

Nursing Programs Handbook 2025-2026



Welcome to our nursing programs! As we kick off the new academic year, I want to extend a warm welcome and share how delighted we are to have you join us.

The new academic year marks the beginning of an exciting journey filled with opportunities for personal and professional growth. Each year of our program is designed to challenge and inspire you, equipping you with nursing knowledge and clinical judgement needed for each practicum placement and beyond.

As you settle into your classes, please know that our faculty and staff are here to support you every step of the way. Whether you need academic guidance, help with resources, or just someone to talk to, we are committed to your success.

In addition to your coursework, we encourage you to take advantage of the various activities, resources, and networking events around campus. These will not only enrich your experience but also help you build meaningful connections with your peers and professionals in the field.

This semester may bring challenges, but we are confident with your commitment to your studies, you will thrive. Remember, you are not alone on this journey, and we are all here to help you succeed.

Warm regards,

Hilde

Hilde Zitzelsberger, RN, PhD

Associate Professor and Associate Dean, Nursing

TABLE OF CONTENTS

TABLE OF Contents	2
IMPORTANT NOTE	5
1. About our Nursing Programs & Courses	6
2. Vision, Mission, and Values & Strategic Goals	7
2.1 Strategic Goals	7
2.2 Program Goals	8
2.3 Undergraduate Program Philosophy	8
2.3.1 Caring in Nursing	9
2.3.2 Nursing	9
2.3.3 People	10
2.3.4 Environment	10
2.3.5 Health-Healing	Error! Bookmark not defined.
2.3.6 Teaching-Learning	10
3. Professional Framework	11
3.1 Overriding Principles	11
3.1.1 Accountability	11
3.1.2 Professionalism and Respect	12
3.1.3 Safety	13
3.1.4 Confidentiality	13
3.2 Additional Requirements for Registered Practical Nurses	14
4. Practicum Placements	14
4.1 Overview of Placement Process	14
4.2 Assignment of Placements	15
4.3 Location & Transportation	16
4.3.1 Changes to Assigned Placements	16
4.3.2 Practicum Surveys & Submission of Resumes	16
4.3.3 Conflict of Interest	17
5. Requirements for Practicum	18
5.1 Pre-Practicum Requirements	18
5.1.1 Immunizations	19
5.1.2 Additional Specific Requirements for Practicum Sites	20
5.1.3 Vulnerable Sector Check (VSC)	20
5.1.4 Respirator Mask Fit Test (N95)	21

5.1.5	RPN Registration	22
5.1.6	Maintenance of Academic Competence	22
5.2	Pre-Screening for Practicum Experiences	22
5.2.1	Medication Math Assessment	22
5.3	CPR Requirements	
5.3.1	CPR and First Aid	
6.	Expectations for Practicum, Labs, and Simulation Based Learning	23
6.1	Agency Requirements	23
6.2	Mandatory Orientation Sessions related to Practicum	24
6.3	Preparation for Practicum & Labs	24
6.4	Attendance at Practicums & Labs	25
6.4.1	Illness & Absence from the Practicum Setting	25
6.4.2	How to Report an Absence to Assigned Practicum Placement	26
6.4.3	How to Report an Absence for Lab Settings	27
6.4.4	Onsite Screening & Outbreaks (Including COVID-19)	27
6.5	Working in a Health Care Environment	27
6.6	Travel Outside Ontario	28
6.7	Requisite Skills and Abilities & Accommodations with Practicum and Lab Settings	28
6.8	Dress Code – General Requirements	29
6.8.1	Uniforms in Practicum & Lab Settings	30
6.8.2	Practicum Settings Not Requiring Uniforms	30
7.	Competencies & Assessments – Practicum & Lab Environments	31
7.1	Collaborative BScN Programs Skill Requirements	31
7.2	Nursing Program Skills List	31
7.3	Regulatory Acts during all Practicum Placements	31
7.4	Practicum Evaluation Process	33
7.4.1	Practicum Evaluation and the Relationship to the Caring Philosophy	34
7.4.2	Practicum Evaluation Process	34
7.4.3	Basis of Practicum Evaluation	35
8.	Addressing Performance-Related Issues	36
8.1	Collaborative Success Plans	36
8.2	Practicum Failure	37
8.3	Late or Missed In-Term Coursework, tests, or mid-term examinations	38

9. General Information	39
9.1 Communication	39
9.1.1 Chain of Communication	39
9.1.2 Use of Personal Technology and Communication Devices	40
9.2 Late or Missed In-Term Coursework	41
9.3 Social Media Guideline	41
10. Safety in Practicum and Lab Settings	45
10.1 Accidents and/or Injury to self	45
10.1.1 WSIB Reporting	46
10.2 WSIB & Smoking Policies	47
10.3 Incident Reporting & Patient Safety Incidents	47
10.3.1 Responsibilities of the Student in an Incident	47
10.3.2 Responsibilities of the Co-Assigned Nurse, Preceptor, or Agency Delegate in an Incident (for students in a Preceptor Setting)	48
10.3.3 Responsibilities of the Clinical Sessional Instructor in an Incident	48
10.4 Duty To Report	48
11. References	50
12. Appended Documents	51
12.1 Collaborative Success Plan (CSP)	51

IMPORTANT NOTE

The Nursing Program Handbook is to be used in conjunction with the Ontario Tech University Academic Calendar and is NOT a substitute for the academic calendar.

Every effort has been made to make this handbook as accurate as possible at the time of posting. In the event of an inconsistency between this handbook and the regulations and policies established by the Faculty of Health Sciences, Academic Council, or Ontario Tech University Board of Governors, the regulations and policies established by the Faculty of Health Sciences, Academic Council, and Board of Governors will prevail.

The Faculty of Health Sciences reserves the right to make changes to the information contained in this handbook, in its printed or electronic form, without prior notice.

It is the responsibility of the student to take the correct courses and ensure all degree and program requirements are met.

The name of the RPN to BScN Program has been changed to Advanced Entry as of 2025. The Advanced Entry program will be used throughout this handbook to reflect the post-practical nurse program.

1. ABOUT OUR NURSING PROGRAMS & COURSES

Ontario Tech University offers a variety of nursing programs in collaboration with Durham College and Georgian College. Links to individual program maps are provided below so that students can be familiar with programs and their individual program maps.

[BScN - Collaborative Nursing](#) – Ontario Tech - Durham College

This is a four-year program, and students may enter directly from high school. The program is offered in Oshawa and is a fully integrated collaborative program (faculty from both sites teach across all four years of the program).

[Advanced Entry](#) – Ontario Tech - Durham College (Oshawa)

This is a three-year program designed as a pathway for Registered Practical Nurses to complete their BScN and become eligible for RN licensure. Students attend for eight consecutive semesters, including the spring and summer. This collaboration is also a fully integrated program offered in Oshawa.

[Advanced Entry](#) – Ontario Tech - Durham College – Georgian College (Barrie)

This is a three-year program designed as a pathway for Registered Practical Nurses to complete their BScN and become eligible for RN licensure. This program is offered in conjunction with Georgian College from their Barrie campus. Faculty from all three institutions are engaged in delivering programming. We are no longer admitting to this program and recommend current students speak with their site coordinator for further information regarding their course map.

[Master of Science in Nursing](#) – Ontario Tech - Trent University (Online)

The Master of Science in Nursing (MScN) program focuses on professional practice leadership and will prepare graduates to contribute to an increasingly complex health-care sector by providing an education that includes mentorship, interdisciplinary opportunities, and experiential learning through research, project, and class assignments. Professional practice leaders are responsible for ensuring and implementing expert practice, the facilitation of professional development, research, and providing leadership; they are often charged with quality assurance and safety as well, and the program is designed to develop expertise in these areas.

2. VISION, MISSION, AND VALUES & STRATEGIC GOALS

Vision - Lead and challenge the boundaries of nursing education, practice, and research, in order to improve and promote the human health experience.

Mission - To envision, innovate, and embrace opportunities to deliver caring, dynamic nursing education.

Values:

- **Caring:** Have empathy, presence, expertise, and embrace a caring philosophy
- **Innovation:** Create and implement new ideas that improve health
- **Collaboration:** Engage in respectful dynamic interactions
- **Integrity:** Be authentic, professional, and accountable
- **Social Justice:** Value holistic care that embraces practice diversity, equity, and advocacy

2.1 Strategic Goals

Community

- To create opportunities that increase engagement, interaction, and team cohesion with the program (employees and students).

Communication

- Enhance existing communication strategies to align with learner, faculty, and staff needs.

Equity, Diversity, Inclusion, and Belonging

- Embrace a shared definition/understanding of EDI-B within the nursing program that all students, staff, and faculty feel a sense of belonging.

Curriculum

- Increase efforts to support a higher NCLEX pass rate for students.

Culture

- Create opportunities to enhance both faculty and sessional instructor development as well as mechanisms for informal and formal support.

2.2 Program Goals

Graduates of the BScN Collaborative Nursing Program and the Advanced Entry Nursing Program will:

1. Demonstrate **safe, competent, ethical, and compassionate nursing practice** that is theory-guided, evidence-informed, and in accordance with regulatory standards (CNO).
2. Actualize **professional caring relationships** with individuals, families (of origin or choice), groups, communities, and populations; and, with nursing and interdisciplinary colleagues.
3. Synthesize **critical inquiry, scientific inquiry, research, and other ways of knowing** to develop nursing knowledge and to demonstrate the professional contributions of nursing in healthcare.
4. Champion **social justice**, in partnership with vulnerable populations; respecting the autonomy of individuals, families (of origin or choice), groups, communities, and populations.
5. Demonstrate **leadership** within the domains of practice, policy, and quality of work-life for innovation and advancement of healthcare.
6. Commit to **critically reflective practice** and self-directed learning, within the regulatory context and accountability to the public, to support life-long learning.
7. **Advocate** with and for people (including self-advocacy), the nursing profession, the healthcare system, and the environment.

2.3 Undergraduate Program Philosophy

The Nursing Program philosophy applies to both the Ontario Tech University – Durham College Collaborative BScN Program and the Ontario Tech University – Durham College – Georgian College Collaborative Advanced Entry Program. It is supported and enlightened by pluralistic philosophies/worldviews, including but not limited to positivist, phenomenological, postmodernist, feminist, and critical social theories, which focus on society's changing health care needs. These perspectives give rise to the core concepts of the nursing program—that of caring and nurturing relationships through being, knowing, and doing (praxis). This philosophy reflects its deep roots in the Caring Curriculum (Bevis & Watson, 1989; Hills et al., 2021; Cara et al., 2020), as well as our own unique context and perspective. The following six core concepts are described: Caring in Nursing, Nursing, People, Environment, Health-Healing, and Teaching-Learning.

Nursing Program Philosophy



2.3.1 *Caring in Nursing*

Caring is a central component of the human experience and foundational to nursing practice. While caring may be thought of as present in all aspects of everyday life, caring in nursing requires intentionality; self- and other-awareness; and active, thoughtful, and skilled engagement in concern for others and the world around us.

2.3.2 *Nursing*

Nursing occurs within the context of intentional human caring from the nurse to the nursed, other human beings, and all life. It requires the skilled utilization, application, and evaluation of knowledge, mediated by multiple ways of knowing/being/doing, in partnership with the recipient of nursing care. This knowledge is drawn from nursing, natural sciences, social sciences, arts, and humanities, and is uniquely employed within each specific nurse-person situation to promote and preserve caring, health-healing, dignity, and comfort.

2.3.3 People

People include individuals, families, groups, populations, and local and global communities, existing within the wholeness and complexities of our lives. The uniqueness of people is both limitless and a core characteristic of being human. This awareness requires that nursing champion equity, diversity, and inclusion as a moral imperative. For this to be achieved, people need to have insight and understanding when it comes to historicity, truth, and reconciliation of individuals who are racialized and marginalized. People make choices about their lives and their health-healing based on many factors, including but not limited to their life experiences, values, hopes, and aspirations. We recognize and value the innate human capacity for caring (Watson, 2020), and the primal human desire to be seen and to be heard (Paterson & Zderad, 1976).

2.3.4 Environment

Environment consists of all elements, internal or external to people (individuals, families (of origin or choice), groups, and communities) that influence people and/or the situation. Environmental elements may be experienced as positive, neutral, or negative. People both influence and are influenced by their environment. Examples of environmental factors include, but are not limited to, physical, social, psychological, and economic. Rights and freedoms, both entrenched in the law and as perceived by people, are part of their lived environment. We acknowledge the traditional territory of Indigenous peoples in Canada.

2.3.5 Health

Health-healing is a constantly changing, holistic human experience that transcends all phases of life and living. It encompasses all circumstances of living, as experienced, defined, and made meaningful by the individual, family, group, or community. In understanding that health-healing is defined and made meaningful by the client, we move away from a normative, often ableist, view of health versus illness. Rather, health-healing is viewed not as a singular state, but rather a process of moving towards wholeness, wellness, harmony, and balance. Our conception of health-healing is grounded in our appreciation of theoretical pluralism, while consistent with the caring curriculum. Health-healing has physical, socio-cultural, psycho-spiritual, political, and economic aspects. Health-healing is preserved and promoted through caring relationships that are affirming, enabling, empowering, and collaborative.

2.3.6 Teaching-Learning

Teaching-learning in nursing is a dynamic, transformative process which occurs both formally and informally, and within a context of intentional caring. Teachers, nurses, students, and people requiring nursing care are co-learners and partners in a collaborative learning process. Learning

occurs over time and through a variety of approaches. It is a life-long process of personal and professional growth, which builds on experience, stimulates reflection, and transforms the meaning of life experiences. As teachers, we are committed to fostering a stance of inquiry with students. Teacher-learner engagement, in all settings, always reflects our values of mutual respect, mutual intentional human caring, and mutual civility (Clark, 2022). Within the Nursing Program, teaching-learning is conceived of as an active process, whereby all participants take responsibility for fully engaging across a continuum of active learning approaches (Tanner, 2006).

3. PROFESSIONAL FRAMEWORK

Nurses are dedicated to advocating for, and working to meet, the health care needs of the public; obtaining the best possible outcome for the patient is paramount at all times. There is an expectation throughout the program that students will perform competencies that meet the College of Nurses of Ontario (CNO) standards and guidelines and, and the [College of Nurses of Ontario Entry to Practice Competencies for Registered Nurses](#) (2019) so that they are prepared for the clinical environment upon graduation. In addition, students meet the competencies outlined by [Canadian Association of Schools of Nursing National Nursing Education Framework](#) (2022).

This section outlines a set of guidelines which form a framework of expectations for students within the classroom, lab, simulation, and practicum learning environments that supports students in meeting these professional standards as well as the expectations of the University.

3.1 Overriding Principles

The following are overriding principles that all students are expected to consistently follow throughout their program.

3.1.1 Accountability

Students are expected to ensure that their practice and conduct meet the requirements of the nursing program, the standards of the profession, and that they practice within legislative, university, and program requirements and standards at all times. Students' understanding of accountability will be developed and nurtured throughout the program.

Over the course of the program, students will make decisions that will affect their academic success and, ultimately, their success in the profession of nursing. While students may look for advice from their family and friends, nursing students enrolled in the Collaborative BScN and Advanced Entry programs are expected to be accountable and responsible for their own choices and actions. Consistent with this principle, students are expected to:

- Be accountable for their own learning and for facilitating the learning of others. In order to maximize valuable learning opportunities, consistent participation and preparation is expected.
- Within the practicum setting, while engaging in patient/client care, students will identify the need for, and act to obtain, appropriate supervision from instructors or preceptors.
- Submit pre-practicum requirements by the timelines communicated.
- Self-assess their [requisite skills and abilities](#) and seek accommodation when required.
- Be honest, and demonstrate integrity, even when a mistake has been made.
- Students must report any error, accident, or incident immediately to the clinical sessional instructor/preceptor/co-assigned nurse so that appropriate measures can be taken.
- Engage in the creation and maintenance of a supportive environment within which the clinical sessional instructor /preceptor/clinical sessional instructor/co-assigned nurse(s) assist the student to problem-solve is particularly important when a mistake or incident occurs. It is the student's responsibility to learn from any error and to demonstrate consistent improvement.
- Recognize their own knowledge level, skills and abilities, limits of responsibilities, legislative authority and supervision requirements, and to understand and clarify their role in the provision of care with the professor/clinical sessional instructor/preceptor / co-assigned nurses(s).

3.1.2 Professionalism and Respect

Students are expected to practice in a manner consistent with CNO standards and guidelines, clinical agencies, and the policies and regulations of Ontario Tech, and to use clear, accurate and effective communication skills in all professional interactions. Furthermore, in accordance with CNO ETP 2.2, students need to “Demonstrate[s] a professional presence, and confidence, honesty, integrity, and respect in all interactions” (CNO, 2019, p. 6) – this extends to all forms of communication.

Everyone is expected to demonstrate respect for self, clients, classmates, faculty, all members of the university and college communities, preceptors, agency staff and the community at large. Mutual respect helps to create a caring environment that supports education. Respect for one another is seen as reciprocal and is demonstrated through actions such as being punctual, active listening, authentic communication, caring connections in personal and professional encounters, and constructive feedback of one another's work.

All parties are expected to behave in a manner that consistently demonstrates respect for the worth and dignity of clients and/or families, while accepting responsibility and accountability for all nursing actions consistent within their role.

It is important to remember that the student's primary role is that of a learner. As learners' integration of feedback and continual professional growth is dependent on a student's

receptivity to feedback. The integration and utilization of suggestions and recommendations to facilitate one's own learning and growth as a student and professional is an essential component to learning, and along with self-reflection, is expected.

3.1.3 Safety

To ensure safety for the client, self, and others, nursing activities must provide a safe physical and psychosocial environment. Safety in the physical environment includes the competent practice of nursing assessments and interventions, knowledge of policies and procedures, knowledge of the client's experience, the physical set up of the environment, organization of one's own workload, setting of priorities, assignment of nursing care, and communication to relevant parties regarding work that is completed or not done.

Safety in the psychosocial environment includes maintenance of confidentiality and freedom from racism, sexism, discrimination, harassment, and other non-caring behaviours.

3.1.4 Confidentiality

Confidentiality is of paramount importance. Students are expected to function within the limits of their role and accept responsibilities for which they have been prepared. The privacy of patients, residents, team members, organizations, and/or student information in all instances must be respected. Students are expected to realize the confidential nature of the data that they are privileged to use. Students must comply with legislation, practice standards, ethical responsibilities, and organizational policies to maintain client privacy, confidentiality, and security (Information & Privacy Commissioner of Ontario, n.d.). Inappropriate access to client information may adversely affect client safety, quality of care, and undermine the client's relationship with providers. As representatives of Ontario Tech, Durham College, and Georgian College, faculty and students must work together to maintain cooperative relationships with the various community agencies utilized in our practicum partnerships.

Client information and the private information of others (including one's own personal health record) **MUST NOT** be accessed without need, nor be discussed in any public area or with any unauthorized persons, through any form of communication (including via social media). This includes materials such as photos, medical and health records, and healthcare clinical applications.

Under no circumstances is information to be given to the police or the media. All requests for information must be referred to the designated administrative person.

Any computer access codes must only be used to access computer data for patients/clients as assigned for patient care. Students should not attempt to access any unauthorized information

including information about themselves, family, friends, colleagues, or any other person whose information is not required to perform duties related to their practicum.

If, for any reason, a student breaches confidentiality, privacy, or security, or becomes aware of a breach, the student must immediately report this to the course instructor and the placement organization via the appropriate channels. Students should have access to medical records only as assigned for educational purposes.

The importance of these overriding principles is affirmed by the [Professional Suitability Policy \(Undergraduate\)](#) at Ontario Tech. Any student who exhibits behaviour that is inconsistent with the norms and expectations of the program or the profession, or that places themselves, clients or others at risk will be addressed through this policy.

3.2 Additional Requirements for Registered Practical Nurses

Students who are Registered Practical Nurses must be aware that they are required to practice, at all times, in accordance with the [standards and guidelines as outlined by the CNO](#).

Recognizing our role in protecting students, patients, and the public from harm, should a student demonstrate practice or conduct that fails to meet these standards, it is the responsibility of the Nursing Program to determine if the behavior or action necessitates reporting to the College of Nurses of Ontario.

4. PRACTICUM PLACEMENTS

As an important component of learning professional nursing practice, quality placements are offered in each year of the program.

4.1 Overview of Placement Process

Practicum experiences allow students to apply what they learn in coursework to the real-life clinical environment. Practicum may also be referred to as “placement” or “clinical”. All placements are arranged by the Nursing Program. As an academic institution, the Nursing Programs’ primary role is to provide educational experiences that meet the requirements of the BScN degree.

The Program requests placements 3-4 months in advance of the practicum rotation. Agencies then evaluate need and availability and return confirmation of practicum placements for the given term. Typically, placements are released to students via HSPnet, approximately 2 weeks before the start of the term; however, dependent on the clinical landscape and the realities being faced by practicum agencies this may be earlier or later.

4.2 Assignment of Placements

The Nursing Programs' aim is to prepare graduates who can meet the challenges of the expanding role of the registered nurse within today's health care landscape. Challenges arise both from the increased complexity of health problems, changes in the nursing profession, expanding scopes of practice, and the needs of the healthcare system, especially in a post-pandemic era. The Undergraduate Nursing programs are designed to prepare generalists who can practice within diverse settings with clients and communities from a variety of cultures, socio-economic backgrounds, and across developmental stages. While we truly value and respect that each student has unique career goals, our primary responsibility is to ensure all students develop the knowledge, skills, and judgment required for entry-to-practice as a generalist nurse. As such, we are not able to customize placements based on individual career interests, but we strive to provide a broad range of learning experiences that meet the learning objectives/program outcomes and support professional growth.

Placement availability and assignments vary semester to semester and year to year. To this end, a number of elements are considered when selecting practicum placements to facilitate the student's practicum learning, including:

- Nursing Professional Practice Competencies for the year level
- Learning objectives identified by the course
- Availability of placement sites and agencies
- Experiences that the agency is able to provide

Students must be flexible in their schedules, as practicum may occur at any day or time of the week or weekend (e.g., day, evening, or night shifts) and may have varying durations (e.g., 8 or 12-hour shifts). The academic calendar is made available to students well in advance of the start of the academic year, and students should use this to plan accordingly and keep all dates/times available until a schedule is confirmed. Students in their final year follow their assigned preceptor's schedule, which is typically not available until a few weeks before the start of the term.

- Collaborative BScN Students & Advanced Entry Students attending programming in Oshawa – The Nursing Program Office at Ontario Tech University has existing agreements and established processes with practicum partners. All practicum placements are organized by the Nursing Program Office for these students.
- Advanced Entry Students attending programming in Barrie with Georgian College - [The Placement Offices](#) at Georgian College organize all placements for these students. The Placement Office and GC have existing agreements and established processes with practicum partners.

Students ARE NOT TO arrange their own placements or reach out to agencies. Doing so jeopardizes their placements and our ability to place students at that agency in the future. Agency partners will only accept placements that are arranged through the Nursing Program Office at Ontario Tech University or the offices at Georgian College.

Students attempting to arrange their own placements, or contact placement sites will first be required to meet with the faculty responsible for practicum oversight to develop a collaborative success plan. Depending on the interaction or if subsequent actions are necessary, this situation may be addressed through the [professional suitability policy \(undergraduate\)](#).

4.3 Location & Transportation

Students are expected to attend practicum as assigned for the designated shifts. Students are responsible for arranging transportation to and from practicum and are responsible for all associated costs while attending placement.

- Collaborative BScN Students & Advanced Entry Students attending programming in Oshawa – For students attending an undergraduate nursing program in Oshawa – placement sites are located at various agencies throughout Durham and surrounding regions within 1.5 hours drive from the Ontario Tech-Durham College campus.
- Advanced Entry Students attending programming in Barrie with Georgian College – In order to provide quality practicum placements, students are placed in a variety of agencies in the region serviced by the campus.

4.3.1 Changes to Assigned Placements

Changes to assigned placement are not permitted. Students may not “swap” placements.

Placement assignments may be altered by the Program due to circumstances beyond our control, in consultation with our placement partners.

4.3.2 Practicum Surveys & Submission of Resumes

Students will be sent a practicum survey (typically in mid-fall for year 1, late winter or early spring for all other courses) to their ontariotechu.net accounts. The information gathered from this survey will aid in the assignment of placements but DOES NOT GUARANTEE that students will be placed according to the information provided. Placement assignments are based on availability and will vary by semester. Should information collected on the survey change after it is submitted, it is the responsibility of the student to notify the Nursing Program Office.

As an additional element, students in their final year (and occasionally students in the Healthy Communities course) are required to submit resumes along with their annual practicum survey. Some practicum partners request resumes to review for specific areas of nursing to assist them in selecting the most suitable candidate for those placements (e.g. ER, ICU, L&D, public health). Students should prepare a professional resume that outlines their practicum experiences to date and any relevant employment experience. We strongly encourage students to make use of the services available within [Student Life](#) to ensure their resume is professional and competitive.

4.3.3 *Conflict of Interest*

Students are required to self-identify any conflict of interest they may have in their assigned practicum placement. Notification must be made in writing to the practicum lead if the student has:

- Relatives or friends who are employed or volunteer (in any capacity) at a practicum agency site
- An employment or volunteer relationship at a practicum agency site
- Any other affiliation with a practicum agency site that could place them in a position of conflict of interest while attending practicum
- If an assigned preceptor is in a conflict of interest (e.g. is a relative or friend)

5. REQUIREMENTS FOR PRACTICUM

Practicum experiences play a critical role in preparing students for the professional practice of a registered nurse. To participate in practicum, students are required to complete pre-practicum requirements within the specified timelines.

5.1 Pre-Practicum Requirements

To be eligible to participate in practicum, students must meet specific requirements for practice within the established timelines. These requirements form an integral component of a student's Professional Suitability as outlined in the [Academic Calendar](#).

Requirements for practicum experiences include, but are not limited to, entry or returning immunization information (as specified in the Entry and Returning Immunization Forms), vulnerable sector checks, BLS for health care providers (first aid is highly recommended), TB testing (and/or chest x-rays as applicable), COVID vaccination, mask fit testing, and additional elements (e.g. health and safety training). The completion of these components satisfies the obligations established in our agreements with practicum partner agencies.

Students who do not successfully meet pre-practicum requirements within the provided timeframe will either be de-registered and/or will be required to withdraw from their respective NURS Theory and Practicum course. Students may re-enroll the next time the course is offered according to the student's program map (and placement site availability).

- Collaborative BScN Students & Advanced Entry Students attending programming in Oshawa - Pre-Practicum Requirements information, Immunization forms, and instructions for both entry (i.e. first year) and returning students are available through the FHS-Nursing Practicum site in Canvas, as well as via the [Nursing Program - Pre-Practicum Requirements](#) website.
- Advanced Entry Students attending programming in Barrie with Georgian College - Pre-Practicum Checklists, Immunization forms, and instructions for both entry (i.e., first year) and returning students are available via the [Nursing Program - Pre-Practicum Requirements](#) website.

Documents must be submitted and verified every year the student remains in the program. The Faculty of Health Science uses Synergy Gateway for the verification of all pre-practicum documentation as outlined for all students in the Nursing programs. Students' pre-practicum requirements are expected to be valid for the entire duration of their placement(s). If the documentation expires during the practicum experience, the student's practicum will be suspended until a 'pass' is received from Synergy. Please ensure you review the Verified by

Synergy tab in the [Pre-practicum requirements](#) section of the FHS-Nursing Practicum site in Canvas or the Nursing Program Office website for further information on the process and fees for submission.

Students are responsible for all costs associated with meeting the pre-practicum requirements. It is the responsibility of the student to keep all documentation related to pre-practicum requirements for reference or practicum purposes. The Nursing Program does not keep copies of required documentation. Practicum sites may require students to submit this information directly to their agencies; failure to do so will result in removal from the theory/practicum course.

5.1.1 Immunizations

As noted on the [Entry and Returning Immunization Forms](#) these requirements apply to all students entering a health care practice setting which have communicable disease surveillance protocols in place. The information required follows the standards outlined by the Ontario Hospital Association and the Canadian Immunization Guide. Compliance with the immunization guideline is mandatory. Any practicum agency utilized by the programs may refuse access to students who do not meet the immunization requirements (and, where applicable, additional elements). Students must have their immunization forms completed by a registered health care practitioner (i.e. Physician or Nurse Practitioner).

Immunizations and required testing include (but are not limited to):

- Measles/Mumps/Rubella
- Diphtheria/Tetanus
- Polio
- Hepatitis B
- Varicella (Chicken Pox)
- Two-Step Tuberculosis Skin Test (or appropriate assessments as noted on the immunization forms)
- Covid Vaccination– Students must be fully vaccinated. Please review the current Entry and Returning Immunization forms for the most up-to-date Covid vaccination information.
- Influenza vaccination (not mandatory but highly recommended) - If there is an influenza outbreak at the placement facility and the student has not been vaccinated, access to the facility may be denied, jeopardizing successful completion of the practicum experience. Any practice placement site can make it mandatory to have an annual influenza vaccination prior to approving a placement
- Any additional vaccinations as required by the practicum agency.

***Students MAY NOT complete the immunization forms on their own behalf.**

5.1.2 Additional Specific Requirements for Practicum Sites

Additional requirements and/or a variation in the expected frequency of pre-practicum requirements will be communicated to students as soon as possible (e.g., timing of TB skin tests, more frequent vulnerable sector checks). This information will also be posted to HSPnet for affected students. It is the students' responsibility to meet the requirements of the placement site. Failure to do so will result in removal from the theory/practicum course.

5.1.3 Vulnerable Sector Check (VSC)

Completion of a Vulnerable Sector Check (VSC) is mandatory. Students are encouraged to begin this process as soon as possible. Students should be aware of the following:

- In some situations, the process of acquiring a Vulnerable Sector Check may take a minimum of 12 weeks to complete. Note: if fingerprinting is required, this will increase the processing time.
- The cost of the VSC is the responsibility of the student
- Two pieces of identification are typically required, one of which must be a government-issued photo ID
- Information regarding the VSC application process for the most utilized police services is available on the FHS- Nursing Practicum site in Canvas. If your service is not listed, but requires additional information, please email practicum.coordinator@ontariotechu.ca

Students who have not provided appropriate documentation of a completed Vulnerable Sector Check (VSC), will not be eligible for placements. The VSC is only considered to be current if it covers the entire duration of the placement. In general, VSCs are considered valid for one (1) year from the date of completion. Note: Some practicum partners require the VSC to be completed within a specific time frame prior to placement start. Students will be notified via HSPnet if their assigned placement agency has a specific time frame for completion and will be expected to meet the agency's requirements.

After admission, and at any time prior to completing the program, students charged with a criminal offence are required to report this information immediately to the Nursing Program Office. Failure to do so will be considered under the [Professional Suitability Policy \(Undergraduate\)](#), and/or as professional misconduct for RPNs currently registered with the College of Nurses of Ontario.

In situations when a Vulnerable Sector Check is not clear (i.e. a record has been found) this may have implications for student progression. The student will be contacted by the Associate Dean of Nursing to discuss next steps. Students should also be familiar with the long-term implications of findings of guilt as they relate to registration with the College of Nurses of Ontario, or the geographic location in which the student plans to register.

5.1.4 Respirator Mask Fit Test (N95)

All students in the Nursing Programs are required to have a valid mask fit test for practicum. ***Mask fit tests are valid for two years from the date of testing.***

Students in the Ontario Tech nursing programs have two options for meeting the mask fit testing requirement:

1. Provide proof of testing received through an employer. Please ensure your testing is valid for the entire duration of the respective placement(s).
2. Arrange your mask fit testing through a trained professional. Recommended providers can be found in the FHS – Nursing Practicum site in Canvas. Any costs associated with the testing are the responsibility of the student.

IMPORTANT: To comply with the masks most used by our placement partners, please ensure you are tested on one of the following mask brands/sizes: 3M 8210, 3M8110S, 3M1804, 3M1804S, or 3M1870+.

If the student does not meet the mask brand/size requirements of the respective agency they are placed at, it is their responsibility to be re-tested at their own cost.

Advanced Entry Bridging students attending programming in Barrie with Georgian College – Students who have been tested through their workplace should ensure their mask fit information is submitted as part of Clinical Permit documentation. Advanced Entry students are responsible for their own mask fit and are encouraged to use their mask fit from their employer. This requirement must be met and verified prior to attending practicum. Students who follow specific cultural or religious practices that have implications related to respirator fit testing are invited to speak directly to the Placement Office as a first step.

All students, regardless of their educational site, are responsible for consistently assessing that a respirator mask fits properly each time they use it. If any of the following occur, a student must be retested to ensure proper fit:

- Excess weight gain or loss (increase or decrease of 10 pounds or more)
- Change(s) in facial structure (i.e., due to facial surgery, dental work, etc.)
- Change in facial hair status (i.e., facial hair growth/removal)

It is the student's responsibility to provide an updated certificate if there have been any changes. Should a student require **medical accommodation** regarding an exemption from mask fit testing, please contact [Student Accessibility Services \(SAS\)](#) to book an appointment with an Advisor. *Please ensure this process is completed well in advance of the practicum site.*

If a student requires a mask fit exemption due to **religious accommodation**, you will need to do the following:

- Complete the mask fit waiver exemption form found in the FHS – Nursing Practicum site in Canvas
- Provide documentation from your religious leader/institution indicating you cannot participate in mask fit testing due to religious practices.
- Upload both documents to Synergy in place of a mask fit test card.

Additional Training and Forms

As part of the pre-practicum requirements, students will be required to complete additional training certifications and forms. Please refer to the Nursing Program Office website and/or the FHS- Nursing Practicum site in Canvas for the required information.

5.1.5 RPN Registration

Students in the Advanced Entry program are expected to maintain their College of Nurses of Ontario RPN registration, in good standing, throughout the program. Submission of current registration is a pre-practicum requirement.

5.1.6 Maintenance of Academic Competence

Students must demonstrate and maintain a consistent level of proficiency in exercising their professional responsibilities as they increase progressively with each year level of the program. Students are expected to maintain a passing level of performance, as outlined in the [Academic Calendar](#). In addition, ongoing competency, application, and integration of all content previously mastered and evaluated is expected.

5.2 Pre-Screening for Practicum Experiences

To ensure students in the Undergraduate Nursing Programs can demonstrate the necessary competencies needed for placement in a practicum setting, the program reserves the right to pre-screen students before their entry into a practicum environment.

5.2.1 Medication Math Assessment

All students are required to complete a mathematics screening test during orientation for every practicum experience. Expectations, passing grades, and consequences of failure are outlined in the course outline and the [Nursing Pre-Practicum Math Assessment Policy](#). Should a student not achieve the required grade (80% in year 2, 90% in year 3, and 100% in year 4) they are eligible to write every week until the required grade has been met up to the last day to drop courses without academic or financial consequence as noted in the Academic Calendar. Failure to reach the passing percentage outlined by this date will result in students being withdrawn from both practicum and theory portions of the course.

For preparatory work and/or additional information, please speak with the practicum lead. Math Specialists and peer tutors are available through [Student Life](#).

CPR Certification

All students in the Nursing Programs must show proof of a valid Cardiopulmonary Resuscitation (CPR) certification/recertification every year of their program. The certification level required is Basic Life Support (BLS) for Healthcare Provider (HCP). ***First Aid is not required but strongly recommended.*** Certifications completed entirely online will NOT be accepted, and all certifications must be valid in Canada. Please review the Nursing Program Office website and/or the FHS – Nursing Practicum site in Canvas for more information.

6. EXPECTATIONS FOR PRACTICUM, LABS, AND SIMULATION-BASED LEARNING

Students are expected to arrive at all educational experiences prepared with the knowledge required to perform the skills and competencies they have learned. This is inclusive of all practicum situations, as well as lab-based learning and simulation-based learning. Learning experiences in the Health Care Learning Centre (SW 206), the Interprofessional Centre of Excellence in Simulation (SW 207), the Nursing Learning Lab (SHA 469), the S.E. Lovell Family Simulation Suite (SHA 472) and the and Georgian College Labs (Low fidelity nursing lab, simulation labs) [“the Labs”] are treated equal to practicum experiences within the Nursing Programs – as such all requirements and expectations within this handbook apply to learning experiences that take place in the labs.

When clients seek the assistance of a healthcare provider, they expect expertise, with the understanding that they will suffer no harm in the interchange. The clients' rights must be respected and protected both ethically and legally.

Although recognition is given to the student’s status as a learner, these standards are still required of the student. The client must not be subjected to a lower standard of care because a student is providing care.

As such, the following section outlines expectations for all students when participating in practicum experiences.

6.1 Agency Requirements

The Nursing Programs maintain signed affiliation agreements with each of the partner agencies utilized by students in practicum. This contractual agreement describes the relationship that exists between the parties, as well as their respective obligations and responsibilities. Further, the agreement outlines the terms under which the agency will accept students into its practicum area.

Each agreement recognizes that the agency has its unique policies and regulations and expects both faculty and students to function in accordance with them.

To comply with both educational and institutional requirements for placements, the student, in collaboration with the clinical sessional instructor, must ensure that they are familiar with and follow all agency regulations, policies, and procedures relevant to their presence in the practicum setting.

Students are expected to:

- Understand that a contractual agreement exists between Ontario Tech University and the agency.
- Meet all requirements of the placement site as communicated by the placement and/or Nursing Program.
- Familiarize themselves with the specific policies and procedures of agencies or institutions before engaging in direct or indirect client care.
- Contact the clinical sessional instructor or practicum lead if the student does not have sufficient information about the agency's requirements.

6.2 Mandatory Orientation Sessions related to Practicum

The agency's practicum orientation is mandatory. Students who miss their assigned agency-based orientation may be ineligible for placement, as agencies organize these sessions to accommodate numerous student learners from various professional programs, universities, and colleges, and offer them very infrequently. Failing to attend the practicum agency orientation may result in removal from the course. If any scheduled agency orientation/onboarding conflicts with course orientation or class attendance, students **MUST** attend the agency orientation/onboarding. It is the student's responsibility to inform the respective course professor of their absence and make alternative arrangements for any missed work.

Practicum course orientation is mandatory. Nursing students must also attend and complete all elements of the respective practicum course orientation. Any student who does not participate in the orientation session for their course will not be able to continue in practicum as they are considered to be inadequately prepared to provide safe patient care for the clients of that population.

If a student misses their course orientation, they must meet with the practicum lead as soon as possible to establish a plan of action that will facilitate continuation of the practicum experience and continued success in the course.

6.3 Preparation for Practicum & Labs

Students are required to practice in accordance with the University, program, course, agency, and CNO expectations, including fitness to practice. This includes sufficient preparation (assigned and self-assessed) for practicum and lab-based experiences. All students are expected to self-assess, reflect, and determine their fitness for practice and to share any concerns related to this with their clinical sessional instructors. The College of Nurses of Ontario defines fitness to practice as “freedom from any cognitive, physical, psychological, or emotional condition or dependence on alcohol or drugs that impairs ability to provide nursing care” (Canadian Nurses Association as cited in CNO, 2019a, p.10) , e.g., lack of sleep, proper nutrition, and/or use of substances that affect cognition; or psychological or emotional conditions that affect the ability to practice nursing safely.

Students may not work an overnight shift the night before a practicum day and must, at all times, arrange for a minimum of 8 hours off between employment and a scheduled practicum shift.

Students who fail to abide by this or demonstrate that they do not meet the CNO’s fitness to practice definition, such as being under the influence of alcohol, cannabis, and/or drug(s) will be dismissed from practicum and/or lab environment, risk being assigned a failing grade in their practicum and/or lab course, and depending on the situation may subject to the [Professional Suitability Policy \(Undergraduate\)](#).

The Program takes the health and safety of students, staff, faculty, clients, and those working in practicum health care environments very seriously and reserves the right to remove a student immediately should there be ANY concerns regarding a student’s fitness to practice.

6.4 Attendance at Practicums & Labs

Attendance in both practicum and lab-based settings is mandatory. Success in the Undergraduate Nursing programs is dependent on a student actively attending and engaging in the practicum and/or lab-based setting.

Attendance in both the practicum and lab settings is subject to the [Attendance Policy – Undergraduate Nursing programs](#). All students should be familiar with this policy and understand the implications of missed time and the associated processes.

Students MAY be in placement any day of the week, Monday to Sunday, and any shift (days, evenings, nights).

6.4.1 Illness & Absence from the Practicum Setting

The Nursing Programs have a responsibility to the practicum agencies concerning infection control. Students are responsible for assessing their individual ability to attend practicum

placement; however, the following must be reported immediately: Suspected exposure or diagnosed communicable disease contact (e.g., COVID, measles, chicken pox).

- Collaborative BScN Students & Advanced Entry Program Students attending programming in Oshawa- Contact the clinical sessional instructor/preceptor to notify them of absence from clinical while awaiting further direction.
- Advanced Entry students attending programming in Barrie with Georgian College – Please contact the [Placement Offices at Georgian College](#) immediately. Also, contact your clinical sessional instructor and let them know that you will be away from clinical and are awaiting further direction.

If a student becomes ill during a practicum shift, the student is to inform the clinical sessional instructor and/or preceptor. Handover and transfer of accountability of patient assignment must occur. The student must follow agency policy relating to illness and then may leave the institution. The clinical sessional instructor will record any time missed accordingly.

The following symptoms warrant absence from the clinical setting:

- Diarrhea: Any staff or students with diarrhea cannot attend a practicum/lab that day. If symptoms of diarrhea persist longer than 24 hours, follow up with the appropriate Campus Health Centre or the student's health care practitioner.
- COVID: Follow the university and/or agency process/policy for reporting COVID symptoms and attending practicum (these vary between agencies) – At times, students may be prohibited from attending practicum and/or be required to engage in workplace isolation.
- Respiratory symptoms: including a fever of greater than 38 degrees and a new or worsening cough or shortness of breath. Flu-like symptoms (e.g., gastrointestinal upset, diarrhea, nausea, and vomiting)
- Rashes
- Open or weeping wounds
- Musculoskeletal injury
- Conjunctivitis (pink eye)

Students must also comply with the established policy for each agency regarding the reporting of an illness.

6.4.2 How to Report an Absence to Assigned Practicum Placement

In the rare case that a student is ill or absent from the practicum area, they must notify the agency/assigned nursing unit prior to the beginning of the shift when they are normally expected to be on site.

Students must follow the agency policies related to illness and absenteeism in addition to the requirements set out below. Notification is required for each practicum shift that the student is absent from.

Students must contact their clinical sessional instructor individually and follow the process outlined below:

- 1) Contact the practicum agency:
 - a) Provide their name and student level
 - b) Indicate your program (e.g., Ontario Tech–Durham College Collaborative Nursing)
 - c) Provide the clinical sessional instructor's name or preceptor's name
 - d) Indicate which unit they are assigned to
 - e) Ask for the name of the staff member who takes your message and ask this staff member to make a note of your absence on the clinical sessional instructor's assignment sheet.

6.4.3 How to Report an Absence for Lab Settings

In the rare case that a student is ill or absent from a lab-based learning course, they must notify the course instructor prior to the start of the lab via email.

6.4.4 Onsite Screening & Outbreaks (Including COVID-19)

Students who fail any type of agency onsite screening must not attend the practicum site. In addition, students who have been directed to quarantine may not attend practicum.

Depending on the agency and level of outbreak, there are situations in which students will be permitted to attend practicum. These decisions are at the agency's discretion and are made in conjunction with infection control teams. If agencies are allowing students to be present in the learning environment, the expectation is that students are to attend practicum, while utilizing the appropriate and properly fitted Personal Protective Equipment provided on site and follow all applicable Infection Control Practices.

6.5 Working in a Health Care Environment

We recognize that a number of our students may be employed by a health care agency (e.g., hospital, congregate living setting, community health practice). It is the student's responsibility to know and abide by any policies and procedures of their workplace that may impact educational placements in other agencies. For example, employed as an extern, the student may be permitted to do certain skills, but unable to as a BScN student.

Work within a health care environment is not considered a replacement for practicum hours, nor is it eligible for credit in lieu of practicum attendance.

In the event of an outbreak in either a student's practicum setting and/or work environment, the student may not be allowed to attend practicum and/or work. Students must follow the policies and procedures that apply to their specific practicum setting. Students in this situation must immediately contact their clinical sessional instructor, who may notify individuals within the Nursing Program for guidance regarding next steps. Any missed clinical time due to outbreaks at one's place of work will be considered under the [Attendance Policy](#).

6.6 Travel Outside Ontario

All students/staff travelling outside of Ontario and/or Canada are expected to comply with any regulations/guidelines that currently exist regarding outbreak management (e.g., COVID, influenza, Ebola, Zika).

Depending upon the current state of travel recommendations and destination, you may be required to provide additional documentation and/or quarantine to verify your suitability for placement or return to placement. Any missed time as a result of travel will be considered under the [Attendance Policy](#).

6.7 Requisite Skills and Abilities & Accommodations with Practicum and Lab Settings

Within practicum and lab settings, the specific practice requirements may vary to some degree. The College of Nurses of Ontario has specific [Requisite Skills and Abilities](#) that are required for registration as an RN. We encourage students to review these and self-assess their skills and abilities, seeking accommodation as required.

Any student requiring accommodation (for medical reasons, including accommodations related to disability) in the practicum and/or lab setting must first register with [Student Accessibility Services](#). *Students with known accommodations need to register a minimum of four months prior to the start of the term and must renew their accommodations every term.*

Accommodations are explored on a case-by-case basis and may include, but are not limited to, accommodation on site or an altered program map.

All student practicum components require that students provide direct in-person care to clients in accordance with the course requirements and delivery model of the practicum portion of the course. In addition, due to a concern for safe practice, any timed elements of a practicum or lab-based evaluation component or criteria cannot be waived or extended under any circumstances.

In the rare situation in which students are injured during a term or fall ill in a manner which will affect their ability to provide safe patient care (i.e., affects their fitness to practice such as a broken leg), and who have already started placement must stop going to clinical until assessed

and an accommodation plan is put into effect. Please notify your clinical sessional instructor and register with [Student Accessibility Services](#) as soon as possible.

Please note that accommodations are time sensitive, and registration with Student Accessibility Services should take place a minimum of 4 months prior to the practicum course (where possible).

6.8 Dress Code – General Requirements

We value the spectrum of human diversity, self-expression, and experiences of our students and academic community and strive to foster environments that respect difference and empower students to achieve their potential. We also recognize that there are requirements related to infection control practices, expectations of the profession, and there may be specific requirements of our partner agencies in relation to dress code requirements. Students who fail to comply with the requirements of the Nursing Program may be asked to leave the practicum setting.

Students are expected to observe the following dress code requirements **AT ALL TIMES** whether they are in a lab-based experience or practicum environment:

- Student identification badge (as well as agency identification if applicable) is to be worn on the upper body and be visible at all times.
- Long hair must be secured to prevent inadvertent contamination. Where allowed, scrub hats may be used.
- Facial hair may interfere with mask seals; please consider this as a potential health and safety risk. Students are encouraged to keep facial hair clean and tidy.
- All practice settings are to be considered scent-free and students should use scent-free personal products.
- For infection control reasons, nails must be kept short; gel nails and artificial nails are not permitted.
- Jewelry should be kept to a minimum and is subject to the safety/infection control policies set by the specific agency.
- Stethoscopes, if owned, should be carried in the pocket and **NOT** worn around the neck for student safety and infection control. Stethoscopes should be cleaned between every patient interaction.
- Footwear must be closed-toe and heel and be in accordance with agency policy. Shoes should provide good support, be clean, and in good condition.
- Undergarments are concealed at all times.
- With the exception of nursing caps/head coverings – hats and other head coverings, including scarves, are not to be worn in the clinical area.
- Body art (e.g., tattoos) is accepted so long as there is no visible profanity, violence, discrimination, or sexually explicit content. **Please Note:** where applicable, placement agency policy replaces program guideline.

- Acne patches are permitted if neutral in colour/design. They must be maintained hygienically, as they could potentially pose an infection risk.

Nursing students are expected to use their professional judgement to ensure their appearance is both safe and professional, minimizing distractions and maintaining patient confidence. Students who follow specific dress for cultural or religious reasons are invited to speak directly with their professor/clinical sessional instructor to ensure that their needs are met within this policy and remain with the protocols of infection control established by the agency.

6.8.1 Uniforms in Practicum & Lab Settings

In addition to the requirements above, students attending labs or practicum settings that require uniforms are to ensure that uniforms are:

- Scrubs that fit properly and are clean
- Navy blue in colour (BScN program requirement) *exception is during the final year practicum placements (NURS 4605, 4700 and NURS 4701) where students may wear other colours providing they are in accordance with the practicum agency's dress code

Any garment worn underneath a uniform must be professional and have sleeves no longer than $\frac{3}{4}$ length. Lab coats may be worn except when giving direct client care.

Uniforms (or any part thereof) should not be worn off agency property. When there are no facilities available for changing at a specific agency, follow the directions of their preceptor and/or clinical sessional instructors and agency policy.

It is recommended that students have an extra uniform available in the practicum agency.

6.8.2 Practicum Settings Not Requiring Uniforms

Students may be placed in practicum settings where uniforms are not required. In this case, students must follow the dress code requirements as per the agency's policy.

7. COMPETENCIES & ASSESSMENTS – PRACTICUM & LAB ENVIRONMENTS

The information presented here applies to students in both the Advanced Entry programs as well as the Collaborative Nursing Program.

7.1 Collaborative BScN Programs Skill Requirements

In nursing practice environments, it is essential that nurses are able, in a timely manner, to complete the following broad scope of activities:

- Appropriately determine what action is to be taken based on analysis of complex contextual information and verbalize this understanding.
- Provide clients with appropriate information and the opportunity to either consent or not to the proposed nursing action.
- Undertake the nursing action safely, competently, and ethically.
- Evaluate its effectiveness (if possible).
- Document the action taken.

Students can expect that one or more of the evaluation components or criteria for all practicum courses (including lab courses) will involve timed elements. Due to a concern for safe practice, timed elements of an evaluation component or criteria cannot be waived or extended under any circumstances.

7.2 Nursing Program Skills List

Nursing skills are acquired throughout the program; as such, an up-to-date skills list is available for each practicum course posted to Canvas, which outlines skills that students are expected and allowed to perform in the clinical setting. However, students must always have the knowledge, skill, and judgement to complete such acts. An up-to-date Skills List is included in Appendix A.

7.3 Regulatory Acts during all Practicum Placements

If a student has questions related to regulatory acts and controlled acts, including medication administration, please consult directly with your clinical sessional instructor or practicum lead. In nursing practice environments, it is essential that nurses are able, in a timely manner, to complete the following broad scope of activities. The purpose of this section is to clarify guidelines for nursing students during practicum. This guideline has been adapted from the [CNO Entry to Practice Competencies \(2019\)](#). The Regulated Health Professions Act (RHPA) provides for nursing students to perform Controlled Acts under the following exception: “When, under the supervision or direction of a member of the profession, a student is learning to become a member of that profession and the performance of the procedure is within the scope of the

profession's practice" (CNO, 2023, p. 19) Under the RHPA, Nursing is authorized to perform five of the 14 controlled acts:

- i. Perform a prescribed procedure below the dermis or a mucous membrane.**
- ii. Administering a substance by injection or inhalation**
- iii. Putting an instrument, hand, or finger:**
 - a. Beyond the external ear canal**
 - b. Beyond the point in the nasal passages where they normally narrow**
 - c. Beyond the larynx**
 - d. Beyond the opening of the urethra**
 - e. Beyond the labia majora**
 - f. Beyond the anal verge**
 - g. Into an artificial opening in the body**
- iv. Dispensing a drug.**
- v. Treating, by means of psychotherapy technique, delivered through a therapeutic relationship, an individual's serious disorder of thought, cognition, mood, emotional regulation, perception or memory that may seriously impair the individual's judgement, insight, behaviour, communication or social functioning.**

These controlled act procedures must be ordered by a physician, dentist, midwife, chiropodist, midwife or Nurse Practitioner [NP or RN (EC)] or if it is initiated by an RN or RPN in accordance with conditions identified in the regulation (CNO's Legislation and Regulation RHPA: Scope of Practice, Controlled Acts Model, 2020). Nursing students are responsible to analyze and take action to resolve questions about unclear, incorrect, or unsafe orders, decisions, actions, or treatments.

Nursing students cannot initiate, or delegate (as defined below), controlled acts authorized to nursing. Nursing students cannot accept the delegation of a controlled act authorized to another profession.

When in doubt regarding the performance of a controlled act or practicum procedure, students must familiarize themselves with the agency/institution's policy and procedures prior to engaging in direct or indirect client care. Students are required to apply knowledge of pharmacology and safe medication practice and resources, as students are accountable to prevent and reduce the possibility of medication errors.

Prior to engaging in a controlled act, the student must

- Review the guidelines as outlined in this document**
- Review policies of the student's practicum agency**
- Consult with the appropriate individuals: clinical sessional instructor and/or preceptor and/or course lead**
- Self-assess for evidence of knowledge, skills, and abilities to perform the act and manage potential untoward events**

In general, students should familiarize themselves with relevant College of Nurses of Ontario practice documents specific to the student's learning needs and practice context. All students should review the following standards and guidelines from the College of Nurses of Ontario – available on the [CNO Standards & Guidelines webpage](#):

- Practice Standard: Medication
- Practice Standard: Documentation
- Practice Standard: Confidentiality and Privacy: Personal Health Information
- Practice Standard: Therapeutic Nurse-Client Relationship
- Practice Standard: Discontinuing or Declining to Provide Care standard
- Practice Guidelines: Consent
- College of Nurses of Ontario: Scope of Practice for RNs
- College of Nurses of Ontario: Code of Conduct

7.4 Practicum Evaluation Process

Practicum evaluations are used to evaluate students against the expected outcomes of the practicum experience. Evaluations are both formative and summative. Formative evaluation includes the day-to-day informal feedback. This may include regular debriefing, encouragement, direction, constructive feedback, clarification, teaching, and revision of action, values, beliefs, and conceptualizations. It may be provided verbally or in written form [e.g., Reflective Critical Analysis (RCA), Learning Plans, Collaborative Success Plans (CSP), or other documents]. Summative evaluations are the formal evaluations that take place at midterm and final evaluation meetings and are signed off by both the student and the clinical sessional instructor.

Students are strongly encouraged to provide the evaluation documents from their previous practicum rotation to their clinical sessional instructors in each subsequent semester, for the purpose of establishing effective learning goals and to maximize the educational experience.

7.4.1 *Practicum Evaluation and the Relationship to the Caring Philosophy*

In keeping with the philosophy of the caring curriculum, the evaluation process will be collaborative, interactive, empowering, and student-centered. It acknowledges that the student is collaborative, interactive, empowering, and student-centered. It recognizes that the student is an active participant in the evaluation process.

The following points are inherent in the evaluation process philosophy:

- A caring approach is fundamental to helping the student achieve success
- The review process must be based in praxis
- Learning outcomes are rooted in psychomotor, cognitive, and affective domains
- Learning is internalized and is a personal experience unique to every student
- Course competencies must be consistently demonstrated for a student to be successful
- What is gained from each learning experience varies from learner to learner
- Recognition of mastery and excellence is as important as recognizing areas that need improvement
- Ongoing feedback is necessary for growth and to reinforce the development of accountability and professionalism

The ultimate goal of the nursing program is to graduate caring, safe, ethical, compassionate, and competent practitioners who are accountable to the CNO, as well as responsive to the needs of the client and society at large.

7.4.2 *Practicum Evaluation Process*

Evaluation is an ongoing process that involves a review of the student's progress in the practicum in each semester. This includes regular written feedback and/or verbal dialogue between the student and their clinical sessional instructor, specifically about the student's progress towards achievement of the learning outcomes and leveled competencies for their year of study.

In preparation for formal midterm and final evaluation meetings, students are to submit all components of the evaluation tool and the learning plan with appropriate evidence by the assigned due date. This provides the clinical sessional instructor (and preceptor, where applicable) with the opportunity to consider the students' self-assessment when they complete the evaluation.

The student and clinical sessional instructor or preceptors, where applicable, will meet thereafter to discuss the evaluation and the feedback. At both the midterm and final evaluations, the preceptor and clinical sessional instructor must sign a copy of the evaluation

(electronic signatures are to be acceptable). A copy of the evaluation, including both the midterm and final evaluation feedback, will be archived electronically.

7.4.3 Basis of Practicum Evaluation

The midterm and final evaluation documents used in the Undergraduate Nursing Programs follow a consistent format; however, they are modified for each level of the program. The tool is intended for use by students for self-evaluation purposes for each practicum course. The form is also used by clinical sessional instructors and preceptors, where applicable, to evaluate students in the practicum setting.

Evaluations of practicum performance are based on the following:

- Consistently and safely meeting the practicum course learning outcomes and associated practice competencies as outlined in the associated evaluation document
- Consistently following the overriding principles, outlined in the Practicum Handbook and Ontario Tech University policies and procedures
- Submission of a learning plan (outlined in the section below), inclusive of personal learning goals related to the practicum area, and completing all identified evidence of accomplishment
- Completion and submission of practicum requirements such as Clinical Success Plans, Reflective Critical Analysis, and Clinical Updates
- All criteria of the course syllabus have been successfully met
- Expectation that the allotted number of hours for the course has been fulfilled by the end of the term

8. ADDRESSING PERFORMANCE-RELATED ISSUES

Students, clinical sessional instructors, and faculty should refer to the Professional Suitability Policy (Undergraduate) for further information on University regulations regarding unsafe practice and professional suitability, as these issues may be addressed through administrative processes and the initiation of Collaborative Success Plans.

****Please note that in the case of serious/critical safety concerns and/or breach of overriding principles or policies, and in consultation with the Associate Dean of Nursing, the student may be removed from the practicum experience.****

Every effort will be made to support the success of the student through a Collaborative Success Plan (CSP) when an issue or problem related to performance or safe practice is raised by:

- the student
- a faculty or sessional instructor
- a clinical sessional instructor
- the agency or community partner
- the preceptor and/or
- a delegate of the agency at any time during the practicum experience

During practicum, student progress is assessed in the following areas on an ongoing basis:

- Achievement of the learning plan
- Meeting the overriding principles
- Meeting program learning outcomes
- Achieving course and year-level competencies

If a student is not making satisfactory progress in any of these areas, the clinical sessional instructor/preceptor will identify concerns with the student as they arise in the practicum environment and may choose to implement (or recommend, in the case of a preceptor) a Collaborative Success Plan. When concerns are raised, the student must be notified as soon as possible, in person when feasible, followed by written documentation.

8.1 Collaborative Success Plans

A Collaborative Success Plan (CSP) is a tool developed in consultation with the student with the goal of assisting the student to be successful in the practicum experience.

Potential situations that may require a Collaborative Success Plan include, but are not limited to:

- Failure to progress satisfactorily or achieve learning outcomes
- Not meeting the required Entry to Practice Competencies for the appropriate year of studies within the designated time frames

- Consistently failing to meet course outcomes
- Attendance and punctuality issues (see Attendance Policy)
- Difficulty applying knowledge, skills, and judgment
- Issues with professional accountability

The development of a CSP between the student and faculty/clinical sessional instructor collaboratively identifies areas of unresolved difficulty, sets goals for improvement, outlines an action plan to facilitate the student's learning, and sets a target date to review the student's progress. A significant part of the process is a formal reflection, which is mandatory, completed by a specified time as assigned by the faculty/sessional/clinical sessional instructor.

When the CSP is issued, the student may be struggling and identified as at risk of not fulfilling the requirements of the practicum experience. If the goals are not met, the student will receive a failing grade for that practicum experience.

The Collaborative Success Plan is completed collaboratively by the student, practicum lead/clinical sessional instructor, and/or preceptor, and may have input from the course lead. Please note that a Collaborative Success Plan may be initiated at any time (by Instructor or Student), including prior to the course commencing in some situations (e.g. failure to adhere to placement protocols). The intent is to help identify areas of difficulty and to review the options available to address these difficulties. The plan will help the student to clarify responsibilities and direct the learning effort and expectations. The student is expected to play an active role in planning and implementing the Collaborative Success Plan. Once completed, the Plan, along with the remaining aspects of the course expectations, will be used to evaluate clinical performance. Failure to fulfill the plan may result in a "Fail" grade in the course. Students who fail the practicum portion are required to take the entire course again (theory and practicum).

The Collaborative Success Plan form can be found on the practicum site in Canvas.

8.2 Practicum Failure

Failure in practicum occurs when students, at final evaluation, have failed to perform *consistently* at a competent level and/or failed to meet expected course learning objectives and competencies.

Specifically, a practicum failure will occur when a student:

- Demonstrates a level of performance such that on evaluation they rate below a PASS on meeting course learning objectives
- Received a failing assessment, prior to the final evaluation (e.g. midterm) and has not demonstrated consistent improvements in the areas of concern that were identified and/or in events when a student fails to meet the requirements outlined in Collaborative Success Plan

- Receives a failing grade as a result of sanctions applied in accordance with university policies and/or standards outlined in the Academic Calendar

In courses with a theoretical component, students must successfully achieve a “passing” grade in both practicum and theoretical components to receive credit in the course. Students who receive a practicum failure will receive an overall grade of ‘F’ for the entire course, regardless of the numeric grade received in the theory component. If the student is provided with the opportunity to repeat the course, they must repeat both the practicum and theory components of the course.

8.3 Late or Missed In-Term Coursework, tests, or mid-term examinations

Professionalism is an integral part of Nursing. Demonstrating accountability consistently in all actions is a requirement set out by the CNO Code of Conduct (2023b). It is an expectation that students demonstrate professionalism and accountability with respect to due dates in all of their courses.

If a student misses a set assignment deadline, they will be penalized 10% per calendar day (Saturday and Sunday are included) until submission.

Failure to submit an assignment or write an in-course quiz, test, or mid-term examination will result in a grade of zero on that component.

Students are expected to be familiar with and utilize the [process for requesting a deferral of missed coursework](#) or examination as outlined by the Office of the Registrar. ***This may result in a reweighting of other assignments/examinations.***

9. GENERAL INFORMATION

9.1 Communication

As outlined in the practicum framework, students, staff, and faculty in the nursing programs are expected to conduct themselves professionally at all times. This expectation extends to all forms of communication, including verbal, nonverbal, written, and social media interactions.

Students are expected to request meeting times with staff and faculty with sufficient notice and are expected to request any changes to meeting times, including cancellations, with the same courtesy.

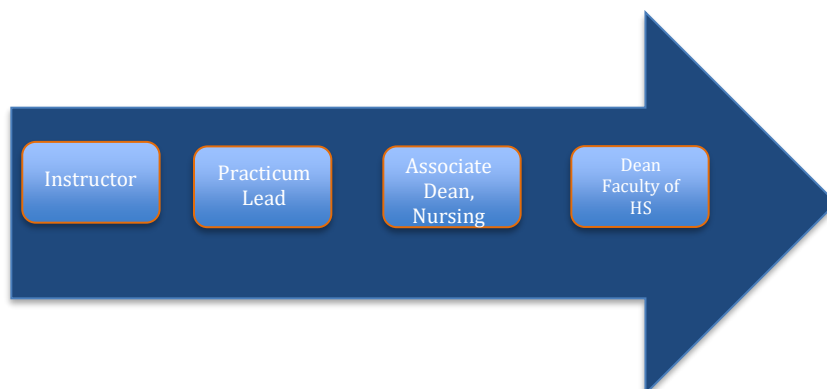
Email communication is also considered a means of professional communication. It is expected that students will include appropriate greetings/signatures, utilize full sentences, and demonstrate a respectful, professional tone at all times. Program staff and faculty will only use students' @ontariotechu.net accounts. This includes clinical sessional instructors, faculty, staff, and agency personnel.

Students should not consider email that they send to faculty members or clinical sessional instructors to be confidential. If, in the potential interest of the safety of a student, a patient, or the public, or correspondence potentially concerning in any way, faculty are required to share this information with appropriate individuals.

All communication will take place directly with students **ONLY**. It is up to the student to decide how much information they wish to share with their family and support network. Faculty members and staff in the Nursing Program will only communicate directly with students.

9.1.1 Chain of Communication

The escalation of student issues should first begin at the instructor level and progress from there. Please see the diagram below:



9.1.2 Use of Personal Technology and Communication Devices

Nurses, as professionals, are expected to utilize multiple forms of technology to support best possible nursing practice. Nursing students must conduct themselves in a professional and appropriate manner at all times when using technology.

All students are guided by Ontario Tech's [Technology Use Policy](#). In addition to this general policy, the following guidelines apply to the use of any technology in the Nursing Programs (including computers, laptops, cell phones, tablets, and other electronic devices):

- Professional behaviour and proper etiquette will be observed at all times when using technological devices in the classroom, laboratory, or clinical setting.
- Technological devices may be used only when authorized by faculty for clinical or classroom activities, or as outlined in the Notice of Accommodation.
- The use of technological devices for personal reasons is not permitted while in a patient area or during designated clinical hours. All devices must be silenced or turned off during these times.
- Students are expected to abide by agency requirements and policies regarding the use of technological devices.
- All students are expected to discuss the use of electronic devices and expectations related to technology use with their clinical faculty and to strictly adhere to Program and clinical agency requirements.
- The use of an electronic device allows students to retrieve information quickly and unobtrusively.
- Students must protect the confidentiality of patient information at all times in accordance with healthcare and privacy legislation.

Students are expected to show respect to the patient at all times and to ensure that their full attention is focused on the patient while in the patient's room. If a student is using a device at the bedside, they should explain how the device supports nursing care. Students must maintain control of the device at all times.

Students and clinical sessional instructors should regularly disinfect their devices throughout the shift, following the agency's IPAC guidelines. Just as other medical equipment can act as reservoirs for microorganisms and contribute to the transfer of pathogens, personal devices and other handheld electronic devices can do the same.

Students who violate patient privacy and confidentiality with respect to technology will be investigated for a breach of privacy.

9.2 Late or Missed In-Term Coursework

Professionalism is an integral part of nursing; demonstrating accountability consistently in all actions is a requirement set out by the CNO in the Code of Conduct (CNO, 2023). It is expected that students demonstrate professionalism and accountability concerning due dates in all of their courses. If a student misses a set assignment deadline, they will be penalized 10% per calendar day (including Saturdays and Sundays) until submission. Failure to submit an assignment or write an in-term quiz, test, or mid-term examination will result in a grade of zero on that component. Students are expected to be familiar with and utilize the process for requesting a deferral of missed coursework or examinations as outlined by the Office of the Registrar. Please note that this may result in a reweighting of other assignments or examinations. [Please see the university policy and procedures for late or missed coursework.](#)

9.3 Social Media Guideline

“Social media” refers to a group of internet-based applications, technologies, and mobile tools that people use to share opinions, information, experiences, images, videos, and audio clips. Common sources of social media include but are not limited to: social networking sites such as Facebook and LinkedIn; personal, professional, and anonymous blogs; X (formerly Twitter); TikTok; content-sharing websites like YouTube and Instagram; and discussion forums and message boards.

Students are reminded that social media sites may present a sense of anonymity and/or lack of permanence; however, social media is public, and even posts that are “private” may be copied and shared and are available long after. As such, we remind students that social media spaces are also public spaces, and we strongly encourage students to refrain from posting anything that would not be said in a public gathering nor information that would not be suitable for anyone in the world to see, especially in the context of patient confidentiality.²

Relevant Ontario Tech University Standards:

Students are expected to utilize social media sites in a responsible and professional manner at all times and in accordance with:

- The policies for professional conduct as outlined by the Ontario Tech University [Code of Conduct](#)
- The policies regarding professional suitability as outlined by Ontario Tech University [Professional Suitability](#)
- The policies outlined by Ontario Tech University regarding [Technology Use](#)

Specific Reminders for Nursing Students at Ontario Tech University:

In addition to university policies, nursing students are expected to demonstrate behaviours consistent with the profession, as such nursing students are expected to uphold the privacy of colleagues and clients in accordance with the following:

- Policies related to the Government of Ontario Personal Health Information Protection Act, 2004 (PHIPA) [PHIPA](#)
- Policies related to the Government of Ontario Freedom of Information and Protection Privacy Act (FIPPA) [FIPPA](#)
- College of Nurses of Ontario Code of Conduct [CNO – Code of Conduct](#)
- Agency specific policy/agreements as per a student's practicum site.

¹ International Nurse Regulator Collaborative (2014). "Social media use: Common expectations for Nurses. <https://www.cno.org/globalassets/docs/prac/incr-social-media-use-common-expectations-for-nurses.pdf>

² University of Exeter Student's Guild Social Media Policy. <https://hosted.exeterguild.com/assets/PDFs/Social-Media-Policy-September-2020-2-A22W1.pdf>

Privacy Breach or Breach of Agency Policy:

Students who fail to adhere to the standards and guidelines of professional practice (i.e Code of Conduct in regard to FIPPA and PHIPA legislation) will be charged with academic or non-academic misconduct (depending on the nature of the infraction) and are at risk of failing the course. Students who breach patient confidentiality may also be investigated by the agency and depending on the severity of the breach may be reported to the privacy commission. Patients will also be notified of any privacy breach. ([Access and Privacy | Office of the University Secretary and General Counsel \(ontariotechu.ca\)](#))

Students are prohibited from posting any information related to their practicum placement on any social media site(s). Students should not post specific information related to patients' identifying information (i.e., name, birthdate, diagnosis etc.). Students should refrain from posting negative remarks about an agency, a unit or a staff member. Students should also avoid posting photos that identify patients or staff and should not discuss any procedures performed on a unit or involving a patient.

Students wishing to highlight our partnerships with agencies, for example, an end-of-term photo of the group of students and instructors should be at the discretion of the agency. Students who breach any part of this guideline may be removed from their placement site, subject to appropriate university policies (e.g. academic, code of conduct, professional suitability), and will be at risk of failing the course and possible dismissal from the program and/or the university.

Recommendations for using social media tools:

- Protect your identity by using strict privacy settings
- Create strong passwords and do not share them
- Maintain privacy and confidentiality of fellow students' information
- Maintain professional nurse-client boundaries and do not engage in social media relationships with clients
- Do not post any client information or images
- Never post unprofessional or negative comments about clients, staff, other students, placement agencies or employers – there are formal channels for investigating student concerns; please speak with your instructor
- Avoid using social media sites to vent or discuss work/school-related events and comments on posts of this nature made by others
- Maintain professionalism in postings, photos and videos.
- Keep school-related social media activities separate from personal social media activities
- Avoid giving health-related advice in response to posted comments or questions due to personal liability³

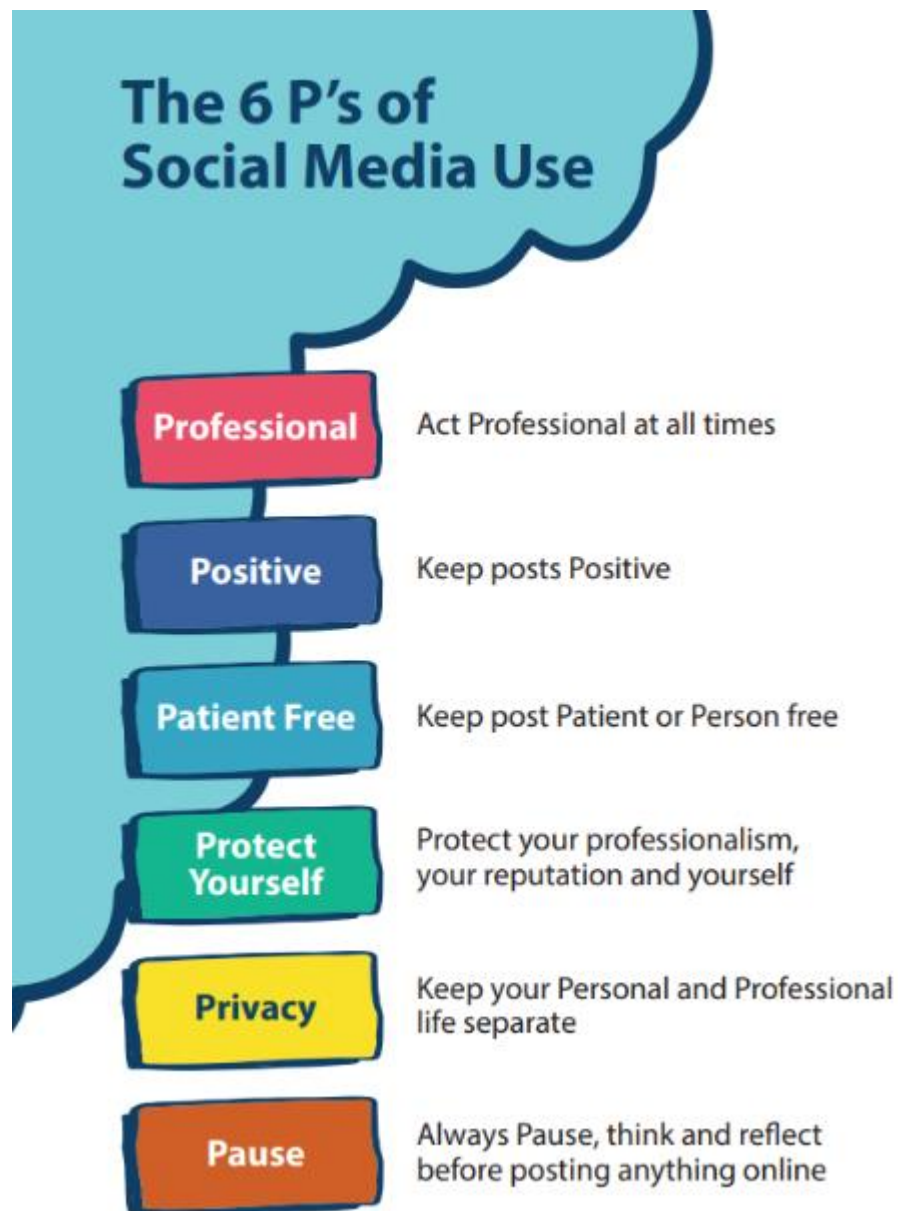
³ College of Registered Nurses of Nova Scotia (2012). Position statement on social media, p. 3.

https://cdn1.nscn.ca/sites/default/files/documents/resources/Social_Media.pdf

Other Resources:

Please also review the following documents related to Social Media use:

- An education tool developed by the College of Nurses of Ontario related to the use of social media, [Reflect Before you Post](#)
- The College of Nurses of Ontario Social Media Guidelines
- A position statement on common expectations of nurses regarding social media use created by the International Nurse Regulator Collaborative, which includes the CNO [Position Statement Social Media Use](#)



International Nurse Regulator collaborative (2014). "Social media use: Common expectations for Nurses."
https://inrc.com/INCR_Socia_Media_Use.pdf

10. SAFETY IN PRACTICUM AND LAB SETTINGS

Students are required to recognize and apply workplace health and safety principles, including bio-hazard prevention and infection control practices, and to correctly use appropriate protective equipment and devices to prevent harm to clients, self, other healthcare workers, and the public.

Students on unpaid placement are entitled to Worker's Compensation type coverage or private insurance purchased through the Ministry of Training, Colleges and Universities (MTCU). All students must review and sign a Student Declaration of Understanding to be eligible for insurance coverage. This is included in the [Pre-Practicum Requirements Checklist](#) for all Entry (i.e. new students) and is completed in year 1 of the program. Only registered students are allowed in lab and practicum environments.

10.1 Accidents and/or Injury to self

Any student or employee who sustains an accident or injury during class, lab, or at a practicum placement must follow the processes outlined below.

Accidents and injuries encompass all exposure incidents (e.g., a break in the integrity of the skin due to a needle stick injury, scratches, bites, lacerations, and contact resulting from splashing blood or other bodily fluids, or other biohazards to which standard precautions apply). Students, faculty, staff, and clinical sessional instructors must report exposures immediately after they occur to ensure that appropriate interventions are implemented in a timely manner. For example, prophylaxis against Hepatitis B must be initiated promptly to be effective, or the workplace WHMIS manual may provide guidelines to follow regarding exposure to a chemical or other hazard. In addition to the process outlined below, students need to seek immediate medical attention if required or within 12 hours of the exposure for initial evaluation and treatment as needed, and/or counseling.

In the event of student accident/injury the student must:

- i. Seek first aid/medical attention as needed and notify the clinical sessional instructor (and/or preceptor) of the accident/injury immediately (ensure safe transfer of patient care has occurred before the student leaves the unit).
- ii. The student completes the online [Ontario Tech University Accident Injury Form](#) **within 24 hours following the injury or accident, ideally before leaving the practice area**. The form must be filled out by the individual who sustained the accident or injury. The student is advised to complete the form in draft for the clinical sessional instructor to provide feedback as once submitted, it cannot be retracted.
- iii. If the accident or injury occurred during a practicum placement, the practicum site must also be notified, and the agency's policies and procedures for reporting the injury should be followed, along with completing the appropriate paperwork.

- iv. If deemed necessary, the student/employee may also be asked to complete a [Nursing Program Safety Incident Report Form](#).

In the event of a student accident/injury, the clinical sessional instructor/preceptor must:

- i. Ensure that safe transfer of patient care has occurred
- ii. Support the student, in completing the online [Ontario Tech University Accident Injury Form](#) **within 24 hours following the injury or accident, ideally before leaving the practice area**. The form must be filled out by the individual who sustained the accident or injury.
- iii. If the accident/injury occurred at a practicum placement, ensure that the practicum site has been notified and support the student in following applicable agency policy and process for reporting the injury and completing paperwork if needed.
- iv. You will be notified if the student is required to complete a [Nursing Program Safety Incident Report Form](#) – this will be sent directly to the student from the Nursing Program Office, and you will be copied on the email to support the student in completing the form as necessary. As this is a legal document, have the student complete the draft form for clinical sessional instructor feedback prior to submitting.

In the event of an accident/injury involving the clinical sessional instructor:

- i. Seek first aid/medical attention as needed. Before leaving the unit, ensure that student activity is paused, and that safe transfer of patient care has occurred. Students should not remain on the ward if you are not actively providing coverage.
- ii. Complete the online [Ontario Tech University Accident Injury Form](#) **within 24 hours following the injury or accident, ideally before leaving the practice area**. The form must be filled out by the individual who sustained the accident or injury.
- iii. If the accident/injury occurred at a practicum placement, ensure that the practicum site has been notified and follow applicable agency policy and process for reporting the injury and paperwork if needed.
- iv. You will be notified if you are required to complete a [Nursing Program Safety Incident Report Form](#) – this will be sent directly to you from the Nursing Program Office, and you will be copied on the email to support the student in completing the form as necessary.

Any accident/injury may result in a Workers' Compensation Claim.

10.1.1 WSIB Reporting

If it is determined that the accident/injury requires Workplace Safety and Insurance Board (WSIB) notification, the WSIB form “Employers’ Report of Injury/Disease Form 7” will be completed by the Director of Risk Management at Ontario Tech University with the assistance of the student.

The WSIB form will be completed if the work-related injury has caused the student/employee to:

- Be absent from their regular work and/or
- Require modified work and/or
- Obtain Health/Medical Aid
- See Occupational Health Nurse at agency as necessary

WSIB forms must be completed within 3 calendar days after the injury. If you have any questions about whether a WSIB form should be completed, please contact the Nursing Program Office.

10.2 WSIB & Smoking Policies

If an agency has a no-smoking policy on its property and the student chooses to leave the property to smoke and sustains an injury or is involved in an accident during this time, there is no workplace accident coverage.

10.3 Incident Reporting & Patient Safety Incidents

A patient safety incident is an event or circumstance that could have resulted, or did result, in unnecessary harm to a patient. There are three types of patient safety incidents:

Harmful Incident: A patient safety incident that resulted in harm to the patient.

Near Miss (or Close Call): A patient safety incident that did not reach the patient and therefore no harm resulted.

No-harm incident: A patient safety incident that reached the patient, but no harm has resulted

In the event of a Patient Safety Incident, students and clinical sessional instructors are to follow the process outlined in the [Policy for Incident Reporting and Recording Process for Nursing Programs](#)

Incident Reports are valuable learning tools that aid in the evaluation of existing policies, procedures, equipment, etc., and help to ensure and maintain safety for clients, students, visitors, and staff. All agencies involved will use the information for quality assurance purposes and to assess trends.

Incidents which are reportable include, but are not limited to:

- Medication and treatment errors
- Client falls
- Equipment failures

10.3.1 Responsibilities of the Student in an Incident

In the event of an incident the **student** will:

- i. Ensure the safety of the client
- ii. Report the incident to the co-assigned nurse/ preceptor/ clinical sessional instructor
- iii. Follow all agency policies, and with support of the co-assigned nurse/preceptor and/or clinical sessional instructor, complete the factual account of the event as per the agency incident reporting process.
- iv. Document in the patient's health record an objective, factual, account of the incident with the assistance of the preceptor and/or clinical sessional instructor.
- v. In consultation with the clinical sessional instructor, co-assigned nurse or preceptor discuss disclosure of the error
- vi. Complete a draft of the Nursing Program Safety Incident Report Form for the clinical sessional instructor to provide feedback. Then, submit the official version to the Nursing Program Office and the course lead/practicum lead before leaving the shift.

10.3.2 Responsibilities of the Co-Assigned Nurse, Preceptor, or Agency Delegate in an Incident (for students in a Preceptor Setting)

In the event of an incident the **co-assigned nurse/agency delegate/preceptor** will:

- i. Ensure the agency policies are followed
- ii. Assist the student to complete the factual account of the incident in the patient's health record
- iii. Assist in completion of any required agency reporting processes and form completion. The student may be asked to contribute to the factual account of events pertaining to the incident report on the agency's Incident Reporting form.
- iv. Notify assigned Clinical Sessional Instructor
- v. Support the student when informing the client of the error

10.3.3 Responsibilities of the Clinical Sessional Instructor in an Incident

In the event of an incident the **Clinical Sessional Instructor** will:

- i. Ensure the safety of the client
- ii. Assist in the completion of any required agency reporting processes and form completion. The student may be asked to contribute to the factual account of events pertaining to the incident report on the agency's Incident Reporting form
- iii. Review the student's documentation of the event as necessary
- iv. Support the student in completing the [Nursing Program Safety Incident Report Form](#) and forward the completed form to the practicum lead and the Nursing Program Office (nursingprogram@ontariotechu.ca)

10.4 Duty To Report

Students are expected to understand the duty to report and collaborate with their clinical sessional instructor to comply with CNO (2023b) and other legislative requirements regarding the duty to report. The mandatory duty to report includes, but is not limited to: reporting to CNO when a nurse poses a serious risk of harm to clients (e.g., diverting drugs/medications; incapacitation; theft from clients; sexual, physical, and/or emotional abuse); reporting improper or incompetent care or abuse of a client in long-term care; and reporting all suspected abuse of a child.

Important Legislation to be aware of includes:

- The [Fixing Long-Term Care Act](#), 2021 – requires nurses to report the abuse, improper care, or incompetent care which results in harm or risk of harm.
- [Child, Youth and Family Services Act, 2017](#) – requires all health care professionals to report suspected abuse involving a child or youth

It is the responsibility of students, agency staff, and university employees to notify the individuals involved when a breach of professional conduct or agency regulations is observed. If the situation cannot be resolved, it should be addressed with the appropriate authority (agency, staff, faculty, leadership within the Nursing Program).

11. REFERENCES

- Bevis, E. & Watson, J. (1989). *Toward a caring curriculum: A new pedagogy for nursing*. National League for Nursing.
- Cara, C., Hills, M., & Watson, J. (2020). *An educator's guide to humanizing nursing education: Grounded in caring science*. Springer Publishing Company.
- College of Nurses of Ontario. (2024). *Confidentiality and privacy—Personal health information*.
https://www.cno.org/globalassets/docs/prac/41069_privacy.pdf
- College of Nurses of Ontario (2024b). Discontinuing or declining to provide care.
<https://www.cno.org/globalassets/docs/prac/ps-discontinuing-or-declining-to-provide-care-en.pdf>
- College of Nurses of Ontario. (2023). *Scope of practice*.
<https://www.cno.org/globalassets/docs/prac/49041-scope-of-practice.pdf>
- College of Nurses of Ontario. (2023b). *Code of conduct*. College of Nurses of Ontario.
https://www.cno.org/globalassets/docs/prac/49040_code-of-conduct.pdf
- College of Nurses of Ontario. (2019). *Entry-to-Practice competencies for registered nurses*.
<https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>
- Hills, M., Watson, J., & Cara, C. (2021). *Creating a caring science curriculum, Second Edition*. Springer Publishing Company.
- Information and Privacy Commissioner of Ontario. (n.d.). *Your health privacy rights in Ontario* / *Information and Privacy Commissioner of Ontario*. <https://www.ipc.on.ca/en/health-individuals/file-a-health-privacy-complaint/your-health-privacy-rights-in-ontario>
- Paterson, J. G., & Zderad, L. T. (1976). *Humanistic nursing*. Wiley.
- Tanner, C. (2006). Thinking like a nurse: A research-based model of clinical judgement in nursing. *Journal of Nursing Education* 45(6), p204-211.
- Watson, J. (1999). *Post modern nursing and beyond*. Churchill Livingstone.

12. APPENDED DOCUMENTS

12.1 Collaborative Success Plan (CSP)



Collaborative Success Plan

The Collaborative Success Plan is initiated by the clinical sessional instructor for performance-related issues. The CSP is focused on student success and clearly identifies where the student is not meeting the competencies. The CSP outlines the plan for the student to improve their performance and meet the expected competencies.

[Click on this link for the fillable form.](#)

Skills List

>>Add link from website for 2025-2026 SKILLS LIST and remove the skills list below

