaking population and we provide leadership for Francophone communities across Canada and around the world.

▶ **A university that builds strong partnerships to fulfill its social responsibilities**

We strengthen our programs and perform our social, political and community-outreach roles thanks to productive ties with other institutions of higher learning, government agencies, social and community associations, research councils, the private sector, embassies, and national and international organizations.

▶ **A university that offers equal opportunities to its staff**

We adhere to the principles of diversity and equitable representation. We are also committed to women playing a leading role in the life of the university community.

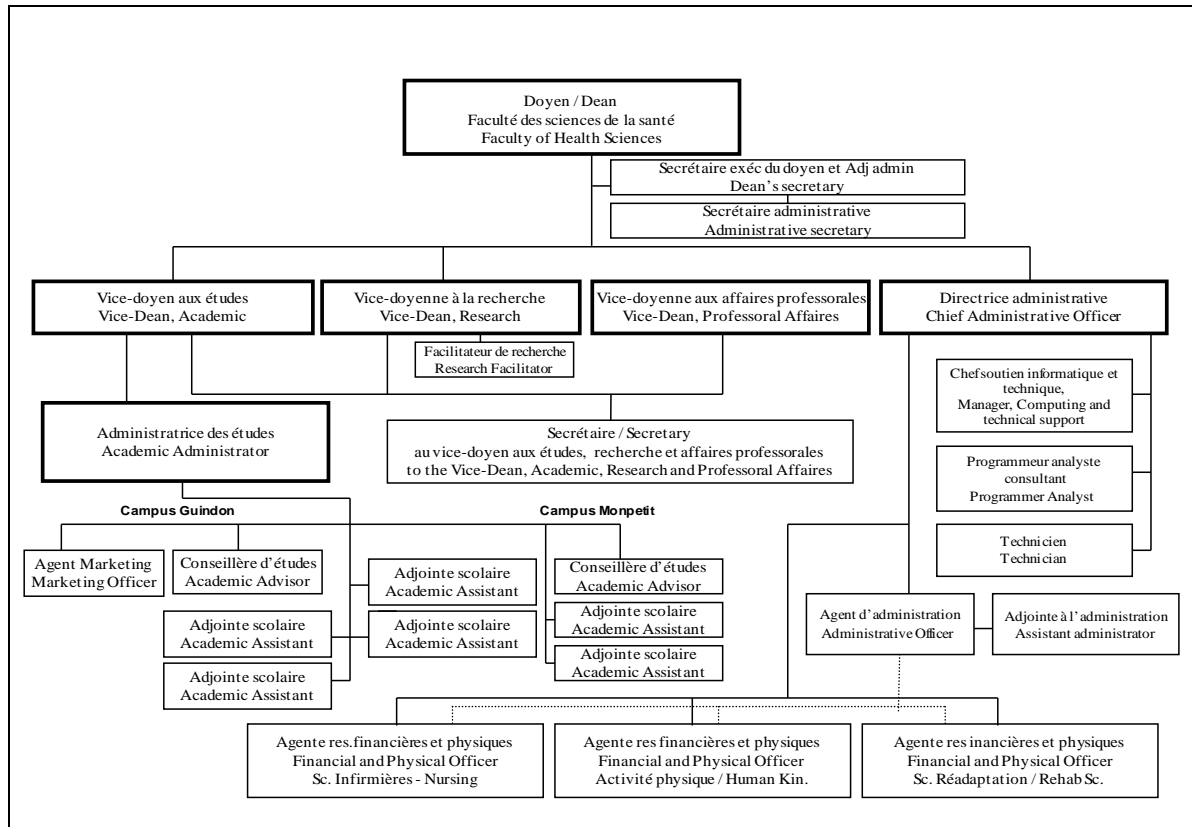
▶ **A university that values its community**

We encourage freedom of expression in an atmosphere of open dialogue, enabling critical thought, supported by intellectual integrity and ethical judgment. Collegiality, transparency and accountability are the principles that guide our university governance.

Our vision: *What we aspire to*

We aspire to be, among universities, the essential reference on what Canada represents: a university that is an integral part of its community, open to the world, and distinguished by its search for excellence in research, its high-quality learning environment, its passion for knowledge and innovation, its leadership on language issues, and its openness to diversity. Every member of our institution will take part in our educational mission. © University of Ottawa, Last updated: 2009.03.17

1.2 University of Ottawa, Faculty of Health Sciences Organization Chart



1.3 The School of Nursing

1.3.1 Vision

The School of Nursing is committed to making a significant contribution to health care in Canada and internationally through excellence and innovation in the preparation of nurses, the development of nursing knowledge, and leadership in nursing practice.

1.3.2 Mission

- Educate professional nurses at the entry, advanced practice and nurse scientist levels;
- Carry out research and other scholarly activities to increase knowledge and improve the practice of the discipline;
- Collaborate with other disciplines to further develop the knowledge base for health care;
- Exercise a leadership role by supporting the dissemination of knowledge, promoting advanced nursing practice, and participating in nursing and interdisciplinary decisional bodies;
- Promote the collaboration of faculty and students with health, social and educational agencies to foster evidence-based practice and promote innovative and effective nursing care;

- Provide nursing education and contribute to nursing scholarship in French and English, by virtue of the School's bilingual mandate and multicultural milieu;
- Promote the development of nursing and health care nationally and internationally through partnerships in education, research, and practice.

1.3.3 *Philosophy*

Nursing is a human science and a professional discipline with a holistic perspective on health. Nursing practice is a health care service accessible to health care consumers, delivered in collaboration with clients and other health care providers. The goal of nursing is to optimize human function and collective capability, thus contributing to the enhancement, maintenance, protection and restoration of health, or support towards a peaceful death.

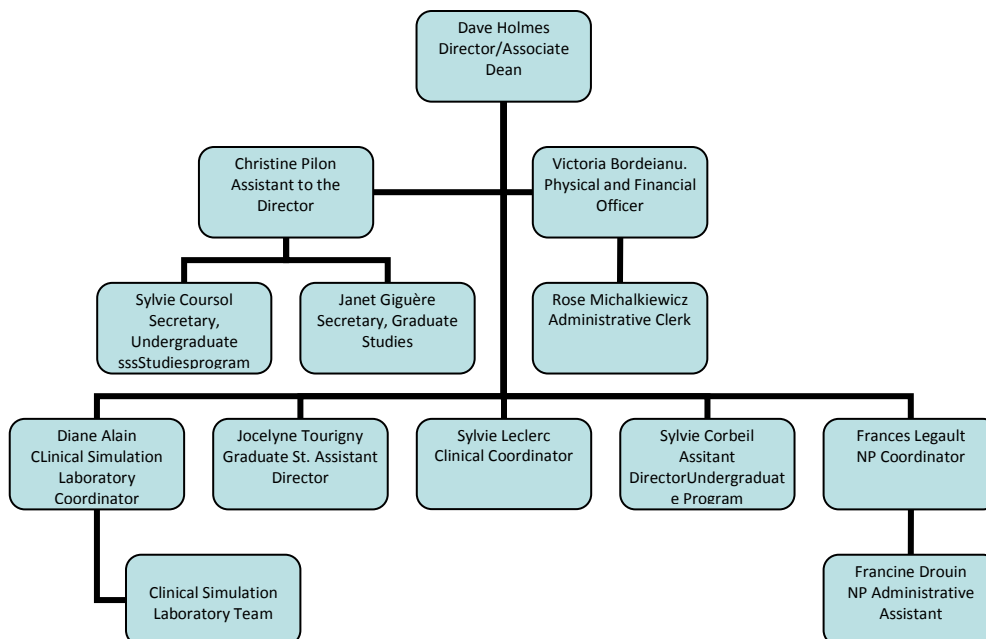
Health is a dynamic process considered to be a profile of functioning over time. Ideas of health are influenced by many factors within the environment in which nursing occurs. Health choices within society are shaped by political, economic, social, cultural, and spiritual dimensions.

Nursing embraces multiple paradigms. The inter-relationship of nursing theory and research is essential to inform and validate nursing practice. Nurses' clients are individuals, families, aggregates, and/or communities, at all stages of their development. Nurses care for clients in situations of normality, risk, crisis, and morbidity, encouraging them to become responsible participants in their own health.

Baccalaureate nursing education is part of a continuum of preparation that extends to graduate and postdoctoral studies. Each level of nursing education aims to prepare graduates who can contribute to the advancement of nursing science and influence changes in the health care system.

Faculty, in partnership with the students, engages in activities that foster self-direction, critical thinking, and learner maturity. Learning experiences are designed to promote both the personal and professional growth of each student. The graduate possesses a repertoire of knowledge, skills, and attributes that will serve as the foundation for safe, competent practice and life-long learning.

1.4 University of Ottawa, School of Nursing Organization Chart (U of O Campus)



Center for Innovative Education and Simulation in Nursing (CIESN)

1.5 The Baccalaureate of Science in Nursing Program

1.5.1 Goal and Outcomes of the Program

The goal of the undergraduate curriculum is the preparation of a generalist professional nurse who can function effectively and competently in a variety of health settings, respond to a variety of health care needs, and serve as a change agent. Graduates will be critical thinkers, self-directed learners, and practitioners who can function independently and interdependently in providing nursing care. They will have the appropriate academic preparation to enter graduate studies. Clinical evaluation tools are based on the 5 outcomes and leveled for the year the student is in.

The graduates of the program will function within the present and future health care system as:

➤ **Effective Communicators who:**

- Use therapeutic communication skills;
- Express their thoughts and positions in a coherent, clear and assertive manner;
- Adapt communication appropriately to specific situations;
- Apply teaching-learning principles to their clients;
- Use effective strategies for conflict management;
- Respect the linguistic and cultural particularities of clients.

➤ **Effective professionals who:**

- Work collaboratively with other members of the health care team;
- Coordinate the delivery of client care;
- Establish a helping relationship with the clients;
- Guide clients in taking responsibility for their health;
- Supervise and delegate as appropriate;
- Act as a client advocate when appropriate;
- Are accountable for their decisions;
- Adhere to the requirements of the professional regulating body;
- Modify care to respect client's culture;
- Demonstrate self-knowledge;
- Assert themselves personally and professionally.

➤ **Knowledge workers who:**

- Use constructs to guide practice and derive meaning from clinical situations;
- Use an appropriate mix of theories in clinical practice;
- Are discriminating users of research; engage in praxis by integrating nursing ways of knowing, being and doing;
- Differentiate client situations of normality, risk, crisis and morbidity;
- Manage information effectively;
- Promote health of clients and of themselves;
- Use organizational change strategies in practice situations;
- Utilize a wide psychomotor skill set;
- Identify researchable questions;
- Work toward resolution of ethical dilemmas.

➤ **Self-Directed Learners who:**

- Identify areas for continued personal and professional growth, implement strategies to meet their goals and evaluate goal achievement themselves;
- Know their preferred learning style and use a wide repertoire of learning strategies;
- Identify career paths;
- Collaborate with others in learning;
- Effectively consult a wide variety of resources.

➤ **Critical Thinkers who:**

- Solve problems effectively using a variety of strategies;
- Analyze situations, identify assumptions and question their validity from a number of perspectives;
- Make connections among concepts in a variety of situations;
- Exercise clinical judgment and decision making in a range of situations;
- Prioritize and organize care;
- Anticipate client needs and changes in client status;
- Consider all the ways of knowing in making clinical judgments;
- Evaluate nursing care and outcomes.

1.5.2 The Curriculum Design

The metaparadigm concepts of Nursing (client, nursing, environment and health) form the basis for the nursing context within the program. Client situations of normality, risk, morbidity and crisis drive the content and milieu chosen for practice, rather than the traditional institutionally based speciality care. This approach ensures that the curriculum remains flexible in light of the rapidly changing health care environment. A focus on client situations fosters a holistic and comprehensive approach to client care.

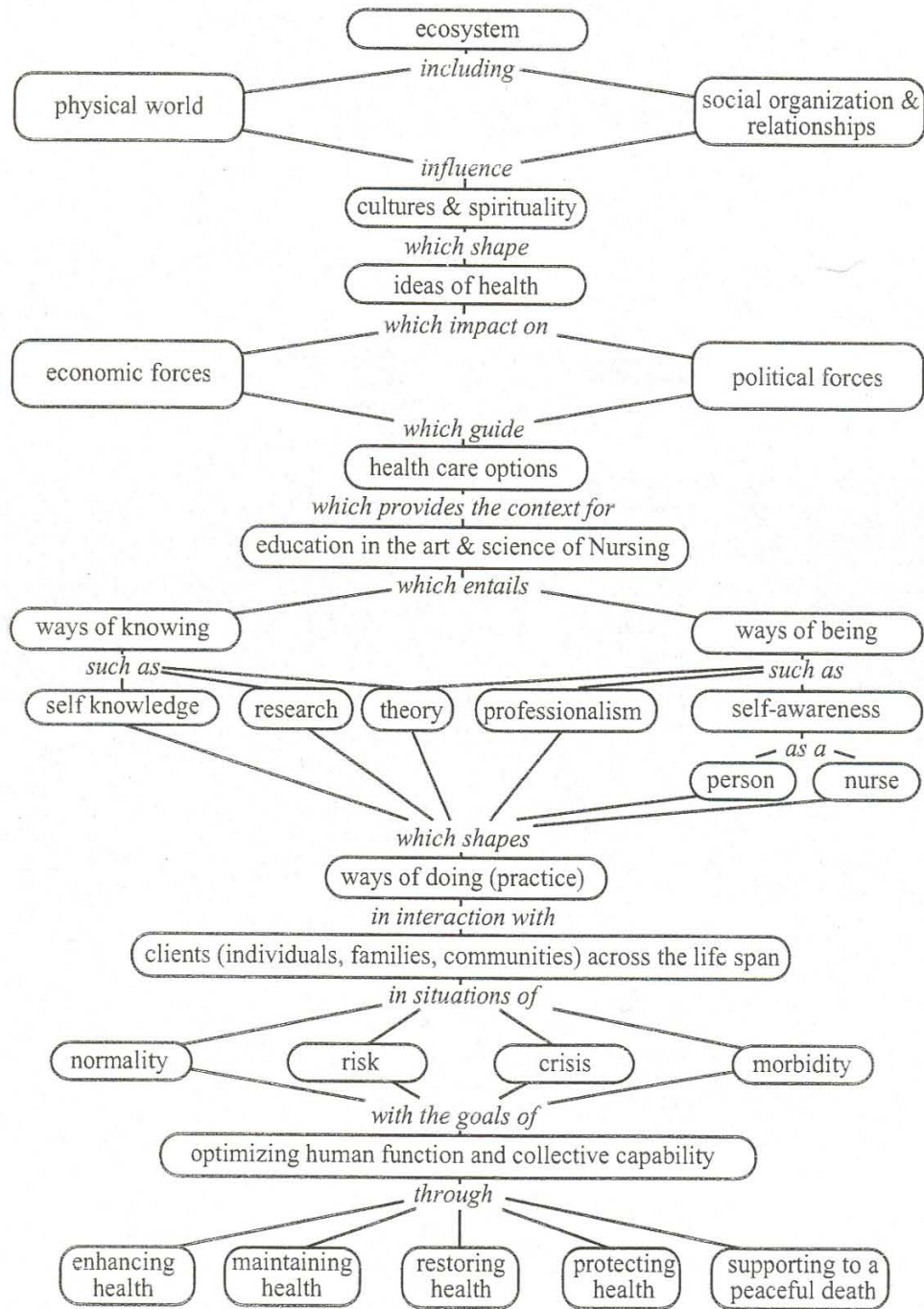
Support courses in the biological sciences include: Anatomy and Physiology, Microbiology and Immunology, Pathophysiology and Pharmacology. With ever increasing client state acuity levels in hospitals, long term care settings and the community, understanding of the underlying causes of disease and pharmacotherapeutics are crucial to the practice of nursing. In the humanities, learners study Philosophy to broaden their perspectives and to enable reflection on different worldviews. Philosophical assumptions are explored as the foundation of theoretical underpinnings in nursing knowledge. Additionally, learners study scholarly writing in order to communicate more effectively as students and within the organizations in which they will practice. Social sciences support the curriculum with an emphasis on the principles that learners require to understand the psychological and sociological basis of human behaviour and interaction. The support courses are in the first and second years of the program to ensure that students have a strong background in relevant non-nursing subjects before they start their nursing courses.

The structure of the curriculum fosters an integrated approach to client groups. Learners work with individuals, families, groups and communities as clients in a systematic manner throughout the curriculum. The curriculum content focuses on issues related to health and illness. The physical and socio-political environments are considered for every client situation. These emphases are necessary to foster development of skills in delivering care that responds to the unique needs of various populations. Such an emphasis also enables the development of leadership skills, preparing graduates to facilitate change in practice environments.

Theory and research themes are integrated across the curriculum. Evidence-based practice is the focus from the beginning of the program within the theory and practice courses. This focus is a necessary trajectory when applying a performance-based (outcome-based) curriculum. The curriculum emphasizes Nursing's ways of being, as well as knowing and doing, crucial aspects of nursing practice. Communication, critical thinking, self-directed learning, professional socialization and knowledge use are essential process threads that are levelled across the nursing curriculum. The program outcomes are organized around these process threads.

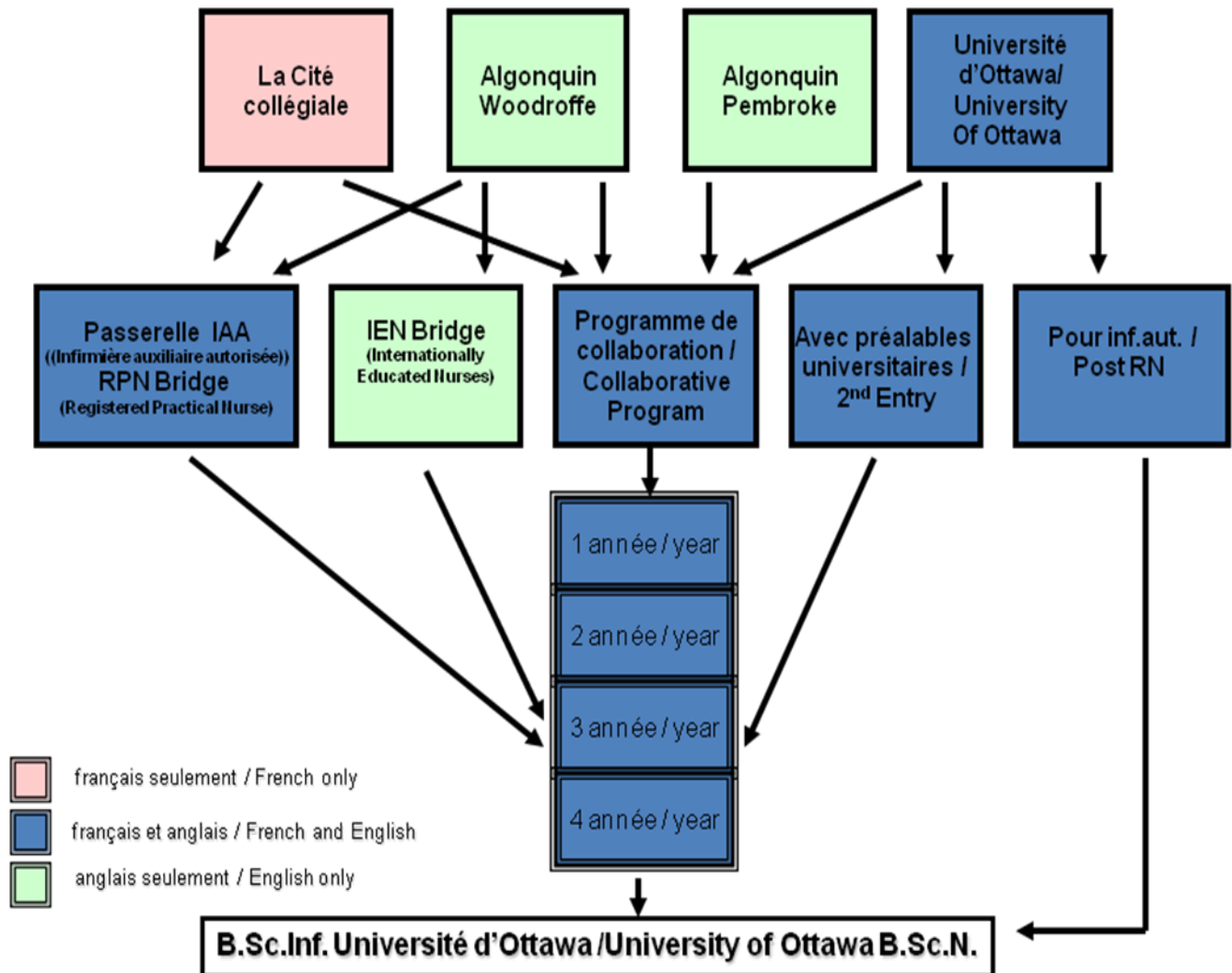
1.5.3 The Curriculum Conceptual Map

Joint Nursing Curriculum Concept Map



Programmes de premier cycle en sciences infirmières

Undergraduate Nursing Programs



1.5.5 The Structure of the Program

Curriculum -120 credits

YEAR 1		
FALL	Courses	15 cr.
ANP 1105	Anatomy and Physiology I	3
ENG 1100	Workshop and Essay Writing	3
PSY 1101	Introduction to Experimental Psychology	3
HSS 1101	Determinants of Health	3
Elective		3
Theory: 15 cr.		Total Hours = 195
WINTER	Courses	15 cr.
ANP 1106	Anatomy and Physiology II	3
ANP1107	Anatomy and Physiology III	3
HSS1100	Microbiology and Immunology	3
PHI1370	Philosophical Issues in Health Care	3
Elective		3
Theory: 15 cr.		Total Hours = 195

YEAR 2		
FALL	Courses	15 cr.
HSS 2381	Measurement and Data Analysis	3
NSG 2317	Health Assessment	3
PHS 4300	Pathophysiology	3
PSY 2114	Lifespan Psychology	3
Elective		3
Theory: 15 cr.		Total Hours = 221
WINTER	Courses	15 cr.
NSG 3301	Health Research: Quantitative and Qualitative Approaches	3
NSG 2113	Introduction to Nursing	3
NSG 2313	Introduction to Nursing Practice	3
PHA 3112	Pharmacology	3
Elective		3
Theory: 15 cr.		Clinical: 3 cr.
Total Hours = 273		

YEAR 3 U of O Campus			
FALL	Courses	(Semester sequence reversed at Algonquin Woodroffe Campus)	15 cr.
NSG 3320	Mental Health Nursing		3
NSG 3137	Practicum: Mental Health Nursing		3
NSG 3111	Care of the Childbearing Family		3
NSG 3311	Practicum: Childbearing Family		3
NSG 3127	Nursing Professionalism and Ethics		3
		Theory: 9 cr. Clinical: 6 cr. Total Hours = 351	
WINTER	Courses		15 cr.
NSG 3107	Family-Centered Care of Children with Acute and Chronic Illness		3
NSG 3307	Practicum: Family Centered Care of Children with Acute and Chronic Illness		3
NSG 3105	Care of Adults Experiencing Illness		3
NSG 3305	Practicum: Care of Adults Experiencing Illness		3
NSG 3103	Theory in Nursing		3
		Theory: 9 cr. Clinical: 6 cr. Total Hours = 351	

YEAR 4			
FALL	Courses		15 cr.
NSG 3123	Community Health Nursing		3
NSG 3323	Practicum: Community Health Nursing		3
NSG 4330	Complex Nursing Care		3
NSG 4430	Practicum: Complex Nursing Care		6
		Theory: 6 cr. Clinical: 9 cr. Total Hours = 429	
WINTER	Courses		15 cr.
SAI 4120	Interprofessional Health Care Practice		3
NSG 4134	Political and Economic Contexts of Health Care		3
NSG 4245	Consolidation Practicum		9
		Theory 6 cr. Clinical: 9 cr. Total Hours = 429	

1.5.6 Student Praxis

During the program, students acquire the knowledge, skills, and attitudes required for competent nursing practice. Bringing these three foundations of nursing together leads the student to begin demonstrating praxis – high level practice reflecting an evidence and theory base. In the first year, the three elements tend to be quite separate and the student’s ability to bring together new knowledge, skills and attitudes simultaneously is limited. By the end of the program, students are able to bring knowledge, skill and attitudes together and consistently demonstrate some level of praxis. There remains some separation of the 3 factors as new graduates have not yet achieved the fusion into the seamless praxis evidenced by expert practitioners.

1.5.7 A Collaborative Program

The Generic Baccalaureate of Science in Nursing (BScN) is a collaborative program, which means that the curriculum was designed and is now delivered jointly by the University of Ottawa, Algonquin College (Woodroffe and Pembroke Campuses) and La Cité collégiale. Specific agreements link the University with its College partners. The students registered at Algonquin College (Woodroffe Campus) take their nursing courses (NSG) on the college campus and the most non-nursing courses at the University. Students at Pembroke Campus take all their courses on site with some NSG and support courses delivered by distance. All students in the program in French take their courses at the university. All students in the collaborative program are students of the University of Ottawa and are governed by its academic policies and regulations.

The program in French also has a collaboration with the Collège universitaire St-Boniface (CUSB) in Manitoba. Students complete a 3 year diploma that includes many of the nursing courses in the collaborative curriculum, taught at the university level. Once the students from CSUB graduate from the diploma program, they may choose to register in the fourth year of the Bachelor of Science in Nursing program at the University of Ottawa and, upon completion, receive their Bachelor of Science in Nursing from the U of O.

2. Information for Part-time Professors

2.1 Centre for University Teaching

The Center for University Teaching exists to promote and provide support for the development and provision of the highest quality teaching throughout the University. The Center has developed tools and a number of programs and services to fulfill its mandate of promoting excellence and innovation in teaching. You are invited to visit their Web site at: <http://www.saea.uottawa.ca/index.php?lang=en>

2.1.1 Services

- ▶ **The Centre for University Teaching offers the following free confidential services:**
 - **Review of professor course evaluations and student comments;**
 - **Selection and self-use of a feedback strategy;**
 - **Observation of professor's class;**
 - **Survey of students' reactions;**
 - **Videotaping of professor's class.**

- ▶ **Other services available at the Centre for University Teaching include:**

Orientation for New Professors

The Centre, in cooperation with the faculties and services of the University, offers a program for new academic staff that takes place near the end of August. The program includes special [Orientation Days](#) and a variety of **Workshops for New Professors**. All new faculty members are invited to read the [Regulations for Undergraduate Studies](#)

Orientation Days

The program includes presentations and information concerning the University, its many services, programs, and facilities. New professors are given the opportunity to meet and speak with some key people in the University as well as colleagues. The President greets all new professors and lunch is provided by the University.

Workshops for New Professors

A series of workshops designed to provide some of the basics that new professors may find helpful for their career in teaching. New professors are encouraged to participate in as many of these activities as possible. All new academic staff may also participate in all programs and services offered by the Centre. For additional information, have a look at all the programs and services available at the Centre for University Teaching.

http://www.tlss.uottawa.ca/cpu/index.php?option=com_k2&view=itemlist&task=category&id=36&Itemid=247&lang=en

2.2 APTPUO Collective Agreement

Information on collective agreement benefits (e.g. pension plan) is available from Human Resources, Tabaret Hall Room 019. You can also access the whole document at

<http://www.hr.uottawa.ca/policies/agreements/aptpuo.php>

2.3 Identity Cards

If you are new to the University, you will need to procure an identify (ID) card for access to resources such as the library. Your ID card can be obtained on the main campus at Human Resources, Tabaret Hall Room 019 between 0800 and 1600.

2.4 Name Tags for Clinical Instructors

For nametags, contact the Administrative Clerk, Rose Michalkiewicz, Faculty of Health Sciences at extension 8398, nsg-fin@uottawa.ca or visit room 3021A at Roger Guindon Hall. Allow at least 2 weeks for delivery.

2.5 Office Supplies

Office supplies are available at the Nursing Secretariat in Room 3051. Please sign the sheet to indicate the supplies taken.

2.6 Part-Time Faculty Office

In **Room 3202** of Roger Guindon, (door code 4-8-6-2) there is one section with three working stations where computers and telephones are available. Two interview rooms are also available and you may use them on reservation. Part time faculty mailboxes are located in this room. There is also a drop box for the students' assignments.

2.7 E-mail

Part-time professors ~~can use~~ must use their @uottawa e-mail addresse to communicate with students. To obtain a uottawa.ca e-mail address by contacting Dominic Wong-Fortin at extension 5606, dwfortin@uottawa.ca. For your Info web password to access class lists, please contact the help desk at extension 6555 . <http://www.ccs.uottawa.ca/cybersos/>

2.8 Requirements for Clinical (immunisation, etc.)

It is mandatory that clinical professors submit evidence of several clinical requirements such as immunisation. See memo in [Appendix A](#) for detailed information.

3. Resources from the Faculty of Health Sciences

Please refer to the Website below for Academic policies :

<http://web5.uottawa.ca/admingov/reglements-scolaires.html#r33>

3.1 Academic Secretariat

The Academic Secretariat maintains student files, information on course offerings, timetable etc. and books rooms for classes and sessions. The Academic Secretariat is located in Room 232 at Montpetit Hall (on the main campus) . Office hours are 09:00 to 16:30. The *Academic Advisors for the Baccalaureate Program* are part of the Academic Secretariat. You can refer students in need of Academic Counselling to 562-5800, ext. 5853 or by e-mail at esecr@uottawa.ca. The fax number is 613-562-5149.

3.2 [Access Service for Students with Special Needs \(SASS\)](#)

Access Service offers services to students who have motor or visual disabilities are deaf or hard-of-hearing, have learning disabilities, or physical or mental health problems.

Students must be formally identified as having a learning disability to access Special Needs Services through the Access Service.

For exams, or other accommodations, the student is responsible for having a form signed by self and professor and sent to Access Service 10 working days before an exam. The form must also indicate course code, time, date, and length of exam. A copy of the exam can be sent by the professor, the secretary, or arrangements can be made for someone at Access Service to pick up the exam.

Student Academic Access Service is located at the [University Centre](#), Room 339 and can be reached by phone at (613) 562-5976, e-mail at: adapt@uottawa.ca.

<http://www.sass.uottawa.ca/access/>

3.3 Center for Innovative education and Simulation in Nursing (CIENS)

The simulation facilitator team is at Lees' Campus. The labs are located at [Lees Campus](#) (C-115, C-120, C-122, C-125, B-158, B-162), 200 Lees Avenue. We now have high-fidelity simulators, baby, child, adult and birthing mannequin and virtual reality equipment for IV insertion. The labs are the responsibility of the Simulation Coordinator (Diane Alain) ext. 8534. Lab schedule and other related postings are on their virtual campus.

3.4 Bookstores

Health Sciences Bookstore located at Ottawa Hospital General Campus Main Entrance (501 Smyth Rd) where nursing texts can be purchased. The bookstore can be reached by phone at (613)737-8847 or email at 0950mgr@fhcg.follett.com. Books for nursing courses are usually ordered from this bookstore. The form is available in RGN 3051.

University Bookstore is located on Main Campus (University Centre, 85 University Priv.) The bookstore can be reached by phone at (613) 562 5348; 562- 5353, ext.0, or e-mail at libbook@uottawa.ca .

3.5 Foot patrol

The University of Ottawa Foot Patrol believes in “Safety in Numbers” and is available to be used. Instead of walking alone between 5pm and 2am Monday to Friday, call the Foot Patrol at 562-5800 ext. 7433 for a team of two patrollers to escort you to your destination. (Or try using the FREE yellow button on most payphones on campus to call) The Foot Patrol will take you anywhere within a 45 minute walking distance from the University, including vehicles and bus stops.

Arrangements can also be made to have a team meet you outside your class every week. To schedule a team, ask for more information, or inquire how you can become a volunteer, call ext. 7433 or stop by the office at UCU 08A.

3.6 Libraries

The [Health Sciences Library](#) (562 5800 ext. 5407) is located at the Health Sciences Complex. Text and journals on nursing and health subjects are housed here. Filmstrips, slides and videotaped can viewed. On-Line computer searches can be conducted for a reasonable fee. Cubicles with laptop/internet connection are available for use. Employees can access the electronic collections in the library, including many on-line journals, from home using the Internet.

The [Morisset library](#) is on the main campus. They are part of the [Library Network](#) accessible to students and faculty at the University of Ottawa.

4. Audiovisual Equipment and Reprography Information

4.1 Audiovisual Equipment at Guindon Hall

For any request or problems related to computer /software : extension 6555.

To reserve computer /audiovisual equipment : extension 5900 or multimedia@uottawa.ca

Pour réserver de l'équipement audiovisuel et informatique communiquez au poste ou par télécopieur au 562-5316. au moins 24 heures à l'avance.

Please provide at least a 24-hour notice period for any reservation of equipment.

Video cameras, tape recorders, overhead projectors, data-projectors, slide projectors, computers for presentation, teleconference equipment, flip chart, etc. are available.

4.2 Photocopies and Reprography

You will be given a photocopy code and assigned a maximum number of photocopies for copying critical documents for evaluation in clinical courses and for class related activities. This information is sent to you by mail with your contract. This number of copies is not meant to include course outlines, reserve readings or student packages, which should be submitted to the Undergraduate Program Secretary for printing at Reprography Services.

Professors must bring all documents to be reproduced at Reprography Services to the Nursing Administrative Secretariat. Professors should not go directly to Reprography Services.

4.3 Copyright

The University has an Access Copyright license to allow copying of certain journal articles or portions of texts. In photocopying materials, please ensure that you are adhering to Access Copyright regulations. When placing documents on reserve, you must indicate the publisher on the front page.

If you have documents copied for student packages, complete a form listing publication information about each document in the package. The form is available from the Undergraduate Program Secretary who will then send the form and a copy of the articles to reprography. Reprography will obtain the clearance for copyright. For more Access Copyright (formely CANCOPY) License Information call 562-5800, ext. 3105 or obtain a handout from the Undergraduate Program Secretary. It is not acceptable to distribute copies of articles to students without going through this process.

5. Course Information

For complete course information, please refer to the undergraduate studies calendar online at <http://www.uottawa.ca/academic/info/regist/calendars/ssan/>

Each course has a web-site in **Blackboard Vista** that is built by the course professor or coordinator. For clinical courses, check with your coordinator for your access. If you are responsible for the web-site, contact maestro@uottawa.ca for orientation and help.

5.1 Course Outlines

The professor must distribute a course outline to students at the first regularly scheduled class. The outline should include the following information ([see the template to use in Appendix B](#)).

- Heading: University of Ottawa, Faculty of Health Sciences, School of Nursing
- Course code & course title
- Course passing mark
- Name of professor, qualifications, & contact information (Phone and Email)
- Description of the course exactly as is written in the course calendar
- Outcomes or objectives
- Point form summary of weekly topics to be covered in class
- Methods of evaluation including the percentage weight of the different components of the final mark
- Information regarding the submission of assignments
- Penalty for late submission of assignments
- Attendance and participation requirements
- A statement regarding academic fraud and plagiarism . Link: http://web5.uottawa.ca/admingov/regulation_13.html
- List of required readings
- Bibliography

A copy of the course outline must be submitted to the Generic Program Secretary in Room 3051. The deadline for submitting course outlines is the last week of July for the fall Semester and the 3rd week of November for the winter courses in order to allow enough time for reproduction. Course outlines are also uploaded to the course web-site.

5.2 Credit Hours and Student Workload

When determining the amount of after-class work to give students, please consider that each credit approximately corresponds to a total of 36 hours. The in-class hours and the personal time devoted by students to their coursework will vary according to the type of class, be it theory, laboratory or clinical practicum.

5.2.1 Theory Credits

One credit in a theory course is equivalent to 12 in-class hours per session with the expectation of at least 24 out-of-class hours of individual coursework for a total student input of 36 hours per credit.

5.2.2 Clinical Credits

One credit in Clinical is equivalent to 36 in-class hours per session with the expectation of minimal out-of-class hours of individual coursework for a total student input of 36 hours per credit. Students are expected to do preparation for clinical and some clinical assignments. Personal work should be conducted during these 36 hours. Lab time is considered to be included in the clinical credits of nursing courses.

5.2.3 *Guideline*

Guideline for Professional Conduct for Students ([refer to Appendix G](#))

5.3 Teaching Evaluation

Each professor is evaluated for the courses given. The evaluation of teaching is conducted to **(a)** provide professors with data that might help them improve their teaching; **(b)** establish a means of tracking teaching performance when decisions are made regarding the re-hiring of teaching personnel; and **(c)** provide students with information on some aspects of their professors' teaching.

This process occurs towards the end of each course. The Academic Administrator sends a memorandum to the professor responsible for each course requesting that she(he) recruit a student to administer the evaluation and identify the exact date and location of the evaluation. Evaluations must take place within the time frame identified by the Academic Secretariat.

The professor responsible for the course must request from the Academic Secretariat an evaluation package for each person teaching at least 9 hours in the course if not received.

For courses taught by more than one professor, the evaluation must take place as soon as possible once a professor's contribution to a course is complete. Students should not evaluate more than one professor at a time. The evaluation must take place during the first twenty to thirty minutes of the class. The professor must not be present in the classroom during the evaluation. The student returns the sealed envelopes to the Academic Secretariat.

5.4 Strategies for Success: Writing Multiple Choice Exams ([refer to Appendix C](#))

5.5 Cancellation of Classes

Professors should not cancel classes without prior authorization of the Dean. In the case of events such as winter storms, decisions concerning the cancellation of classes are taken by the Office of the Vice-President (Academic), which also assumes responsibility for public announcement of cancellation. Individual professors should not take responsibility for such decisions.

Absence or illness must be reported immediately to the Assistant Director of the Undergraduate Programs.

5.6 Guest Speakers

Professors select and approach guest speakers for their classes. It may be helpful to consult the list of joint appointees available from the Assistant to the Director. Please note that **the School does not pay an honorarium for guest speakers** but you can contact the Administrative Clerk at extension 8398 or by e-mail, nsg-fin@uottawa.ca to provide a parking voucher for them. For exceptional circumstances, please contact the Assistant Director.

A thank you letter on University of Ottawa Letterhead is recommended.

Caution is advised in using several guest speakers in a course. Too many speakers can be disruptive and confusing for students. It is the professor's responsibility to integrate guest speaker content into overall course content to facilitate student understanding.

6. The clinical experience

6.1 Guidelines for Clinical Experience ([Refer to Appendix D](#))

1. Knowledge

- a. The part-time professor will assign patients suitable to their level of knowledge and experience and individual learning needs (See Patient Assignment Form in Appendix D).
- b. The student must gather information relative to patients in order to effectively utilize the nursing process.
- c. If a student goes to the clinical agency to collect data prior to their clinical day, they must wear professional street clothes and their student photo ID.
- d. The student, as a member of the nursing team, participates in team conferences and contributes to nursing care planning in order to ensure continuity of quality nursing care.
- e. The professor must obtain sufficient knowledge about the student's patients, seeking expert information from the nursing staff who serve as resource people.

2. Skills

a. *Observation*

In selecting observational situations, we recognize that staff with expertise can provide excellent learning experiences for the student. However, situations where students can participate in care should be sought whenever possible.

b. *Practice*

The professor assumes responsibility for the teaching and supervision of nursing skills and medication administration performed by the student. When this is not possible, the professor would either:

- Request that the nursing staff, responsible for the patient(s) to whom the students are assigned, perform the skill or medication administration which the student cannot perform without supervision. The student may be invited to observe.

OR

- Consult with the nursing staff and request that they supervise the skill being performed by the student.

NOTE: For medication administration, all students must be supervised by either the clinical instructor or the staff RN responsible for the patient, to ensure patient safety.

- Supervision of psychomotor skill performance by students in clinical agencies during consolidation:

Where agencies policy exists, students must adhere to guidelines regarding the performance of psychomotor skills. When unit to agency policies are not prescriptive regarding advanced psychomotor skills (e.g.: blood transfusion, IV push medications), delegation of these skills to the student will be determined by the unit/agency educator, clinical instructor and the preceptor.

c. *Communication*

- The School must assume the responsibility of continuously informing the hospitals and specific units of their nursing program, level of the student and objectives of the experience. The above information should be relayed to all staff members.
- The professor recognizes the importance of consulting with the nursing staff in selecting an appropriate patient assignment, as the unit staff is ultimately responsible for all patient care.
- The assignments will be made prior to each weekly experience and posted according to unit policies.

- It is imperative that the student receive pertinent information from the unit staff prior to commencing patient care.
- As a responsible team member, the student must:
 - Report observations and nursing actions to the nursing staff at the appropriate time, as well as to the professor, and record pertinent data according to unit policy.
 - Report directly to the appropriate nursing personnel, whenever leaving the unit.
 - Notify the unit and the clinical instructor prior to the shift if she(he) will be absent.
- Keep all patient information confidential e.g.: do not bring clinical worksheets home from the agency, use identifying information in clinical assignments or anecdotal notes, discussing patient and family information in public areas

d. *Evaluation of the Student's Performance*

The professor is ultimately responsible for evaluating the student's progress for each experience and assuring that a written record is maintained.

In order to obtain a comprehensive report of the student's progress, input from the nursing staff is essential to the professor.

The professor requests that the nursing staff consult with her/him if there is an incident or area of concern regarding the student's performance.

3. Clinical Attendance

Clinical attendance is compulsory (clinical refers to agency placements, laboratory sessions and community-based experiences including clinical seminars). Unjustified absence from labs and clinical courses will be grounds for failure.

If a student is absent from clinical practice, please document on the clinical evaluation form.

6.2 *Evaluation of Student Learning in Laboratory and Clinical Courses*

The clinical evaluation is a crucial component of a professors' role. We cannot emphasize enough the importance to familiarize yourself with the philosophy underlying the evaluation process and to refer to the course professor for further assistance.

Clinical Evaluation On-line (CEO) is used for all clinical evaluations. The clinical teacher fills in the evaluation for each student as the course progresses. The student has access to the self evaluation form throughout the course. Neither can see the work of the other until they both Submit. Then they both have access to the completed evaluation as a single online document. This document forms the basis for the evaluation meeting between teacher and student. Lap top computers are available to be borrowed from RGN 3051 for evaluation sessions at RGN. Orientation to the system will be provided by course co-ordinators.

Link to CEO: <http://www.health.uottawa.ca/ceo/>

6.3 **Anecdotal Notes**

An anecdote is a description statement of a single incident written by the student. Anecdotal records allow the teacher to provide ongoing feedback to the student that provides reinforcement of successful performance and identifies areas that need improvement.

The critical incident technique is an adaptation of the use of anecdotal notes. Critical incidents are facts not opinions, judgments or generalizations.

Critical incidents encourage the student to concentrate on events that made a difference in the outcome of an activity. It could constitute an incident that was particularly demanding or that went unusually well.

The form enclosed is a blend of critical incident and anecdotal record technique. In this way, the student identifies the critical incidents in a weekly experience and yet is provided the opportunity to reflect on his/her performance.

Anecdotal notes are an excellent resource for helping students complete their self- evaluation and for monitoring weekly progress. It is expected that the students will write the anecdotal notes in the prescribed format. An effective anecdote must be relevant, significant, factual, concise and written in behavioural terms. These notes should be no more than one page in length for each critical incident described.

Anecdotal notes serve as an aid to memory. In many ways they are “verbal snapshots” (Craig, 1978) which, allow the recorder to recall incidents. By comparing behaviours that students exhibit at the beginning and end of a clinical experience, both the student and the clinical teacher are able to assess the amount of progress that has occurred.

Anecdotal records also illustrate patterns of performance or learning over time. This information may reveal difficulties that need to be rectified or areas requiring additional experience.

With this representative picture of the student’s performance on a week-by-week basis, the final evaluation should be straight forward with no surprises. When the time for final evaluation comes, the anecdotal records provide the data needed for determining the student’s strengths and areas for improvement. These effective and ineffective behaviours are related to the specific clinical course objectives and a decision is made as to whether the student has met these objectives.

6.4 An Example of Anecdotal Note Submission

Anecdotal notes are reports of critical incidents that occur in clinical practice. During the four years of this program you will be asked to keep comprehensive anecdotal notes on your clinical practice. These notes are an excellent resource for helping you complete your clinical self evaluation and for monitoring your weekly progress clinically.

Reflection on clinical events can help you derive meaning and learning from practice. For example, reflection can help you approach a similar practice situation differently next time, help you perceive the experience through the patient’s eyes and help you examine aspects of yourself. A critical incident is:

1. An incident in which you feel your intervention really made a difference in patient outcome.
2. An incident that went unusually well.
3. An incident in which there was a breakdown.
4. An incident that was particularly demanding.

For submission of anecdotal reports, check your clinical practicum course outline and your clinical professor for details on the frequency and day of submissions. You are requested to keep all anecdotes in a binder, which is submitted, to the clinical professor. The clinical professor will review your anecdotal reports submitted must be dated and signed by you and by the clinical professor when reviewed.

The School’s format for anecdotal reporting is described below. The report must include the 3 columns listed below. The clinical professor will fill in the third column only so these columns will be blank when you submit your report.

Format:

Objective	Subjective	Comments by Clinical Professor
This description must include the date; pt's initials and diagnosis; what happened (e.g. when, where, how and who was involved; what you did; what the patient or others felt and did) and what the outcomes were for all involved with the event.	This reflection must detail your own evaluation of the meaning of the incident in terms of your nursing practice. For example, include the importance of the incident to you; your understanding of the incident (e.g. why you and others acted the way you did) and your feelings and beliefs about the patient situation; what other approached could you have taken; how you will prepare for this or a similar situation in the future; what future learning needs have you identifies as a result of this incident.	

Adapted from:

Brokenshire, A. (1998). Towards reflective practice: learning from experience. *Registered Nurse*, 10, 7-8.

Patton, J.G., Woods, S., Agarenzo, T., Brubaker, C., Metcalf, T. & Sherrer, L. (1997). Enhancing the clinical practicum experience through journal writing. *Journal of Nursing Education*. 36(5), 238-240.

Perry, L. (1997). Critical incidents: crucial insights into the working lives of registered nurses. *Journal of Clinical Nursing*. 6, 131-137.

6.5 Responsibilities of Clinical Professors Regarding Anecdotes

- a. **Comment on students' anecdotes and add pertinent information.** For example, teachers must give feedback regarding the student's performance. Is the student functioning at the level expected (based on the course objectives for that particular year)? What suggestions do you have to help the student improve? Comment later on as to whether student used any of these suggestions or carried out other remedial action. In addition, the teacher should point out any glaring discrepancies such as omission of mention of a medication error made by the student. This is called the "generosity error" whereby only desirable actions are recorded. The teacher should also comment, for example, if a student is being overly self-critical when in fact he/she has performed very well (the "severity error"). Sometimes two anecdotes are required about the same incident. For example, in a crisis the student might carry out appropriate physical measures but ignore the patient and family.

b. Return anecdotes to student each week.

Note: In the event of the student who has difficulty meeting the clinical course objectives, the clinical professor will photocopy the anecdotal notes by the student with the professor's comments. The student will be notified of this measure. These photocopies will be kept by the professor until the final evaluation of the student for the clinical occurs. If the student, who is having clinical difficulties, passes the final clinical course evaluation, the professor will destroy the photocopied anecdotal notes. On the other hand, if the student fails the clinical course, the photocopied anecdotal notes will be kept on the student's file for a maximum of twelve months, after which period they will be destroyed.

6.6 Responsibilities Concerning Students in difficulties**6.6.1 Responsibilities of the Clinical Professor**

- If a student is having difficulty at midterm, an evaluation must be completed using Clinical Evaluation Online.
- Identify specific student behaviours reflecting unsatisfactory clinical performance (orally as well as on student's weekly anecdotal notes and the CEO).

- c. If there are concerns about patient safety, consult with the course coordinator and/or Administrator of the Undergraduate Programs about whether the student should be removed from the placement.
- d. Develop and document a learning contract with the student that reflects ways to improve performance and specifies expected behaviors and time-lines.
- e. Contact coordinator organizing clinical course to review student's performance and strategies to assist student to improve clinical performance.
- f. Document interactions with student regarding clinical performance.
- g. Photocopy anecdotal notes of student with clinical professor's comments.
- h. Review documented anecdotal notes, learning contract and **midterm/final evaluations** with clinical course coordinator prior to giving an unsatisfactory student evaluation.
- i. Include in the evaluation interview a review of all written documentation and advise student to discuss situation with professor organizing clinical course.
- j. If the student appeals the failure, be prepared to come to a meeting with the Collaborative Executive Committee when they hear the appeal to explain the circumstances of the decision to fail the student.

6.6.2 Responsibilities of the Professor Coordinating the Clinical Course ([Refer to Appendix D](#))

- a. Review with clinical professor student's behaviours reflecting unsatisfactory performance and plan of action for providing assistance.
- b. Review student file for information on previous pattern of clinical performance and academic progress. Communicate relevant data to clinical professor.
- c. Maintain communication with clinical professor to review implementation of proposed plan, learning contract and documentation of student's performance and progress.
- d. Inform the Administrator of the Undergraduate Programs of student difficulties and proposed plan of action.
- e. Review documented anecdotal notes and written clinical evaluation of failing student prior to clinical professor giving the evaluation.
- f. Meet with student who is failing/failed in order to obtain his/her perception of situation. Explain the impact of a clinical failure and refer student to the Assistant Director of the Undergraduate Programs if the student is considering an appeal of the clinical course failure or considering withdrawal from the program. Students may not withdraw from clinical courses.

6.6.3 Responsibilities of the Assistant Director of the Undergraduate Programs

- a. Review with professor coordinating the course;
 - Student's clinical performance;
 - Expected minimum performance to pass course;
 - Assistance provided by clinical professor;
 - Data from student's file re-progress.
- b. Meet with student to review impact of clinical failure, advise courses of action and explain procedure of appealing a clinical course failure.
- c. Monitor student's performance in repeated clinical courses.

6.7 Uniform and Dress Code Policy

Currently under revision- posting on School of Nursing website is planned as soon as available.

6.8 Workplace Accident

A Worker's Compensation Board package and forms to be completed in the case of an accident/incident are deposited in the Part-time Professors mailbox at the beginning of each session (See Memo in Appendix H).

A workplace accident in an educational placement may be related to:

- Contracting an illness at placement location e.g. measles, etc,
- Work related injury such as needlestick injury or back injury.

If an accident/incident as the above takes place, please follow the procedure below:

- First:**
1. Follow the agency protocol
 2. Complete agency forms with necessary signatures and remove the name of the client.
- Then:**
1. Complete the WCB forms
 2. Bring the completed forms to the Assistant to the Director of the School as soon as possible.

Note that when an accident/incident occurs, the School has twenty-four (24) hours to send in the completed forms to Human Resources and will receive a penalty when sent later.

6.9 Agency Guidelines

Please ask your clinical coordinator for the agency guidelines of your clinical practicum.

7. Academic Information

7.1 Evaluation of Student Learning in Theoretical Courses

The course objectives and methods of evaluation are standardized across the Undergraduate Collaborative Program based on a consensus of professors teaching at all sites. There must be at least two evaluations in a course, with neither one being worth more than 70% of the final mark (It is recommended that no evaluation be worth more than 50%).

Professors are reminded that students may drop courses at predetermined dates. It is important for students to receive some feedback on their performance before the withdrawal date which allows them to receive back half of their tuition fees for the course if they decide to withdraw from the course. The School of Nursing recommends that students receive feedback covering 25-30% of their final grade by this date in early November or March. Please consult the Timetable published by the University for specific dates or visit http://web1.uottawa.ca/uopr/regist/dates_e.asp

It is acceptable to assign students a final paper or presentation instead of a final examination.

It is acceptable to give students the choice between two or more options (e.g. a presentation or a paper for 10% of the mark) as long as the alternatives are equally demanding and effective in assessing the competence of the students in meeting the course objectives. However, if a choice is given, it is recommended that a deadline be set for students to make their choice.

The use of statistical curves to determine the distribution of marks is contrary to University policy.

Before printing the course outline, part-time professors and new full-time professors are encouraged to discuss their planned evaluation mechanisms as well as the distribution of their marks with the Assistant Director of Undergraduate Studies, to ensure the evaluation is appropriate. **Course grades should reflect a range of marks within the class.** Before giving students access to marks, professors are encouraged to consult the Assistant Director or the Undergraduate Program Administrator, particularly if the mean for an assignment or course is exceptionally high or low.

7.2 Academic Fraud

If a professor suspects academic fraud, but it is not clear if it is intentional, s/he can speak to the student but the professor cannot decide on a sanction.

With suspected cases of Academic Fraud in exams or assignments, the professor submits the allegations in writing, with supporting documentation directly to the Dean. Subsequently a letter will be sent to the student informing her/him of the allegation, the student has 10 days to reply. The case will then be submitted to the Faculty Committee on Academic Standing. This Committee makes a decision on whether or not the allegations are founded and recommends, when appropriate, the sanctions. The student can appeal the decision of the Committee to the Senate.

For more information on Academic Fraud, consult the following webpage:

http://web5.uottawa.ca/admingov/regulation_13.html

7.3 Confidentiality of Information Concerning Students

The University is committed to maintaining and protecting the confidentiality and privacy of personal information. Only the academic secretariat is allowed to use, modify or disclose student information. Student information is kept only for as long as required by law or to satisfy the purposes for which it was collected. When the personal information is no longer required, it is eliminated.

Type of information that may be collected includes:

- Identity-related (name, address, telephone number, etc.)
- Academic (programs of study, performance information, degree, etc.)
- Financial (charges, payments, credit card, bank account, etc.)
- Fiscal (social insurance number, tuition fees, bursary, etc.)

► **Clinical professors must prevent discussing students' performance among themselves.** Student performance can be discussed with the course coordinator or other teachers of the student (e.g. simulation staff) if the object is to help the student to succeed.

7.4 Grading System

For passing grades for each program within the Faculty please refer to :

<http://web5.uottawa.ca/admingov/reglements-scolaires.html#r33>

7.5 Grading of Multiple-Choice Exams Through the Computing Centre

It is possible to use the optical scanning facilities of the Computing Centre, 85 University, Morriset Hall, room 023, (613) 562-5876 to score multiple-choice exams. The marks will be returned to you by e-mail. Please consult your secretariat for further information.

7.6 Special Allowance for Individual Students

If a student misinterprets an assignment and the misinterpretation of the assignment results in a failure in the course, it may be acceptable in rare circumstances to allow the student to rewrite the paper. (Please consult the Assistant Director). However, it is recommended that students who rewrite receive a minimal pass in the course.

The professor and student negotiate a date for submission. The student may need an extension beyond the end of the semester. If this is the case, **the student must obtain a deferral form from the Academic Secretariat** that the professor and student must complete and sign. Deferrals may be given for up to a year.

7.7 Students' Complaints/Appeals

The University recognises the right of all students to see upon request any of their written tests, assignments or examinations after they have been marked. Students dissatisfied with a mark are encouraged to first approach the professor to obtain a re-evaluation.

It is recommended that students put their concerns in writing and identify where they feel they deserve more marks. The professor then reviews with the students what they feel was unfair and why. The professor can choose to retain the original mark or change the mark.

Students who remain dissatisfied have the option to further challenge the mark by requesting (in writing to the Director), a re-evaluation of their assignment. The appeal procedure for the revision of marks is in the Health Sciences Calendar or online at http://www.uottawa.ca/academic/info/regist/crs/ssanEN/SSAN_7.htm. The mark received from this challenge usually stands, whether it is lower or higher than the original mark.

Please refer to: Student Responsibilities ([Appendix F](#))

7.8 Submission of Marks to the Academic Secretariat

Final marks are to be submitted electronically using Excel to the Academic Secretariat at ssan-adm@uottawa.ca no later than 10 working days after the date of the final examination.

7.9 Use of Electronic Devices

During an examination or a test, students must not have the following in their possession: cameras, radio (radio with head set), tape recorders, pagers, calculator watches, palm technology, cellular phones or any other communication device which has not been previously authorized.

APPENDIX A

Clinical Requirements



uOttawa

Université d'Ottawa
Faculté des sciences de la santé
École des sciences infirmières

University of Ottawa
Faculty of Health Sciences
School of Nursing

July 28, 2011

Dear Professor,

We are pleased that you will be joining the teaching team of the School of Nursing. Please submit a voided cheque to Victoria Bordeianu (*Financial and Physical Resource Officer, 451 Smyth Road, Room 3021A, Ottawa, Ontario, K1H 8M5*) in order to activate a direct deposit of your remuneration **only** if your last contract at the University of Ottawa was more than 6 months ago.

Documents to submit before starting your clinical teaching assignment

It is mandatory that you submit evidence of pre clinical documents *before clinical placements can be arranged by the School of Nursing.*

- * **Part-time professor who has never taught a clinical course at the School of Nursing:** You must submit evidence of current immunizations, TB testing or a recent chest x-ray report if history of positive TB test, CPR, mask fit-testing and Police record check for the vulnerable sector. You will find enclosed the forms to be filled. *It is important that as soon as you are confirmed in a part-time clinical position that you contact Nathalie Maras (nsg-fin@uottawa.ca) to order your name tag.*
- * **Returning part-time clinical professor:** You must submit evidence of valid CPR, Mantoux test or a signed copy of the form "TB-Prevention and Control" and mask fit-testing (every 2 year).

The clinical requirements and the RN Nursing License must be submitted to: *Brigitte Beauseigle, University of Ottawa, Human Resource Services, Health, Wellness and Leave, 550 Cumberland, Tabaret Hall Room 017, Ottawa, Ontario, K1N 6N5
Telephone: (613) 562-5800 ext. 3162, Fax: (613) 562-5206*

You can use the following checklist to make sure that you include all the required documents to enable you to accompany our students to their clinical sites or community placements.

Checklist

- | | |
|---|--|
| <input type="checkbox"/> CPR – level C | <input type="checkbox"/> Hepatitis B – vaccination dates |
| <input type="checkbox"/> RN certificate of competence from the CNO | <input type="checkbox"/> Hepatitis B – serology reports |
| <input type="checkbox"/> Police record check – Vulnerable sector | <input type="checkbox"/> – surface ANTIBODY serology report |
| <input type="checkbox"/> TB (Mantoux test) – 1 or 2 step, accordingly | <input type="checkbox"/> – surface ANTIGEN serology report - if applicable |
| <input type="checkbox"/> Tetanus-diphtheria-polio | <input type="checkbox"/> Varicella – serology report |
| <input type="checkbox"/> MMR – serology report | <input type="checkbox"/> Mask fit-testing (3M N95) |
| <input type="checkbox"/> Flu vaccine – if Winter clinical | |

The School of Nursing greatly appreciates the contribution you make to the learning of our students.

Sincerely,

Dave Holmes, RN., Ph.D.
Director, School of Nursing and
Associate Dean, Faculty of Health Sciences

☎ 613-562-5473
📠 613-562-5443

451 Smyth (3051)
Ottawa ON K1H 8M5 Canada
www.uOttawa.ca

G:/Nursing/direction/Clinical requirements/Letter of immunization

G:/Nursing/direction/Clinical requirements/Letter of immunization

APPENDIX B

Course Outline Template

Please follow the template below when creating your course outlines.



**University of Ottawa
Faculty of Health Sciences
School of Nursing**

**Course Code – Course Title
Semester and Year**

Class Schedule:	Day, Time, Room, Hall
Professor:	Name and qualifications Office Telephone Fax E-mail
Availability:	Specify the hours

Description of the course

Write the description of the course as is written in the Undergraduate Calendar here.

Course Passing Mark

Goal(s) of the Course (if applicable)

Write the goal(s) of the course here

Objectives of the Course

Write the objectives of the course here.

At the end of session, the students will be in a position to:

-
-
-
-
-

Teaching Methods

Schedule and Content

date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)
date	Topic and readings (if you wish)

Mandatory & Recommended Readings

List the mandatory and recommended readings here if they are different from the ones cited above

Evaluation

Write how the students will be evaluated here and indicate the weight given to each evaluation.

Late Submission of Assignments (suggested wording)

Assignments are to be handed in on the due date. The penalty for late submission of assignments (without prior permission from the professor) is 5% per day up to a total of 50% of the value of the assignment.

Electronic submission of assignments (suggested wording if you prefer to mark paper copies of assignments)

Unless the professor gives special permission, **FAX or e-mail assignments will not be accepted.** (Rationale: if the professor prefers to mark paper, students who send electronic copies are downloading the cost of printing to the professor or School, which can add up in large classes).

Academic Fraud & Plagiarism

Academic fraud is considered misconduct, especially in professional programs and can result in sanctions ranging from failure on an assignment to expulsion from the University. The following sites explain the University position on plagiarism http://web5.uottawa.ca/mcs-smc/academicintegrity/message_vp.html and what plagiarism is and how to avoid it. <http://www.uottawa.ca/plagiarism.pdf>

APPENDIX C

University of Ottawa

Faculty of Health Sciences

School of Nursing

Strategies for Success: Writing Multiple Choice Exams

Preparing for Your Multiple Choice Exam:

- **Actively read the assigned readings** - most students read 3 times 1) for overview – intro, headings, and conclusions; 2) for content – most students takes notes on the second reading; 3) for reinforcement – after the class, read again to be certain you understand the material.
- **Use dictionaries** (college level and medical) when reading.
- **Review** class outlines, discussion questions, and your notes.
- **Complete** sample questions and self-study tests from your text
- **Work with** a partner or study group.
- **Do not leave preparation too late.** Do not expect to be able to simply recognize true statements on the multiple choice exam.

Writing the Exam:

- Multiple choice answers may not be obvious, especially if you have not read and understood the material. You need to understand the content of the class work.
- Multiple choice questions are often written to require **application, synthesis or analysis** of the concepts addressed in your course. A multiple choice exam at the university-level is not simply a memory test.
- Multiple choice questions have a **STEM** (the opening question) and **3-5 ALTERNATIVES** (the choice for an answer)
- **Cover the answer as you read for the first time.** Try to answer the question before looking at the possible answers. For some students this helps decrease confusion.
- **Carefully read each question.** Underline key words. Watch for words such as never, except, contraindicated, unacceptable, first, best, and most.
- **If two answers seem possible,** ask yourself, "What is the question asking?" You might eliminate one possibility because, although it is true, the statement does not answer the question asked.
- **Well written multiple choice questions** have alternatives of similar length and all alternatives are grammatically correct. Do not waste time trying to determine an answer based on grammar.
- **Do not overthink the question.** There are no intentional tricks.
- **Manage your time effectively.** Skip question if you do not know the answer right away and come back to it later.
- Use the **RACE** method¹ for answering choice questions:

R: Recognize what information is in the stem

A: Ask, "What is the question asking"

C: Critically analyze the options in relation to the question asked in the stem

E: Eliminate as many options as possible

¹ Nugent, p., & Vitale, B. (2004). Fundamentals success: A course review applying critical thinking to test taking. Philadelphia , PA : F. A. Davis.

For example:

1. What is the goal of nursing?
 - a) Nursing is both an art and science. **This is a definition**
 - b) Nursing applies knowledge and technical aspects. **This is a description**
 - c) Nursing works to restore, maintain and advances health. **This is a goal**
 - d) Nursing establishes a caring relationship. **This is a description**
 - e) Nursing excels at light bulb changing

Recognize - this is about nursing

Ask - this question is asking about the **goal**, it is not asking for a definition or description

Critically analyze Nursing is both an art and science. **This is a definition**
 Nursing applies knowledge and technical aspects. **This is a description**
 Nursing works to restore, maintain and advances health. **This is a goal**
 Nursing establishes a caring relationship. **This is a description**
 Nursing excels at light bulb changing

Eliminate e) can be eliminated straight off ☺

A few other tips:

- **Choices of answer letters may not be evenly distributed.** Do not get nervous if you have chosen more As than Bs or Ds.
- **There is no evidence that you should stick with first answer.** Change your initial answer if you have a sound reason.
- **Approach the exam rested and calm.** Use the bathroom beforehand.
- **Be careful with the computer scantron answer sheet** – placing an answer on the wrong line may create answers for the subsequent questions.

APPENDIX D

SUMMARY OF ROLE AND RESPONSIBILITIES OF THE CLINICAL COORDINATOR

Course Administration

- Develop course outline. Include/clarify important elements such as: objectives, schedule, attendance, policy, plagiarism, link to undergraduate calendar;
- Initiate course web site;
- Collaborate with Placement coordinator to prepare clinical groups;
- Consult with the simulation coordinator re: lab content, students evaluation and schedule;
- Communicate regularly with the clinical professor by telephone, e-mail or site visit.

Students

- Orientate students to course. Distribute course outline. Inform students of first clinical meeting, clinical group members and professors;
- Be present at final evaluation for failing students and follow up closely with clinical professors;
- Monitor student attendance. Students need to inform unit and professor that they will be absent from clinical and follow up by e-mail to professor and c.c. coordinator of the reason for absence.

Clinical Professors

- Organize orientation meeting with clinical professors prior to start of clinical and wrap up meeting at the end;
- Distribute or make available on the course virtual campus, documents to clinical professors: course outlines (theory and clinical course), clinical groups, WSIB package;
- Inform clinical professors of students that have experience some difficulties in previous clinical experience at beginning of the practicum;
- Forward to clinical professors the appropriate unit guidelines (Unit guidelines sent by clinical placement coordinator in August);
- Distribute envelopes of professors' evaluations to each clinical professor. Ensure that professors' evaluation forms are received by clinical professors. (Envelopes prepared by academic secretariat and delivered to part-time professors mailboxes by Nursing secretariat) ;
- If clinical professor new to the clinical area, confirm new professor has arranged orientation to agency via Placement coordinator;
- Consult re: student problems, weak student, learning contract, preparing evaluation.

Clinical Placement Coordinator

- Collaborate with Placement coordinator with respect to any weak/failing students to ensure appropriate placement for upcoming clinical practicum;
- For any schedule change in clinical schedule verify : 1) HSPnet 2) consult with placement coordinator ;
- Receive updated list from placement coordinator of agencies that provide lockers. Ensure clinical professors are aware of locker allocation.

Assistant Director of the Undergraduate Programs

- Inform if clinical professor needs orientation to the agency and /or unit; include # days;
- Inform /discuss weak students, and /or possible failing students.

Coordinator of Center for Innovative Education and Simulation in Nursing (CIENS).

- Confirm lab content and times/dates on the simulation lab virtual campus.

- Coordinator of CIESN will communicate with clinical coordinator if lab performance of student needs follow up

SUMMARY OF ROLE AND RESPONSIBILITIES OF

THE CLINICAL PROFESSOR

Preparation for Clinical Course

- Attend the orientation / planning meeting organized by the clinical coordinator;
- Inform course coordinator & placement coordinator if you need orientation to the agency and or the unit. Complete orientation form and return to the Assistant to the Director for remuneration;
- Prior to the start of clinical placement, plan to meet with agency manager/unit educator and provide; them with the student clinical objectives, student list, dates and times of clinical.

Patient Assignment for Students

- Select patient assignment in advance of weekly clinical experiences (exception OBS clinical);
- Clearly identify names of students on the patient assignment list for nursing staff use.

Clinical Conferences

- Organize pre/post conferences for the rotation (times and rooms);
- Plan educational sessions during pre/post conference time and not part of clinical scheduled time;
- Limit sending a student off unit, plan ahead with course coordinator and obtain agency permission as required (experience should be limited to students that are progressing well clinically).

Absence and Illness

- Inform the coordinator and students ASAP if clinical professor must be absent from clinical for illness or other;
- Explore possibilities of re scheduling the missed shift. Check HSPnet and students availability. This must be confirmed with course coordinator and placement coordinator.

Clinical Evaluation

- Refer to CEO (Clinical Evaluation Online) guidelines for full instructions;
- Schedule final student evaluations after clinical time, preferably off unit.

Responsibilities with Students experiencing difficulties:

- Set clear expectations at orientation;
- Inform the course coordinator if students have difficulties i.e. not progressing well, possible failure;
- Continually inform the students of progress and difficulties; written mid term evaluation if student has difficulties, not progressing as expected ;
- Develop learning contract in collaboration with course coordinator.

Clinical Attendance:

- Inform students of their responsibilities if ill/absent:
 - Students need to inform unit and clinical professor that they will be absent from clinical and follow up by e-mail to professor and cc the course coordinator of the reason for absence;
- In case of one or more absences from clinical, professor has the right to ask student for a medical certificate. Note: For two consecutive days a medical certificate is required;
- Consult with clinical coordinator re: consequences of absence.

Clinical Coordinator:

- Inform and consult re: students experiencing difficulties. Include in evaluation re: any rescheduling ;
- Consult re: students who have been absent ;
- Inform as soon as possible of clinical professor absence.

APPENDIX F

STUDENT RESPONSIBILITIES

Appeal Process

University of Ottawa - **School of Nursing** - Faculty of Health Sciences

Student responsibilities – Appeal of written assignments

Step 1) Professor:

A student who is not satisfied with the mark received on a written test, assignment or examination should first consult with the professor within two weeks of receiving the mark to learn where the problems lie and to see if s/he can negotiate a different mark. The professor has discretion to change the mark or to leave the mark as originally assigned

Step 2) School of Nursing:

The student who is not satisfied with the response of the professor can then appeal to the School of Nursing, University of Ottawa. Within 2 weeks of communication of the professor's decision, the student should write a letter to the Director of the School of Nursing. This applies to all students in the collaborative program, no matter which campus.

The appeal letter to the Director should state why the student considers that the original mark is not appropriate. The student must appeal specific assignments, not the mark for the whole course. "I expected a better mark" is not an adequate reason for an appeal. The student should also provide the Director with a clean copy of a written assignment or essay. For exams, the student should provide reasons for appeal. The professor will provide the original exams and the student's paper.

The Director then asks experts to mark the assignment. The Collaborative Executive Committee will review the appeal and assign a mark for the work in question. The Director will inform the student in writing of the result of the appeal.

Step 3) Faculty of Health Sciences:

A student who is not satisfied with the decision of the School can appeal to the Dean of the Faculty of Health Sciences in writing within 2 weeks of the communication of School decision. The letter to the Dean should include the course code and title of the course, a copy of the assignment in question (or in the case of exams, clear indication of the work appealed), the name of the professor(s), and the reason for appealing the decision of the School Committee. A committee will review the appeal and the Dean will communicate the decision to the student in writing

Step 4) Senate Appeals Committee:

A student is not satisfied with the decision of the Dean can appeal to the Senate Appeals Committee via the Secretary of the University. Appeals should on the grounds that the Dean's decision was unfounded or that re-evaluation was not properly carried out. Unless exceptional circumstances can be demonstrated, this appeal must be made within 2 weeks of receiving the Dean's decision.

Time lines: Talk to professor within 2 weeks of communication of mark, appeal to Director within 2 weeks of professor's decision, appeal to Dean within 2 weeks of School decision, appeal to Senate committee within 2 weeks of communication of Dean's decision.

See regulations of the Faculty of Health Sciences:

http://www.uottawa.ca/academic/info/regist/crs/0305/ssanEN/SSAN_7.htm

Students may also consult the Student Appeal Officer, Student Federation of the University of Ottawa
85 University Private, Room 101, Ottawa, Ontario, K1N 6N5. Tel: 613-562-5800 x 2350.

Email: appeals@sfuo.ca

The appealing letter has to be addressed to: Director of the school of Nursing,
Faculty of Health Sciences, University of Ottawa,
451 Smyth Road, Ottawa, Ontario, K1H 8M5

Student Responsibilities – Appeal of Clinical Failures

Step 1) Professor:

The student should first discuss the failure with the clinical instructor and the co-ordinator of the clinical course. The student may also consult the Assistant Director of the Undergraduate Programs

Step 2) School of Nursing:

Within 10 days of communication (verbal or written) of the failure, the student may appeal to the Director of the School of Nursing, stating course code and title of the course, the grade received, the name of the clinical professor and the reason for the appeal. The student should provide any relevant written information for the consideration of the committee.

Within 2 weeks of receiving the appeal, the Collaborative Executive Committee will meet. The student and clinical professor will be invited to attend the meeting separately to respond to questions raised by the committee.

The Director will inform the student in writing of the result of the appeal.

Step 3) Senate Appeals Committee:

A student who is not satisfied with the decision of the School Committee can appeal to the Senate Appeals Committee, via the Secretary of the University. The grounds for appeal must on the basis that the reevaluation was not properly carried out. Unless exceptional circumstances are shown, such an appeal must be made within 2 weeks of the date of the letter informing the students of the mark assigned as a result of the re-evaluation.

Timelines: Appeal to School within 10 days of communication of mark, meeting of Collaborative Executive Committee within 2 weeks of receiving student appeal. Appeal to Senate Committee within 2 weeks of School's decision.

See regulations of the Faculty of Health Sciences:

http://www.uottawa.ca/academic/info/regist/crs/0305/ssanEN/SSAN_7.htm

Students may also consult the Student Appeal Officer, Student Federation of the University of Ottawa. 85 University Private, Room 101 Ottawa, Ontario, K1N 6N5

Tel: 613-562-5800 x 2350. Email: appeals@sfuo.ca

The appealing letter have to be addressed to: Director of the school of Nursing,
Faculty of Health Sciences, Univesity of Ottawa,
451 Smyth Road, Ottawa, Ontario, K1H 8M5

APPENDICE G

University of Ottawa **School of Nursing** Faculty of Health Sciences

GUIDELINE FOR PROFESSIONAL CONDUCT FOR STUDENTS

All members of the School of Nursing have the right to be treated politely, with respect, courtesy, and honesty; they therefore have a duty to treat others the same way. These expectations apply to undergraduate and graduate students, faculty, and support staff as they interact with each other and the public.

While all members of the school should respect expectations of civil behaviour, those who are members or future members of the nursing profession are expected to respect requirements of professional practice. Faculty, teaching staff and graduate students who are Registered Nurses must adhere to the College of Nurses of Ontario Professional Standards, including the Ethical Practice Standard. Undergraduate students are learning the professional role and practicing professional behaviour while in university helps them to prepare for the expectations of registration in the future. Faculty and instructors are expected to model these behaviours.

Relevant University of Ottawa policies including the Faculty of Health Sciences academic policies (<http://web5.uottawa.ca/admingov/regulations.html>), the Policy on Sexual Harassment (<http://www.harassment.uottawa.ca/sexual>) and the Policy on Academic Fraud (http://web5.uottawa.ca/admingov/regulation_13.html) also apply to all members of the School.

The following guidelines are provided to help students understand how their behaviour can promote success for themselves and their fellows within the School of Nursing.

Expected behaviours

Classroom:

To create a positive learning environment, it is important that students behave in ways that aid others to learn.

- Arrive on time;
- Participate in class discussions and learning activities;
- Attend and participate actively in all required small group sessions that are part of courses. Small group sessions are compulsory;
- Be particularly attentive to guests who have come to give their time to your education;
- Avoid distracting other learners by talking, texting or being disruptive in any way;
- If you must leave during a class, keep disruption to a minimum and return to the back of the room;
- Silence all electronic devices.

Assignments:

- Unless the professor has granted a deferral, hand in all assignments in the format, and at the place and time designated in the course outline.

Communication:

Effective communication is an essential skill for all members of the School, whether interactions are face to face or electronically mediated. To aid positive communication, the following behaviours should be respected:

Face-to-face and telephone communication:

- Use a respectful tone of voice;
- Listen to what the other person is saying;
- End conversations politely;
- Respect confidentiality of patients, students, and staff;
- Avoid shouting, swearing, threatening, or using derogatory terms to the other person or about others.

Electronic communication:**E-mail:**

- Use @uottawa.ca e-mail address for all school related matters. This is the address the university staff and faculty will use to communicate with students;
- Use both a greeting and closing for e-mail messages. If in doubt, use “Dear ...” and “sincerely” in formal messages;
- Do not respond immediately to e-mails if you are upset. Wait to calm down;
- Consider how the tone of the vocabulary used might be misinterpreted by others;
- Before sending e-mails, ensure the message is clear and the language is respectful to the recipients;
- Only copy people who need to know the information in the e-mail;
- Remember that e-mails are considered written documentation and can be requested by participants in disputes. Consider what 3rd parties might think of your messages.

Social network sites(Facebook, Twitter):

- Remember that security of social network sites may not protect information posted;
- Respect confidentiality, especially patient confidentiality. Do not post pictures or discuss patient information on these sites;
- Avoid posting anything (comments, pictures) that could bring you, the School, or the nursing profession into disrepute if it became public knowledge;
- Consider the consequences and impact on your professional life of posting too much personal information; potential employers may check your social network sites before hiring.

Clinical courses:

It is in clinical courses that students have the opportunity to practice nursing. The safety of the recipient of nursing care is always paramount. Students and teachers must ensure that the behaviour of learners does not place patients or clients at risk and that the policies of the clinical agency are respected.

- Ensure patient/client confidentiality at all times;
- Prevent placing any patient or client in jeopardy for any reason;
- Attendance at clinical is compulsory. Medical notes are necessary for absence due to illness. Absence due to death of a close relative requires appropriate documentation. Personal events like weddings and vacation trips, etc. are not acceptable reasons for absence;
- Conform to the uniform policies of the School and the clinical agency;
- Wear uniform or appropriate designated attire to all labs and simulations;
- Remember all members of the School are guests in clinical agencies and must respect the policies and norms of the agency;
- Attend all activities that form components of clinical courses (orientation, workshops, labs and simulations). They are considered to be clinical experiences and therefore compulsory;

- Arrive on time, in uniform or appropriate attire, prepared for clinical practice
- Seek help of your instructor or a unit nurse if you are not sure about conditions or expectations, if you have never done a procedure before, or your instructor has indicated that supervision is required (e.g. with medications);
- Meet pre clinical requirements like immunization and police checks by the posted deadlines. Not providing documentation on time will lead to exclusion from clinical and therefore failure in the course;
- If you have been out of clinical for personal or academic reasons, ensure the school knows you plan to return and register for all clinical courses by the deadline so the School can reserve a clinical space for you;
- If you have been out of clinical courses for more than 6 months, contact the lab coordinator to arrange for refresher labs before clinical begins.

Consequences of not respecting these guidelines:

Failure to adhere to the guidelines for professional behaviour may have consequences for students. These consequences may range from the professor asking a student to leave a class or clinical site to exclusion from examinations or failure of a course.

Adopted by School Council May 26, 2010

APPENDICE H

University of Ottawa **School of Nursing** Faculty of Health Sciences

ACCIDENT/INCIDENT / WORKERS COMPENSATION BOARD

You received with your contract an information package and the forms to be completed in case of an accident/incident. The package includes the procedures to follow, completed sample copies, and original forms.

Please note that when an accident/incident occurs, we have twenty-four (24) hours in order to send in the completed forms to Human Resources. Please bring the completed forms as soon as possible to Mrs. Christine Pilon, room RNG3052 to avoid a penalty to the University.

If you need more information package, you will find some in the part-time professors' mailroom RGN3202 upper left sided.

Please return the unused information package at the end of your contract