Dear Colleagues,

Welcome to the teaching team at the Trent/Fleming School of Nursing (TFSON). The Trent-Fleming School of Nursing (TFSON), which was founded in 2001, currently has approximately 800 students on two sites (Peterborough at Trent University and Toronto at George Brown College). We have 17 full time faculty, 9 staff and a large number of part-time instructors and community partners. The TFSON is a unique collaboration between Trent University and Fleming College; the School’s curriculum was developed, and is taught, collaboratively between Trent University and Fleming College. We offer a 4-year collaborative program, a 28 month compressed program and a PN to BScN program (19 months) in partnership with George Brown College. The curriculum is the same for all three programs – it is just the entry point that differs.

Our educational units and programs have the maximum accreditation awarded by the Canadian Association of Schools of Nursing. Our strategic directions in the next five years are to: 1) continually raise the standards for clinical excellence and practice-ready nurses and 2) become a network of excellence for nursing and social justice. The TFSON also has strong commitment to social justice which is based on recognizing the importance of nursing in improving health for marginalized and under-resourced populations (http://www.trentu.ca/nursing/documents/TFSONStrategicPlan2014-2019.pdf). We develop practitioners as advocates, critical thinkers and nurses who can lead social change. In building clinical excellence, we integrate knowledge, practice opportunities, and collaborative community research in five focus areas:

1. Indigenous communities  
2. Mental health  
3. Rural health  
4. Aging  
5. Women's health and gender

While we hope this handbook is a useful resource for you, I also encourage you to reach out to your other colleagues here at the School when you have questions or need support.

Dr. Kirsten Woodend, RN, MSc, PhD

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<table>
<thead>
<tr>
<th>APPENDIX</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>COURSE SYLLABI TEMPLATE</td>
<td>64</td>
</tr>
<tr>
<td>B</td>
<td>TFSON CONTACT LIST</td>
<td>67</td>
</tr>
<tr>
<td>C</td>
<td>SUPPORT STAFF ROLES</td>
<td>68</td>
</tr>
<tr>
<td>D</td>
<td>MAP OF TRENT UNIVERSITY PETERBOROUGH CAMPUS</td>
<td>69</td>
</tr>
<tr>
<td>E</td>
<td>DNA BLOCK C FLOOR PLAN</td>
<td>70</td>
</tr>
<tr>
<td>F</td>
<td>NURSING AREA FLOOR PLAN OTONABEE COLLEGE</td>
<td>71</td>
</tr>
<tr>
<td>G</td>
<td>GEORGE BROWN CAMPUS MAP</td>
<td>72</td>
</tr>
<tr>
<td>H</td>
<td>TRENT UNIVERSITY DURHAM CAMPUS MAP</td>
<td>73</td>
</tr>
<tr>
<td>I</td>
<td>CUPE EXCEPTION REPORT FORM</td>
<td>75</td>
</tr>
<tr>
<td>J</td>
<td>TRENT UNIVERSITY UNPAID STUDENT PLACEMENT INJURY REPORT</td>
<td>76</td>
</tr>
<tr>
<td>K</td>
<td>POSTSECONDARY STUDENT UNPAID WORK PLACEMENT WORKPLACE INSURANCE CLAIM FORM</td>
<td>77</td>
</tr>
<tr>
<td>L</td>
<td>REPORT ON NEEDLE STICK INJURY</td>
<td>79</td>
</tr>
<tr>
<td>M</td>
<td>SUPERVISOR’S INCIDENT INVESTIGATION REPORT FORM</td>
<td>81</td>
</tr>
<tr>
<td>N</td>
<td>TRENT/FLEMING SCHOOL OF NURSING INCIDENT REPORT FORM</td>
<td>83</td>
</tr>
</tbody>
</table>
INTRODUCTION

TRENT UNIVERSITY MISSION, VISION & VALUES

Trent’s Mission

Over the next five years, Trent University’s mission is to:

- Prepare students to make significant contributions to an increasingly complex world by providing them with a distinctive liberal arts, science or professionally focused education, which is enhanced by global perspective, experiential learning and interdisciplinary approaches to personal and professional development
- Encourage and celebrate excellence and innovation in teaching, learning, research and student development
- Remain at the forefront of Indigenous education and scholarship
- Develop strong partnerships and collaborations with external communities, professions, and other institutions, as well as within our Colleges, departments, and programs
- Foster sustainability, in its environmental, social and economic dimensions, on our campuses and in all aspects of our work;
- Promote a culture which engages all members of Trent community, favors dialogue and collegiality, and nurtures a sense of belonging

Trent’s Vision

- We create vibrant, engaged and sustainable communities of learning, teaching and research committed to free enquiry and expression
- We encourage the dynamic interplay of research, teaching and learning, which enhance and energize each other in the classroom and beyond
- We strive to make valued and socially responsible contributions to our local communities, to Canada, and to the world
- We support a diversity of faculty, staff and students who share a commitment to the learning experience and are responsive to its challenges
- We foster an environment where Indigenous knowledge are respected and recognized as a valid means by which to understand the world
- We offer an enriched learning environment that encourages a passion for all knowledge, the exploration of the creative links between fields of study and a critical engagement with the world
- We create opportunities for students, staff and faculty to flourish and develop as individuals and as global citizens
- We affirm our commitment to excellence, to innovation and to leadership in research, academic programs and community partnerships
- We commit to building an inclusive intellectual and social community that values the collaboration of all of its individual members
TRENT/FLEMING SCHOOL OF NURSING MISSION VISION & STRATEGIC PRIORITIES

Our Mission

To provide programs that meet the highest standard for nursing education and foster graduates who have developed superior humanistic and scientific caring, professional and social responsibility and critical inquiry. The School collaborated via robust partnerships within and external to the University setting.

Our Vision

Trent-Fleming is the leading Canadian change agent for nursing as a driver of social justice improving the health and quality of life for marginalized populations through research, community partnerships, and education of clinically excellent graduates.

We do this through:

- Raising the standard for practice ready nurses
- A fully integrated curriculum and collaborative research that advance social justice learning and community transformation
- Focused learning streams, teaching approaches, and technology that enable our graduates to enter practice with clinical excellence, critical thinking and advocacy skills
- Strong community partnerships for health promotion, access and equity for Indigenous communities, rural and aging populations, people with mental health issues, and women’s health and gender

Strategic Priorities

1. Continually raise the standards for clinical excellence and practice-ready nurses
2. Become a network of excellence for nursing and social justice
ACCREDITATION

The Canadian Association of Schools of Nursing (CASN) is the national accrediting body for nursing education in Canada. In 1987, the organization accredited its first undergraduate program and today, the accreditation of nursing education programs in Canada has become a core function of CASN (CASN and Accreditation).

Accreditation in the academic setting refers to the granting of approval to an institution of learning by an official review board after the institution/school has met specific requirements. The value of nursing education is recognized by students, parents, consumers, governments, and universities. Accreditation is recognized as a valid quality measurement and improvement tool in terms of advancing nursing education. In Ontario, the College of Nurses of Ontario (CNO) requires that candidates to write the entry-to-practice examination must be graduates of an accredited School of Nursing. The accreditation process is overseen by CASN and undertaken by the CASN Accreditation Bureau.

Accreditation is an ongoing process. Each accreditation is for a specific time frame, so that every school will undergo a series of reviews over the life of the School. The Trent Fleming School of Nursing was first accredited in 2005 and underwent another full review in 2013. All of the partner sites (Trent University, Fleming College, George Brown College) and Programs (Collaborative, Compressed, PN to BScN) were awarded seven years – the maximum accreditation award.

The CASN Accreditation Program is guided by core values and fundamental principles. Its Standards are divided into two sets; one applies to the School of Nursing itself, referred to as the Educational Unit, and the other applies to the Nursing Education Program.

In addition, the Program provides two Accreditation Paths: Path A for new programs or new collaborations, whereas Path B is for existing programs (CASN and Accreditation).

The CASN Accreditation standards can be viewed online at http://www.casn.ca/accreditation/casn-accreditation-standards/

SESSIONAL POSITIONS AND DESCRIPTIONS

The sessional positions for which instructors are hired at the Trent/Fleming School of Nursing are:

**Course Instructor**

An individual who is assigned principle responsibilities for the preparation and presentation of a course, subject to reasonable limitations associated with the approved course syllabus which should be provided at least two (2) weeks prior to the start of classes. Duties related to the position, which shall be in accordance with the University and departmental practices, including lecturing, the conduct of seminars/tutorials, marking, the development and administration of tests and examinations, submission of grades, as required, and the maintenance of reasonable hours for student contact outside of scheduled hours.

**Tutorial/Workshop Leader**

An individual who prepares for and conducts a seminar/tutorial/workshop, or section of a course, but who is not assigned principle responsibility for the preparation and presentation of a course. Duties related to the position, which shall be in accordance with University and departmental practices, shall be as determined by person(s) who has (have) principle responsibility for the course. Such duties normally include the evaluation of the students in the seminar/tutorial/workshop, the assigning and marking of the students; written and oral work, submission of grades as required, attendance at lectures, as required, and the maintenance of reasonable hours for student contact outside of scheduled hours.
Clinical Instructor Nursing

An individual who is assigned principle responsibility for the direct supervision of up to ten (10) or indirect supervision of up to twenty (20) nursing students in a clinical setting. This responsibility involves the supervision of students providing patient care according to an approved course syllabus. This includes selection of patients suitable to the students’ skill, ability, and knowledge, guidance of delivery of care including administration of medication(s), and basic care giving over a full shift. Duties related to the position, which shall be in accordance with University and departmental practices, include direct and/or indirect supervision, the conduct of seminars/tutorials, marking, the development and administration of suitable evaluation tools, submission of grades, as required, and the maintenance of reasonable hours for student contact outside of scheduled hours. The incumbent must hold a current College of Nurses of Ontario license with no practice restrictions.

Clinical Learning Centre Instructor

An individual who is assigned the principal responsibility for the supervision of nursing students in a clinical learning lab setting as outline in the course overview. Duties may include developing learning lab activities and lab guide, evaluation tools and pre lab exercises. Evaluation of individual student’s progress. Provide timely and continuous feedback to students on clinical lab experiences and written material. Keep records of absences from clinical labs. Maintenance of reasonable hours for student contact outside scheduled hours. The incumbent must hold a current College of Nurses of Ontario license with no practice restrictions.

Clinical Course Coordinator

An individual who is assigned principal responsibility for the preparation and oversight of a clinical course (nursing) subject to reasonable limitations associated with the approved course syllabus. Duties related to the position, which shall be in accordance with University and departmental practices, include reviewing and revising the course syllabus including the list of clinical instructors; ensuring that the applicable laboratory teaching guides are current and complete; collaborating with the Learning Centre demonstrators; advising Clinical Learning Centre Demonstrators and Clinical teachers on student related issues; providing course orientation to students and clinical instructors creating clinical schedule and organize clinical groups; organizing enriched learning activities as required.

COLLECTIVE AGREEMENTS

Collective agreements regulate the terms and conditions of employees in their workplace and the duties of the employee and their employer. Trent University recognizes three different collective agreements; the Trent University Faculty Association (TUFA), the Ontario Public Service Employees Union (OPSEU) and the Canadian Union of Public Employees (CUPE 3098).

Below are links to the current collective agreements for Trent University.

CUPE

The bargaining unit for sessional instructors at Trent University is the Canadian Union of Public Employees (CUPE 3098). The most recent collective agreement can be found online:


OPSEU

Trent University recognizes the Ontario Public Service Employees Union (OPSEU) as the sole bargaining agent for all non-academic employees of Trent University. The most recent collective agreement can be found online:


https://www.opseulocal365.com

TUFA

Faculty at Trent University are a part of the Trent University Faculty Association (TUFA). The most recent collective agreement can be found online:


http://www.trentfaculty.ca/

Questions regarding the collective agreements can be directed to Dana Large in Human Resources (Labour Relations Officer) at 705-748-1011 Ext. 7570

RIGHT OF FIRST REFUSAL

According to the CUPE Unit 1 Collective Agreement (2013) Right of First Refusal (RFR) is the primary mechanism by which members can earn, claim and retain seniority for posted positions. Demonstration of effective performance in teaching or teaching assistance is the primary criteria by which RFR is earned. It is the responsibility of the applicant to substantiate a claim of RFR when applying for a given position (p.33).

RFR may be earned via a performance evaluation procedure for the positions of Course Instructor, Tutorial/Workshop Leader, Clinical Instructor – Nursing. For more information on the RFR process please view the CUPE Collective Agreement online.
STUDENT HANDBOOK

The Trent/Fleming School of Nursing provides students with an updated student Handbook each year. Student expectations are outlined in the handbook and it is used as a general reference for students within the nursing program. Please familiarize yourself with this handbook’s many procedures, expectations and processes for the TFSON students.

The TFSON Student Handbook is available to all faculty, staff & students online in the “Student Handbook & School Info.” folder within the TFSON Intranet, located on Blackboard.

ACADEMIC CALENDAR

Trent’s Undergraduate Academic Calendar is a source of information for all of Trent University’s academic regulations, program and course-specific information. Academic regulations assist both the students and the University to know what is expected of them.

It is essential that students as well as the faculty understand the contents of the document. For example, the regulations relating to academic integrity are presented in the calendar. Students and faculty must be aware of the risks associated with this issue, and faculty must know what to do when it is suspected.

Points of interest include:

- Academic integrity
- Degree requirements
- Difficulty completing course work
- Nursing regulations in the nursing section
- University Diary for session dates, reading week, exam periods etc.

The Academic Calendar can be viewed online at https://www.trentu.ca/calendar

GOVERNANCE

TRENT UNIVERSITY

Trent University has a bicameral system of governance. The authority and responsibilities of our two governing bodies, the Board of Governors and the Senate, are delineated in the Trent Act. Both governing bodies are supported by the University Secretariat.

The Senate is generally responsible for the educational policy of the University, whereas, the Board of Governors is responsible for the administration over the institution. Currently the Senate consists of 51 voting members. The University Secretariat provides overall administrative support to both of these governing bodies.

For more information on the governing bodies please reference the Trent Act at https://www.trentu.ca/secretariat/trentact.html
The Trent/Fleming School of Nursing is an academic and administrative unit within Trent University.

**Organizational Structure**

The formal leadership of the Trent/Fleming School of Nursing is vested in two positions – the Dean of the School of Nursing, Trent University and the Dean of School of Community Development and Health In the School of Health and Wellness, Fleming College. The incumbents in these two positions work collaboratively, both formally and informally, to ensure optimum operation of the program with due regard to the individual needs and interests of both partners.

The day-to-day operation of the School is primarily within the purview of the Dean, Trent who is supported in that role by three key positions – a program coordinator for each of the Collaborative and Compressed Program and a Coordinator for the programs at the George Brown site of the School.
NURSING PROGRAM COORDINATORS

Collaborative  Compressed  PN to BScN Site
Kim English  Dr. Cyndi Gilmer  Dianne Diniz
705-748-1011  705-748-1011  416-415-5000
Ext. 7059  Ext. 7156  Ext. 3094
kimenglish@trentu.ca  cyndigilmer@trentu.ca  diannediniz@trentu.ca

YEAR LEADS
FIRST YEAR  SECOND YEAR  THIRD YEAR  FOURTH YEAR
Dr. Jane Tyerman  Dr. Beryl Cable-Williams  Andrea Mowry  Dr. Catherine Thibeault
705-748-1011  705-748-1011  705-748-1011  705-748-1011
Ext. 7068  Ext. 7900  Ext. 6273  Ext. 7067
janetyerman@trentu.ca  bcable@trentu.ca  andreamowry@trentu.ca  cthibeault@trentu.ca

OTHER LEADS
KINESIOLOGY  SCIENCE LEAD
Dr. Ingrid Brenner  Dr. Jane Mackie
705-748-1011  705-748-1011
Ext. 7253  Ext. 7064
ibrenner@trentu.ca  jmackie@trentu.ca

COMMITTEE STRUCTURE
The TFSON School Council has the following Standing Committees; the terms of reference for each of the committees are in the TFSON Governance document:

1. Academic BPSO Steering Committee
2. Appeals Committee
3. Awards Committee
4. Curriculum & Evaluation Committee
5. External Advisory Committee
6. Leadership Committee
7. Nomination Committee
8. Personnel Committee (check wording in collective agreement)
9. Policy Committee
10. Research, Ethics and Scholarly Activities Committee

Other committees include:
1. Fleming Faculty Selection Committee
2. Fleming Faculty Renewal Committee
3. TFSON Finance Committee
4. Graduate programming ad hoc Committee
5. CUPE Hiring Committee
6. Simulation Working Group
CURRICULUM

The Trent/Fleming School of Nursing is unique in terms of University/College partnership in the Ontario nursing education system. It is a fully-integrated program, offering multiple points of entry to a single, unified curriculum.

The Trent/Fleming School of Nursing offers BScN degree completion in three different streams. The first of these is a traditional four-year stream offered in collaboration with Fleming College. The second is a compressed (second-entry) stream that allows learners with other non-nursing university credits to complete their BScN in two years plus one semester of continuous study. The final stream is a post bridge PN (practical nurse) to BScN pathway offered on-site at George Brown College in Toronto. Although all three streams provide different entry points, all three have identical degree requirements for graduation. All learners, whether entering from high school, after a completed degree in another discipline or as a Registered Practice Nurse (RPN) in Ontario, study from the same nursing and required science curriculum.

WHAT THIS MEANS FOR CLINICAL FACULTY

It is important for clinical faculty to be aware of the major theoretical underpinnings of the co-requisite theory course that matches their assigned clinical course. For example, NURS 2001H - The Family in the Community and NURS 2021H - Family Focused Practice are co-requisite courses and use relational practice as a theoretical framework. NURS 2000H - Health Promotion and Population Health and NURS 2020H - Community Based Nursing Practice both emphasize critical social theory and nursing within vulnerable populations. The year lead will ensure that you have WebCT access to the corresponding theory course. This will assist you in providing a consistent theoretical practice base for your students.

PROGRAMS OF STUDY

COLLABORATIVE PROGRAM

The 4-year collaborative program leading to an Honours degree in Nursing (B.Sc.N.) consists of 20 credits, with at least 12 credits in NURS. The program must include:

Year 1

- NURS credits consisting of NURS 1000H, 1001H, 1002H, 1020H
- 2.0 credits consisting of BIOL 1050H, 1051H, BIOL – CHEM 1550H, PSYC 1020H
- 1.0 credit elective at the 1000-level or beyond

Students will be introduced to the profession of nursing through courses addressing health at the individual level, healthy aging and the basic concepts in professional practice. This initial exploration of nursing is supported by science courses relevant to nursing and electives of the student’s choice. Students will be encouraged to develop a focus in an area of interest and to pursue electives within that focus.
Year 2

- 0.5 credit consisting of one of NURS 2030H
- 0.5 PSYC 1030H
- 1.0 credit elective at the 1000-level or beyond

Students will focus on community health, developing specific knowledge regarding the impact of illness on families and of communities at large, and on the further development of knowledge in sciences relevant to the practice of nursing. Continued development of a specific area of focus will be encouraged.

Year 3

- 3.0 NURS credits consisting of NURS 3000H, 3001H, 3004H, 3020H, 3021H, 3030H
- 0.5 credit BIOL 3550H
- 0.5 credit consisting of one of BIOL – NURS 3560H, PHIL 239H, PSYC 3560H (384H), 3750H (343H), SOCI - WMST 2430H
- 1.0 credit elective the 2000-level or beyond

Students will focus on aspects of illness, both acute and chronic. Nursing courses and practice address concepts of illness, the patho-physiology underlying disease conditions and related nursing and health care interventions. Continued development of a specific area of focus will be encouraged.

Year 4

- 1.5 NURS credits consisting of NURS 4020C
- 1.5 NURS credits consisting of one of NURS 4021C or 4022C
- 0.5 NURS credit from one of Advanced Topics Group 1*
- 0.5 NURS credit from one of Advanced Topics Group 2*
- 1.0 credit elective at the 3000-level or beyond

Students focus extensively on integrating knowledge and skills to become novice professionals. Clinical practice settings are chosen in consultation with the student to allow exploration of areas of interest, where possible and subject to the student meeting established requirements. Nursing and other electives further the development of specific areas of focus related to clinical practice choices.

COMPRESSED PROGRAM

The compressed program leading to an Honours degree in Nursing (B.Sc.N.) consists of 20 credits with at least 12 credits in Nursing. 1.0 credit consisting of PSYC 1020H (102H) and 1030H (103H) or approved equivalent is required (minimum grades of 60%). Students will normally have a minimum of 2.0 1000-level elective credits and 1.0 2000-level elective credit previously completed. The program must include:

Year 1 (including Spring/Summer Session)

• 1.5 credits consisting of BIOL 1050H, 1051H, BIOL – CHEM 1550H,
• 0.5 credit elective at the 3000 level or beyond

**Year 2 (including Spring/Summer Session)**

• 6.0 NURS credits consisting NURS 2000H, NURS 2020H, NURS 3000H, NURS 3001H, NURS 3004H, NURS 3020H, NURS 3021H, NURS 3030H, BIOL-NURS 3550H, NURS 4020C
• 0.5 credit consisting of one of BIOL – NURS 3560H, PHIL 2390H, PSYC 3560H (384H), 3750H (343H), SOCI-WMST 2430H
• 0.5 credit elective at the 3000- leve or beyond
• 0.5 NURS credit from one of Advanced Topics Group 1 or 2*

**Year 3 (Fall only)**

• 1.5 NURS credits consisting of one of NURS 4021C or 4022C
• 0.5 NURS credit from one of Advanced Topics Group 2 or 1*
Students who have attained the following 10 program goals will have met all of the CNO’s entry to practice competencies. These goals are leveled across courses and years such that all students, at graduation, will have attained them.

Students graduating from this program are:

1. Prepared as generalists entering a self-regulating profession in situations of health and illness
2. Prepared to work with people of all ages and genders (individuals, families, groups, communities and populations) in a variety of settings
3. Expected to have an enhanced knowledge of the program foci: indigenous, women’s and environmental health and aging and rural populations
4. Prepared to learn to continuously use critical and scientific inquiry and other ways of knowing to develop and apply nursing knowledge in their practice
5. Prepared to demonstrate leadership in professional nursing practice in diverse health care contexts
6. Prepared to contribute to a culture of safety by demonstrating safety in their own practice, and by identifying, and mitigating risk for patients and other health care providers
7. Able to establish and maintain therapeutic, caring and culturally safe relationships with clients and health care team members based upon relational boundaries and respect
8. Able to enact advocacy in their work based on the philosophy of social justice
9. Able to effectively utilize communications and informational technologies to improve client outcomes
10. Prepared to provide nursing care that includes comprehensive, collaborative assessment, evidence-informed interventions and outcome measures

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>On completion of 1000 level courses students will be able to:</th>
<th>On completion of 2000 level courses students will be able to:</th>
<th>On completion of 3000 level courses students will be able to:</th>
<th>On completion of 4000 level courses (completion of the program) students will be able to:</th>
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<tr>
<td>Students graduating from this program:</td>
<td></td>
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<td></td>
<td>Practise as generalists entering a self-regulating profession in situations of health and illness.</td>
</tr>
<tr>
<td>1. Prepared as generalists entering a self-regulating profession in situations of health and illness.</td>
<td>Define and describe the term 'self-regulating' and what it means to a part of a 'self-regulating' profession. Build a sense of identity between building a sense of self and profession.</td>
<td>Begin to practise and experience self-regulation in a variety of health care settings. Explore the broader role for nursing in a variety of communities and populations.</td>
<td>Fully understand how to practise in a self-regulating profession. Analyze clinical situations and reflect on individual roles of the nurse as it impacts upon patients and the nursing profession. Rationalize the link between health and illness.</td>
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<tr>
<td>Program Outcomes</td>
<td>On completion of 1000 level courses students will be able to:</td>
<td>On completion of 2000 level courses students will be able to:</td>
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<tr>
<td>Students graduating from this program:</td>
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<tr>
<td>2. Prepared to work with people of all ages and genders (individuals, families, groups, communities and populations) in a variety of settings.</td>
<td>Demonstrate the ability to work with the aging populations in the residential settings.</td>
<td>Understand and appreciate the contextual components of working with families, groups, communities, and populations.</td>
<td>Understand the complexity adults of all genders to achieve optimal health.</td>
<td>To work with people of all ages and genders (individuals, families, groups, communities and populations) in a variety of settings.</td>
</tr>
<tr>
<td>3. Expected to have an enhanced knowledge of the program foci: indigenous, women's and environmental health and aging and rural populations.</td>
<td>Recognize the meaning and relevance of the five foci within the nursing program.</td>
<td>Demonstrate an understanding the relevance of five foci in relation to individual and communities experience of health.</td>
<td>Use a critical perspective in applying the foci to nursing knowledge and practice.</td>
<td>Incorporate in their practice an enhanced knowledge of the program foci: indigenous, women's and environmental health and aging and rural populations.</td>
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<tr>
<td>4. Prepared to learn to continuously use critical and scientific inquiry and other ways of knowing to develop and apply nursing knowledge in their practice.</td>
<td>Define the ways of knowing and learning with a focus on critical and scientific inquiry.</td>
<td>Begin to apply critical and scientific inquiry to nursing knowledge and practice. Understand health experiences using a variety of ways of knowing.</td>
<td>Integrate critical reflective evidence-informed care using multiple ways of knowing.</td>
<td>Learn to continuously use critical and scientific inquiry and other ways of knowing to develop and apply nursing knowledge in their practice.</td>
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<tr>
<td>5. Prepared to demonstrate leadership in professional nursing practice in diverse health care contexts.</td>
<td>Recognize the experience of leadership in nursing and undertake a leadership role in peer groups.</td>
<td>Discover leadership in self and others when working with individuals, families and communities.</td>
<td>Develop and embody leadership at the point of care. Expand awareness of leadership in nursing. Identify strategies to develop leadership potential.</td>
<td>Demonstrate leadership in professional nursing practise in diverse health care contexts.</td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>On completion of <strong>1000</strong> level courses students will be able to:</td>
<td>On completion of <strong>2000</strong> level courses students will be able to:</td>
<td>On completion of <strong>3000</strong> level courses students will be able to:</td>
<td>On completion of <strong>4000</strong> level courses (completion of the program) students will be able to:</td>
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<td><strong>6.</strong> Prepared to contribute to a culture of safety by demonstrating safety in their own practice, and by identifying, and mitigating risk for patients and other health care providers.</td>
<td>Articulate their role as individuals and professionals in providing safe nursing care.</td>
<td>Understand the context and attributes of the culture of patient safety.</td>
<td>Anticipate, identify and manage risk situations. Demonstrate awareness of resources related to risk management.</td>
<td>Contribute to a culture of safety by demonstrating safety in their own practice, and by identifying, and mitigating risk for patients and other health care providers.</td>
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<tr>
<td><strong>7.</strong> Able to establish and maintain therapeutic, caring and culturally safe relationships with clients and health care team members based upon relational boundaries and respect.</td>
<td>Establish and maintain a professional relationship with peers and an engaged, caring, and culturally safe relationship with older adults.</td>
<td>Establish an engaged, caring, and culturally safe relationship with families and communities.</td>
<td>Engages in deliberative personal centred relational practice to assist individuals, families and communities to achieve health. Acknowledge own potential to contribute to effective collaborative team function.</td>
<td>Establish and maintain therapeutic, caring and culturally safe relationships with clients and health care team members based upon relational boundaries and respect.</td>
</tr>
<tr>
<td><strong>8.</strong> Able to enact advocacy in their work based on the philosophy of social justice.</td>
<td>Understand the concepts of advocacy and social justice. Begin to develop self-advocacy skills.</td>
<td>Explore the influence of determinants of health on health and wellness of individuals, families and communities. Identify situations where advocacy is indicated.</td>
<td>Advocate for individuals, families, and communities recognizing the influence of public policy on health. Recognizing contextual influences on persons lived experiences within the health care system.</td>
<td>Enact advocacy in their work based on the philosophy of social justice.</td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>On completion of 1000 level courses students will be able to:</td>
<td>On completion of 2000 level courses students will be able to:</td>
<td>On completion of 3000 level courses students will be able to:</td>
<td>On completion of 4000 level courses (completion of the program) students will be able to:</td>
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<tr>
<td>Students graduating from this program:</td>
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<td>9. Able to effectively utilize communications and informational technologies to improve client outcomes.</td>
<td>Explain the relevance of information and technology skills that are essential to safe health care.</td>
<td>Effectively utilize information and technology skills to promote positive outcomes.</td>
<td>Integrates and applies critical thinking to the use of information technology and dissemination strategies as related to clinical outcomes.</td>
<td>Effectively utilize communications and informational technologies to improve client outcomes.</td>
</tr>
</tbody>
</table>

**PROFILE OF THE GRADUATE**

The goals of the Trent/Fleming School of Nursing are two-fold:

1. To graduate learners prepared to begin practice at the novice level in community, long term care and acute non-critical care settings; and
2. For selected learners, with interest and capacity, to additionally provide preparation suited for entry at the novice level to critical care settings

The TFSON has adopted the definition of novice developed by Patricia Benner. A novice nurse is primarily focused on task oriented nursing care, has little or no “experience of the situations in which they are expected to perform” and “are taught rules to help them perform.”

The College of Nurses of Ontario has published its expectations for entry-level RNs in Competencies for entry level Registered Nurse practice (Revised 2014). A copy of this publication can be downloaded, in PDF format, online at [http://cno.org/Global/docs/reg/41037_EntryToPractic_Final.pdf?epslanguage=en](http://cno.org/Global/docs/reg/41037_EntryToPractic_Final.pdf?epslanguage=en)
SYLLABUS

The role of the syllabus or course outline is to provide context to the students, outlining course and learning objectives, expectations for grading and assignments (including pre/post clinical) while acting as a contract between the instructor and the student. This means that changes cannot be made to the syllabus and that instructors absolutely must follow it. For Clinical Instructors, this means that clinical days cannot be altered at all, nor can assignments.

If you are required to create and submit a syllabus for your course please keep the following in mind:

- Syllabuses must be approved by the appropriate Program Coordinator before they are shared with the students
- Syllabuses must be provided to students in each class at the start of term
- Syllabuses must include the contact information for the instructor, a list of required texts, the breakdown of assignments by type and weight, weekly readings and details of assignments (as appropriate), and the instructor’s deadline policy
- Syllabuses must be reviewed with students during the first class
- A change to the grading scheme is permitted only with the express written consent of all students present at a class subsequent to the one at which the proposed changes are raised. Any approved changes must be posted or otherwise communicated to the students
- No final exam may be worth more than 50% of the final grade
- No in-class tests or final exams worth more than 10% of the final grade may be held within the last two weeks of class in either the fall or winter terms
- In full-year courses, at least 25% of a student’s mark should be determined by the deadline for submitting mid-year grades. For half-year courses, instructors should return to students graded work worth at least 25% of their final mark before the relevant drop-by dates

Course Outlines are to be emailed to Coordinators as follows:

Compressed Coordinator – Year 1 & 2

Collaborative Coordinator – Year 3 & 4; advanced topics

PN to BScN Coordinator – All PN to BScN courses

Once the Coordinators have approved the Course Outline it is forwarded onto the Dean & archived.

Please find the course outline/syllabus template in appendix A for your reference.
ALL INSTRUCTORS

GETTING STARTED & FACULTY RESOURCES

For the Trent/Fleming School of Nursing staff & faculty contact list please reference appendix B.

Support staff roles can be found in appendix C.

A map of the Trent campus can be found in appendix D; the nursing office floorplan in appendix E; Otonabee area floor plan in appendix F; George Brown campus in appendix G and Durham campus in appendix H.

PHOTO ID & PARKING

If you are new to the University, you will need to procure an ID card for access to resources such as the library. Your ID card can be obtained in the Parking office within Blackburn Hall, room 104 between 9-4pm.

Clinical Instructors will need to obtain a clinical badge to wear as ID. You can obtain your clinical badge by:

1. Visiting Campus Card Services (Room 104, Blackburn Hall). Your photo will be taken upon arrival. OR BY
2. Forwarding the email you receive from the assistant to the dean stating that you require a clinical badge from you Trent email account along with a recent photo (passport photo works best) to campuscard@trentu.ca. The assistant to the dean will email you the information you are required to take in or email the Card Services office.

For those working at the George Brown Site, once your badge has been created it will be forwarded to Dianne Diniz for pick it up.

Trent University provides parking facilities on either a permit or pay-per-use basis. In order to procure a parking permit you will need to register on-line at www.trentu.ca/parking. Permits can be picked up in the Parking office in Blackburn Hall between the hours of 9-4pm.

For those working at the George Brown site, parking is available on a monthly pass or per day basis. If you wish to purchase a monthly pass please speak with the site Coordinator who can direct you to facilities. George Brown campus is also accessible via the TTC.

OFFICE SPACE

The Trent/Fleming School of Nursing main office (LHS Bld. C140) is open Monday-Friday from 9-12pm & 1-4pm.

Sessional Instructors have access to office space located in Otonabee College (OC), room OC 150.7. The office contains three work stations with computers, a phone (Ext. 6322), printer, along with various printed resources and lockers for personal items. To gain access to this office you will need to contact the assistant to the dean to be set up with an access code for the room. Sessional Instructors also have access to private office space (OC 150.8) across from the TFSON CUPE office in Otonabee College to meet with students. This room can be booked through the program secretary.
George Brown also has work space available for faculty. Please speak with the site coordinator to arrange the use of this space.

**OFFICE SUPPLIES**

All office supplies are located in the Trent/Fleming School of Nursing main office (LHS Bld. C140). Paper, envelopes, file folders etc. are located in the ‘aisle cupboards’ next to the photocopier/printer. Smaller items such as pens, sticky notes etc. are located in the cupboard beside the fax machine. Please feel free to use what you need.

If you require any other supplies please let the program secretary know so that they can be ordered. Special instructional supplies must be authorized and ordered well in advance. Trent will not pay for any invoices which have not been authorized in advance by a purchase requisition.

If you are requesting office supplies at the George Brown site, please speak with the Placement Coordinator, Shelly Philip LaForest, to arrange a time for pick up. She can be reached via email at sphiliplaforest@trentu.ca and is located in room 701, cubicle 5.

**COMMUNICATIONS (EMAIL, MAILBOXES ETC)**

**Email**

Upon accepting a position within the Trent/Fleming School of Nursing you will receive a trentu.ca email address.

Much university business is sent to Trent e-mail accounts. Course instructors are encouraged to support student use of Trent e-mail accounts by listing their own e-mail address on the course syllabus and informing students that they will be communicating with students using their Trent e-mail accounts. Many professors will not accept anything but Trent email from students.

**Mailbox**

The main Nursing office holds all of the mailboxes for faculty/staff within the department. All mail for sessional instructors can be found alphabetically sorted within the mailboxes beside the printer/photocopier.

**Inter-office & external mail**

Within the main office there is an outgoing mail box located on the credenza across from the mailboxes. Please use the inter-office envelopes for all internal mail. If you are mailing outside the University, there are envelopes with the Trent/Fleming School of Nursing logo on them located by the printer/photocopier. Mail is picked up and delivered to the department daily at approximately one o’clock.

If you need to use Purolator please see the Program Secretary for the Purolator form. You will need to complete the form, photocopy the form and place the second copy into the financial officer’s mailbox and attached the original form to your package for mailing. Please ask the program secretary or the financial officer for assistance if you are unsure of the account number to charge.
**PRINTING & PHOTOCOPYING**

Sessional Instructors have a printer located in the CUPE office (OC 150.7) to use as needed. If you require anything to be photocopied please see the program secretary for assistance. Major printing/photocopying jobs should be sent to the Trent University Print Shop through the administrative assistant. If you require a larger print job to be completed or if you are unsure as to what would be considered a larger print job please speak with the administrative assistant in the main office.

Those working at the George Brown site may email their printing to gb.waterfront@grenville.com

**PAYROLL**

Trent University’s payroll Department is responsible for the maintenance of all employee related salary and wage information. Forms for the following can be found on the Trent Payroll website:

- Direct deposit banking change form
- Tax deduction change
- Signing up for Epost (Electronic pay statement)

Phone: 705-748-1276

Email: payroll@trentu.ca

Salaried employees of Trent University are paid monthly (direct deposit), generally on the 28th of each month. All staff/faculty should sign up for Epost as pay stubs will not be mailed out. Changes to your pay need to be noted to the TFSON’s financial officer prior to the 8th of the month or the changes will not appear on your pay until the next month. Any additions or decreases to pay need to be recorded on an Exception Report Form and are required to be approved in advance by your hiring Coordinator.

Please find the CUPE Exception Report Form in appendix I.

Questions regarding your pay can be directed to the Trent/Fleming School of Nursing Financial Officer.

Phone: 705-748-1011 X6187

Email: sperritt@trentu.ca

**EXPENSE CLAIMS**

An expense reimbursement form may be used by a staff/faculty member to receive reimbursement for expenses with appropriate approval. This applies to mileage, accommodation, transportation, meals & other eligible expenses. The Trent/Fleming School of Nursing will not guarantee reimbursement of claims that were not authorized. Please familiarize yourself with the Travel, Meal and Hospitality Expense Policy at Trent University. It can be located online at https://www.trentu.ca/administration/pdfs/TravelMealandHospitalityExpenses.pdf
All expense claims must be submitted to the financial officer within 30 days of purchase. All Clinical Instructors (with indirect supervision) claiming mileage must submit their claim no later than 30 days after the end of term to be guaranteed reimbursement.


**AUDIO VISUAL EQUIPMENT**

Equipment such as laptops, projectors, cameras, polycom conference phone etc. are all available for use through the main office. Equipment is locked up after hours, so you must arrange any pick up of equipment with the program secretary so that it may be signed out accordingly. Those who sign out the equipment are responsible for its safe return.

Trent University’s Information Technology (IT) department is responsible for the implementation and support of all multi-media and instructional technology including MyTrent, Blackboard & email issues.

The IT Service desk is located to the left of the Library Service Desk on the second floor of Bata Library.

To learn about upcoming training or workshop opportunities on various programs, available user guides or audio/visual equipment in classrooms please check out the IT website listed below.

**Contact Information:**

Phone: 705-748-1010

Email: it@trentu.ca

Website: www.trentu.ca/it

**MYTRENT**

As the University’s intranet portal, myTrent provides students, staff & faculty access to academic records, the learning system, email, news, events & other relevant information in a secure non-public environment. You must have a Trent user account to access the myTrent site. Each person’s portal content is specific to their role within the University, showing information and applications that would be applicable to the individual.

More information regarding the role and use of myTrent can be found on the Information Technology website at www.trentu.ca/userguides_mytrent.php

**TRENT’S LEARNING SYSTEM**

In today’s educational environment electronic tools are being utilized more frequently than before. Trent University uses a platform named The Learning System/Blackboard to host online components of all courses offered. This allows you to access course-specific information such as the organization of the course, the course outline, learning activities and upcoming labs.
To manage students’ online needs please visit the faculty resources page on the Information Technology website at https://www.trentu.ca/it/learningsystem/faculty.php.

Students will be submitting all of their written work through this medium and you will need the skill to receive, mark and return marked assignments.

The TFSON Intranet site on Blackboard houses a vast amount of information on the School of Nursing including, but not limited to, the Student Handbook, the forms you will need to manage your groups, as well as information regarding the students’ association. Some examples include the Incident Report Form, Unpaid Student Injury Form, and many others.

EDUCATIONAL MODULES

New employees are required to complete the Ministry of Labour’s Worker Health and Safety Awareness in 4 Steps training on their first day of employment. If you have already completed this training, you must provide proof of completion to the Assistant to the Dean, Deborah Kelly (dkelly@trentu.ca) prior to your start date. Campus Violence and Harassment, Human Rights and AODA, WHMIS, and Privacy Training must be completed within one week of commencing employment. All mandatory training modules can be accessed through the Blackboard Learning System via the MyTrent Portal (https://my.trentu.ca/portal), and proof of completion must be submitted to the assistant to the dean.

As an Employment Equity employer, Trent University requires all new employees to complete an Employment Equity Survey. You can complete a survey on-line at: https://www.trentu.ca/ohrea/equity/survey.php.
# SERVICES FOR STUDENTS

Students will often ask where support services are located on campus or who they need to contact in various situations. The following information will assist you in directing student’s questions regarding student services. You may also direct students to the program secretary (705-748-1099) located in the LHS building, room C140.

You will find student services information for the Trent Peterborough campus, Oshawa campus & George Brown site accordingly.

## ACADEMIC ADVISING

The Trent/Fleming School of Nursing offers nursing students the support of an Academic Coordinator specific to the Nursing program. The goal of the TFSON Academic Coordinator is to help students develop their educational plans so that they will achieve their education and personal goals.

The academic advisor is available via email and by appointment. Students can set up an appointment through the TFSON Intranet site under the “Academic Help” folder.

**KAREN FOSTER**

Location: Rm. C172, LHS Bld.  Telephone: 705-748-1011 X6279  Email: karenfoster@trentu.ca

The program coordinators (Collaborative, Compressed and George Brown site) are also available to support students’ academic success.

## STUDENT ACCESSIBILITY SERVICES

Universities within Ontario comply with the Accessibility for Ontarians with Disabilities Act (AODA). Trent University provides a welcoming and supportive environment for students with disabilities. For more information on both student and faculty roles please view the Student Accessibility Services (SAS) website.

Location: Suite 132 – Blackburn Hall  Telephone: 705-748-1281  Website: [https://www.trentu.ca/sas/](https://www.trentu.ca/sas/)

## ACADEMIC SKILLS CENTRE

The Academic Skills Centre offers one-on-one instruction to students on topics such as essay-writing, time-management, exam-preparation and effective reading. Students who demonstrate reading/writing skills which are not up to par should be directed to Academic Skills.

Location: All Colleges  Email: acdskills@trentu.ca  Website: [http://www.trentu.ca/academicskills/](http://www.trentu.ca/academicskills/)
CAMPUS SECURITY
Location: Suite 104 – Blackburn Hall
Telephone: 705-748-1328
EMERGENCY: 705-748-1333
Website: https://www.trentu.ca/security/

WALK HOME
Location: Rm. 306, Champlain College
Telephone: 705-748-1748
Website: http://www.trentu.ca/walkhome/

COUSELLING SERVICES
Location: Suite 113 – Blackburn Hall
Telephone: 705-748-1386
Website: https://www.trentu.ca/counselling/

HEALTH SERVICES
Location: Suite 111 – Blackburn Hall
Telephone: 705-748-1481
Website: https://www.trentu.ca/healthservices/

LIBRARY
Location: Thomas J. Bata Library
Telephone: 705-748-1126
Website: https://www.trentu.ca/library/

BOOKSTORE
Location: Champlain College
Telephone: 705-748-1111
Website: https://www.bkstr.com/trentstore.home

CAREER CENTRE
Location: Rm. 204, Champlain College
Telephone: 705-748-1011 X 6012
Website: https://www.trentu.ca/careers/

INTERNATIONAL STUDENT SERVICES
Location: Rm. CC302, Champlain College
Telephone: 705-748-1386
Website: https://www.trentu.ca/tip/

FINANCIAL ASSISTANCE
Location: Suite 113 – Blackburn Hall
Telephone: 705-748-1386
Website: https://www.trentu.ca/financialaid
<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Telephone</th>
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<tbody>
<tr>
<td>CAMPUS SECURITY</td>
<td>Waterfront Campus, Main lobby</td>
<td>416-415-4000</td>
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<tr>
<td></td>
<td>(Help Desk/ Room 119).</td>
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<td><a href="mailto:gbccrimestoppers@georgebrown.ca">gbccrimestoppers@georgebrown.ca</a></td>
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<td>EMERGENCY</td>
<td>416-415-4000</td>
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DURHAM SITE STUDENT SERVICES

TRENT UNIVERSITY DURHAM
55 Thornton Road S, Oshawa L1J 5Y1
Telephone: 905-435-5100
www.trentu.ca/durham
durham@trentu.ca

CAMPUS SECURITY
Location: Front Lobby
Email: oshawasecurity@trentu.ca
EMERGENCY: 905-435-5111

EXAM CENTRE
Location: Rm. 111.1, Main office
Telephone: 905-435-5100 X5032
Email: durhamexams@trentu.ca

COUSELLING SERVICES
Location: Rm 101, Main office
Telephone: 905-435-5100

LIBRARY
Location: Suite 102 – Durham campus
Telephone: 905-435-5102

HEALTH SERVICES
Location: Suite 111 – Blackburn Hall
Telephone: 705-748-1481

FINANCIAL ASSISTANCE
Location: Suite 113 – Blackburn Hall
Telephone: 705-748-1386

STUDENT ACCESSIBILITY SERVICES
Location: Rm. 101, Main office
Telephone: 905-435-5100

CAREER CENTRE
Location: Rm. 101, Main office
Telephone: 905-435-5100
Email: durham@trentu.ca

REGISTRAR’S OFFICE
Location: Blackburn Hall
Telephone: 705-748-1215
EMERGENCY/CRISIS SUPPORT

In an EMERGENCY:

- Call 911
- Peterborough Regional Health Centre- Emergency Department (1 Hospital Drive) Phone: 705-743-2121
- Trent University First Response Team Phone: 705-748-1333  24/7

Sexual Assault (Community Resources)

- Kawartha Sexual Assault Centre (for women or men) Crisis Line: 705-741-0260 or 1-866-298-7778
  Counselling: 705-748-5901
- Sexual Assault/Domestic Violence Response Team
  Help 24hours/day from a group of specially trained nurses.
  Go to the Peterborough Regional Health Centre (PRHC) - Emergency Department
  Call: 705-876-5022
- Women’s Health Care Centre (PRHC)
  Call: 705-743-4132 or 1-800-419-3111

Mental Health (Community Resources)

- Trent Counselling Centre (Mon-Fri 9:00-12:00 and 1:00-4:00)
  Call: 705-748-1386
- 4Four Country Crisis (Community Mental Health Crisis Response Program)- 24/7 www.4countycrisis.com
  Call: 705-745-6484 or 1-866-995-9933
- Telecare Distress Centre of Peterborough (24/7 Volunteer staffed) Call: 705-745-2243
- Canadian Association of Suicide Prevention Website: www.suicideprevention.ca
- Canadian Mental Health Association (CMHA) Peterborough www.peterborough.cmha.on
  Call: 705-748-6711 or 1-866-990-9956
- Good2Talk free and confidential counselling for post-secondary students in Ontario www.good2talk
  Phone: 1-866-925-5454

Indigenous Mental Health

- Frank McNulty, Regional Mental Health Coordinator, First Nations and Inuit Health
  (francis_mcnulty@hotmail.com 905-666-0174) is the federal representative for mental health for
  Canada (i.e. band funded or First Nations funded students)
- Locally, Niijkiwendidaa Anishnaabe-Kwewag, 207 Simcoe 705-741-0900 has a counsellor on duty as does
  the Nogojiwanong Friendship Centre, 304-306 George St. N. Suite 202, Peterborough.
  Phone: 705-775-0387 Fax: 705-775-0389
UNIVERSITY POLICIES

Trent University’s online Policy Library can be found at https://www.trentu.ca/secretariat/policies.php

To request an accessible version of any document please email policy@trentu.ca or call 705-748-1011 X1387

Important policies to note:

- Academic Integrity, Undergraduate
- Accommodations for Students with Disabilities
- Discrimination & Harassment
- Fire Safety & Health and safety
- Privacy – Protection of Personal Information
- Roombookings
- Copyright

STUDENT CHARTER OF RIGHTS AND RESPONSIBILITIES

The Charter of Student Rights and Responsibilities sets a framework for responding to complaints or concerns regarding conduct:

- which occurs on University premises
- which occurs during a University sanctioned and coordinated activity which takes place off campus for an academic or non-academic purpose
- which occurs when a student is acting as a delegate or designated representative of the University and/or of a student group in events held off University premises
- which violates any Trent administrative policy see: https://www.trentu.ca/secretariat/policies.php
- which occurs online, including, but not limited to cyber bullying, cyber stalking, intimidation or other communication that has a negative impact on the individual’s well-being and ability to pursue their academic career
- which occurs at the Oshawa Civic Recreation Complex, Legends Centre, South Oshawa Community Centre or any other municipal facility included in agreements arranged between the City of Oshawa and Trent University
- which occurs on public transit services provided to Trent University which includes, but is not limited to Peterborough Transit, GO Transit, and Oshawa Transit

The full Charter can be found online at: https://www.trentu.ca/studentaffairs
TRENT/FLEMING SCHOOL OF NURSING SELECTED POLICIES & PROCEDURES

FROM THE ACADEMIC CALENDAR

Classes begin
January 6th, 2016

Last date to change/add courses
January 20th, 2016

Reading Week
February 15th, 2016

Last date to withdraw
March 3rd, 2016

Last date of classes
April 5th, 2016

Examinations end
April 22nd, 2016

ROUNDING

TFSON grades are to be rounded up, when the final grade is reported, with anything from .5 moving up to the next whole number and anything less than .5 moving down to the nearest whole number.

BELL CURVES

It is not the practice of the School of Nursing (SON) to apply bell curves to course outcomes.

EVALUATION METHODOLOGIES

It is the belief of the TFSON that students are best assessed through a number of methodologies, with a general target of 3 graded elements per half credit course (excluding clinical practice courses).

Students must have 25% of their grade returned prior to the last date to drop a course without academic penalty.

Assessment approaches should, wherever possible, allow the students the opportunity to answer multiple choice questions related to nursing and science content, as a form of ongoing preparation for their NCLEXs. This may not be appropriate for every course.

Grading related to seminars is intended to emphasize primarily preparation and participation, not simply presence.

GIFT POLICIES

The therapeutic nurse-client relationship is the foundation of nursing practice. Maintaining the boundaries of such a relationship is a fundamental expectation of practice. The Professional Misconduct policy of the College of Nurses of Ontario, states:

“It is important to avoid situations in which there is the potential to use the nurse-client relationship for personal benefit. The personal benefit or interest of the nurse may be financial, but
Students are expected to practice within these guidelines when working with patients. In the same spirit, faculty are expected to model this behaviour with students and not accept any token that could be used to advance their personal interests. If a student would like to recognize the positive impact of one of their instructors, there are alternatives to gift-giving, including a card or letter of thanks. Students may nominate the instructor for an outstanding teaching award. Students may make a donation in the instructor’s name to the Nursing Scholarship Fund.

POLICIES AND PROCEDURES RELATED TO CLINICAL PRACTICE - CONFERENCE ATTENDANCE AS CLINICAL CREDIT

Students requesting special consideration regarding attendance at a conference relevant to nursing which they wish to use to account for clinical practice hours must submit a written justification to support the request demonstrating how the conference meets at least three (3) course objectives listed on the syllabus for the clinical course in question. Submit this justification, not later than ten (10) business days prior to attending the conference, to the clinical instructor/faculty advisor and to the collaborative or compressed coordinator. The student must receive approval from both the clinical instructor/faculty advisor and the coordinator prior to attending the conference.

Approvals for the request will be based on the following criteria:

- Written justification demonstrating how the conference meets three course objectives is submitted at least ten business days prior to the conference
- At least three course objectives are related to the conference topic
- Total conference attendance hours accounted for do not exceed five percent of total clinical hours for the course
- Direct clinical placement hours in the course must exceed 80 hours for a request of this nature to be considered

Following the conference, the student will lead a discussion on the course WebCT site concerning knowledge gained from the conference. Students who do not meet this expectation are not eligible to have the hours counted for clinical credit.

ACADEMIC INTEGRITY POLICY

The Trent/Fleming School of Nursing follows the Academic Integrity Policy of the University which may be found online at trentu.ca/vpacademic/integrity.php

Some of the issues relating to academic integrity that the school has dealt with relating to clinical involve the copying of online assignments and quizzes, and in the case of community clinical, the lack of citations for a complete health promotion project.

Please follow the process outlined on the website for any suspected case of academic misconduct. The site outlines the time line, steps required and even has templates for emails to the suspected student. If you require any guidance, please speak to your year lead.
Trent/Fleming School of Nursing in-course grade Appeal Policy

The Trent/Fleming School of Nursing is committed to ensuring that students are treated fairly in all matters including those that are related to their academic performance and progress. As per the Trent University policy, a student has the right to formally appeal decisions regarding their academic performance. It is anticipated that any decision related to an academic performance will be resolved as closely as possible to the level at which it originated.

TFSON In-Course Grade Appeal Process

**STEP #1**
Appeal to Course Professor

- Within 5 days of work being available
- Request a meeting in writing via email
- Inform Professor in writing about specific areas of work where there are disagreements

**STEP #2**
APPEAL TO TFSON APPEAL COMMITTEE

- Appeal in writing to the chair of TFSON Committee w/in 5 working days of Professor's decision
- Submit appeal form & clear copy of assignment

**TFSON CHAIR OF APPEAL COMMITTEE**

- Request course syllabus, marking sheet/test/clear copy of written work from Professor.
- Request a copy of original graded assignment returned to student (shared with committee)
- Work & marking criteria given to 1 or 2 reviewers with expertise in topic area
- Remark will be handed back to Chair w/in 5 working days along with written report and recommended mark
- Appeals Committee will consider results and make a final decision. Mark may be increased, decreased or remain the same
- Chair will send a report to the Dean

**DEAN, TFSON**

- Will inform the student and relevant Professor in writing of decision.
TRENT/FLEMING SCHOOL OF NURSING FINAL GRADE APPEAL POLICY

Final Grade appeals are submitted through the Office of the Registrar (trentu.ca/academicpetitions). Guidelines and timelines for final appeals can be found in the Undergraduate academic calendar.

TFSON Final Grade Appeal Process

STEP #1
Appeal to OFFICE OF THE REGISTRAR

- Office of the Registrar will notify the Chair of the TFSON Appeals Committee

TFSON CHAIR OF APPEAL COMMITTEE

- Request course syllabus, marking sheet/test/clean copy of written work from Professor.
- Request a copy of original graded assignment returned to student (shared with committee).
- Work & marking criteria given to 1 or 2 reviewers with expertise in topic area.
- Remark will be handed back to Chair w/n 5 working days along with written report and recommended mark.
- Appeals Committee will consider results and make a final decision. Mark may be increased or remain the same.
- Chair will send a report to the Dean

DEAN, TFSON

- Will ensure that the Appeal form is completed and returned to the Registrar's Office
APPEALS OF CLINICAL FAILURES (CLINICAL COURSES)

TFSON In-Course Clinical Grade Appeal Process

**STEP #1 APPEAL TO CLINICAL INSTRUCTOR**
- Discuss the failure with CI within 5 days of an academic decision has been communicated.

If student is unsatisfied with results, the student may submit a final grade appeal with the Office of the Registrar.

**STEP #2 APPEAL OF THE CLINICAL FAILURE**
- Office of the Registrar will forward the Appeal onto the TFSON Appeal Committee.

**TFSON CHAIR OF APPEAL COMMITTEE**
- Within 3 working days of receiving the student’s appeal, the Chair will forward a copy of the appeal to the course coordinator and clinical instructor.
- Within three (3) working days of receiving the appeal from the Chair, the clinical instructor and course coordinator will respond to the Chair in writing. The Chair will inform the clinical instructor and course coordinator that any comments provided will be shared with the student.
- Within 10 working days of receiving appeal, Chair will convene a meeting of Appeals Committee. Chair will invite student and clinical instructor. Invittees must receive 48 hrs notice. At that time provide any other documentation they would like introduced. Student must name who he/she is bringing as a supporter to the meeting.

**APPEALS MEETING**
- Student and either the course coordinator or the clinical instructor will be given 15 minutes to make a presentation.
- A decision will be made by the committee and communicated to the Dean of the School of Nursing. Decisions include: grant the petition (the student receives a grade of “pass”), deny the petition (the student receives a grade of “fail”), or defer the decision because more information is needed. A decision can be deferred for no more than 30 days. If no decision is reached by that time, the appeal is upheld.

**DEAN, TFSON**
- Dean will notify student and course coordinator of the results of the appeal in writing.
ACADEMIC COURSE MANAGEMENT

TEXTBOOKS

Textbooks for students in the Collaborative and Compressed programs must be ordered through the Trent University Bookstore. The administrative assistant will email faculty requesting the title, number of books required, etc. for the courses being taught. This will usually occur months in advance of the term.

For those teaching at the George Brown site, books will be ordered through the George Brown bookstore. The site coordinator will request information required from you to place the order.

Depending on time of hire, one of the coordinators may have already placed the textbook order for your course. Please check with the coordinator upon hire to determine if you are responsible for ordering any textbooks. If you require a personal copy of the textbook please check with the co teacher of your course (if applicable), or, contact the publisher directly for a copy. There should be no cost associated with receiving a copy of the textbook.

TIMETABLING INFORMATION

The most recent timetabling information is available online at http://www.trentu.ca/timetable/.

If a class is too large or too small for the assigned room, faculty may request a room change through the Academic Coordinator. Requests are sent by email with the following information:

1. Faculty name
2. Course code and name including specific seminar(s) i.e. NURS-1000H-A-F03
3. Reason for room request

Please use “Room change request” as the email subject. Any ad-hoc room booking requests for academic space (i.e. for meetings) can be emailed to roombookings@trentu.ca

INFORMATION TECHNOLOGY AND THE CLASSROOM

The Information Technology department is responsible for the implementation and support of all voice, data, multi-media and instructional technology support services within Trent University, with the exception of student residence services. In-classroom support is provided on an expedited basis. The IT Support Hot-line is available from all electronic classrooms in support of the delivery of curriculum; it is reserved for in-classroom support. To access the Support Hot-line, dial extension 1010 and select menu option #4. The hot-line is staffed Monday to Thursday from 08:30 to 20:00, and Friday 08:30 to 16:30.

For all other support issues, including, reserving audio-visual equipment/media, please contact IT.

E-mail: it@trentu.ca
Phone: 705-748-1010
myTrent: select the services tab
RETURNING STUDENT’S GRADED WORK

Recent FIPPA (Freedom of Information and Protection of Privacy Act) legislation requires that students’ personal information be protected. Instructors should not post student grades with student numbers or other identifying information. Instructors should not communicate students’ grades to them by e-mail; grades for assignments may be posted on the grades portion of myLearningSystem. The Office of the Registrar is responsible for posting final grades for all students. Instructors are also asked, when returning graded work, to avoid, whenever possible, putting the grade on the front page of the assignment or on a page that has the student’s name on it. Whenever possible, graded work should be handed back to the student directly; it should not be left in an unsupervised place for students to collect it. A student’s final piece of work (for all courses) is not returned to the student and the grade is not released. Course Instructors are responsible for submitting an excel spreadsheet with a breakdown of grades for all students to the Coordinators at the end of the course. This provides an opportunity for work to be remarked if the student wishes to appeal a grade.

Uncollected graded term work should be kept in a secure place for twelve months and graded exams should be kept in a secure place for eighteen months. If work is graded electronically, the instructor should keep electronic files. Please note that the school may need to access these in the case of an appeal. After these dates, those parts of exams and uncollected term work which have identifying information on them should be shredded and the rest should be recycled.

Information Technology provides user guides and reference material to assist faculty with using the Learning System Grade Centre; this includes:

- Tips for graders
- Gradebook overview
- Grade Centre workshop guide
- Needs Grading

Ways to make uploading grades easier:

1. Trim out of the files anything that isn’t directly related to what needs updating. At the minimum always trim out the student data (first name, last name, student number, last access, child course) and only leave the username. It is way easier to only include the columns you need. The perfect upload file should have two columns – Username, grade column
2. The file must always be saved as a CSV. Although CSVs will open in excel, the inverse is not true.
3. Occasionally Blackboard will not like long file names, try to keep them simple to avoid potential problems

GRADE SUBMISSION

Once grades have been verified by the TFSON Program Coordinators, grades are released to students. Final grades become official 30 days after they have been released by the Office of the Registrar.

For questions about using the grades entry system, contact records@trentu.ca.
DEADLINES/VERIFICATION

Final Grades are to be submitted no later than 10 calendar days after the exam is written. The Office of the Registrar sets a final grade deadline every semester. This will be circulated to you through your course coordinator or the program secretary.

INCOMPLETE STANDING (FOR COMPLETED COURSES ONLY)

Requests for incomplete standing cannot be entered online, the request for incomplete standing form must be obtained through the program secretary or the academic advisor.

Instructors should leave the field for the student’s grade blank, and ensure the completed paperwork has been forwarded to the Office of the Registrar with the dean’s approval of the grades. Incomplete forms submitted without the required information (due date, grade earned to date, plus signature of student, instructor and Dean) will not be processed, and a grade of “0” will be entered for the student.

APPEALS

Please see the policy section within the current handbook or visit the Student handbook online.

STUDENT ACCOMMODATION/DISABILITY

Student Accessibility Services (SAS) support students who have been diagnosed with a disability or disorder such as a learning disability, ADHD, sensory, neurological, mobility or mental health disability or diagnosis. Students with disabilities are able to realize their potential with faculty and staff support.

While the TFSON has a duty to make accommodations, clinical courses are slightly different. Under the code, if there is a risk to patient safety the duty to accommodate does not apply. If a student in clinical requires accommodation the TFSON will work with the instructor to develop a plan for supporting both the instructor and the student in clinical.

For more information on SAS Policies & Procedures, information regarding documentation and supports available through SAS, please visit their website.

Suite 132, Blackburn Hall, Trent University

Phone: 705-748-1281
Email: sas@trentu.ca
Website: http://www.trentu.ca/sas/justforfaculty.php
Faculty members have the right to require that all students demonstrate knowledge and skills essential to course content. However, academically qualified students with disabilities have a right to reasonable accommodation. In this regard, faculty members have a role to play in facilitating the educational accommodation of students with diagnosed disabilities.

As parties to the accommodation process, faculty members have a responsibility to:

- Take steps to include students with disabilities in in-class and extra-curricular activities
- Make every effort to ensure that all students are able to access course content and materials (the principle of Universal Instructional Design)
- Advise students, when appropriate, of the accommodations and support services available through SAS, and the process by which these resources may be accessed
- Accept requests for accommodation in good faith (whether the accommodation involves the services of SAS or otherwise), unless there are legitimate reasons for acting otherwise
- Provide SAS, upon request, with the course-related materials necessary for a student’s accommodation
- Deal with accommodation requests in a timely manner
- Maximize a student’s right to privacy and confidentiality, including only sharing information regarding the student’s disability with those directly involved in the accommodation process
- Limit requests for information to those reasonably related to the nature of the need or limitation, and only for the purpose of facilitating access to educational services
- Ensure that the educational environment is welcoming and that all students treat one another with respect

EXAMS

SCHEDULING

COLLABORATIVE/COMPRESSED PROGRAM

The Office of the Registrar schedules exams for Fall/Winter courses; Blackburn Hall schedules exams for Summer courses. December final exams and mid-term exams are scheduled in early October; April final exams are scheduled in early February. Exam timetables are posted on the web and in hard copy around the University.

Instructions for invigilating exams are provided every year. Requests for scantrons, exam booklets and printing of examinations need to go through the administrative assistant. Requests need to be submitted no later than one week before the date of your examination, preferably two weeks in advance. Exam booklets will be provided in the examination rooms.

It is the instructor’s responsibility to bring to the exam a sufficient number of exam question sheets. It is also the instructor’s responsibility to deliver to Student Accessibility Services enough copies of exam question sheets for those students writing in the Student Accessibility Services office. The instructor is responsible for collecting completed exams from the Student Accessibility Services office.
Once exams have been graded, all copies of exam questions, final exam booklets and scantrons must be brought to the program secretary for secure storage. Examinations will be destroyed one year after the last date by which the exam grade can be appealed. Students are not permitted to see their final exams unless they file an official appeal through the Office of the Registrar. There are no formal provisions for writing final exams at a time other than that scheduled by the Office of the Registrar.

GEORGE BROWN SITE

Requests for scantrons, exam booklets and printing of examinations need to go through the site coordinator. The site coordinator will schedule the time and rooms for exams at the George Brown Campus. The coordinator will then notify the instructors and will have the timetable posted on the Trent Website.

INVIGILATOR RESPONSIBILITIES

Trent/Fleming School of Nursing instructors are required to invigilate their midterm and final exams. If you are unable to fill your invigilation duties, please reach out to your colleagues to see if coverage can be found or if a trade can be made.

In order to ensure the integrity of the examination process please review the below responsibilities before you invigilate your exam. Please make sure that your students are informed of exam protocols.

- As students enter the exam, all backpacks, coats, electronic devices etc. must be kept at the front of the room or somewhere inaccessible to students
- Students must provide photo ID and sign a class attendance. The class attendance should be kept and stored with your examinations
- Students should be informed where the washrooms are located before the examination begins. Once the examination has begun only one person should be allowed to leave to use the washroom at a time
- The examination should be distributed only after all students have taken their seats. Students should not be allowed to leave the room unless they have the invigilators permission
- Students may not submit their examination booklets or leave the examination within the first 60 minutes
- No student will be allowed entry to the examination room after 60 minutes into the examination
- Students may not leave the examination room during the last 20 minutes of the exam
- Invigilators are expected to remain in the room for the duration of the examination. Invigilators should remain watchful and attentive during the exam
- Students must return all booklets, scantrons, rough notes etc. when they have completed their exam
- If you require assistance during your exam please contact the Office of the Registrar
For exams that are not held in the Athletic Centre please note:

- Invigilator helpers are students hired by the Office of the Registrar and they will be wearing name tags; please identify yourself to them so they can unlock the room for you.
- Invigilators should arrive 15-30 minutes before the start of the exam and wait at the classroom location, the invigilator helpers will move onto the next location if the invigilator is not present (usually only one invigilator helper to unlock all rooms in the area).
- Please have all exam components ready before the exam as the Invigilator helpers are not able to make copies of any material (including the exam).
- All exam booklets need to be ordered ahead of time, however, if you require extra booklets please advise the Invigilator helper.
- Invigilator helpers are on site for 30 minutes after the end of the examination to relock the rooms; make sure your exams are completed before that time.

INSTRUCTOR ILLNESS

Unforeseen circumstances such as illness and bad weather conditions will arise during the semester. Not notifying the school of absent time and receiving pay for it is considered fraud by the CNO. If an Instructor is required to make a change to the course schedule, please:

- Explore the possibilities of replacing yourself with a fellow faculty member (this must be confirmed with the year lead) This may not be possible for all contracts
- Inform the students via email and Blackboard along with the program secretary
- Inform the coordinator, students and clinical setting ASAP if you must be absent from clinical for illness or any other reason

STRATEGIES FOR SUCCESS: WRITING EXAMINATIONS

For various resources on writing examinations and for exam preparation please visit the Academic Skills website at http://www.trentu.ca/academicskills/resources/examprep.php.
**Clinical Course Management:**

Clinical faculty are an integral part of the educational team for the students of the Trent/Fleming School of Nursing. Your role includes the guidance of students in safely applying theory to actual patient situations, assisting students in task mastery and professional identity, and evaluating students’ clinical performance. You are expected to be competent, experienced, knowledgeable, flexible and energetic. You must be able to balance structure with spontaneity. Your ability to role-model and mentor will guide your students in the development of moral reasoning and professional practice. You must be able to be fair, supportive and emphasize learning in all aspects of evaluation. With the current limitations on clinical practice settings, every experience must contribute to the student’s ability to master the competencies of the entry level nurse.

All Nurses have the professional responsibility to support learners to develop and refine the competencies needed for safe, ethical and effective practice (CNO, 2009). It is your responsibility to understand your roles and responsibilities associated with clinical instruction.

**Trent/Fleming School of Nursing Non Academic Requirements Policy**

All successful clinical instructor applicants (including instructors completing site visits) will be required to obtain and submit the following non academic requirements, not less than 20 business days prior to the start of the semester in which the each clinical practice rotation occurs:

- Completion of Immunization and Communicable Disease form (only required with first contract)
- Police Check with Vulnerable Sector Screening (within the past 12 month). Original copy only is accepted (no scanned, faxed or photocopies accepted)
- Current CPR level C or HCP (within the last 12 months). Please note that ACLS is not a substitute for BCLS
- One Step Tb Skin Testing or clearance (within past 12 months)
- Mask Fit Testing (within the past 2 years)
- Proof of tetanus immunization (within past 10 years)
- Proof of annual influenza vaccination

**Performance Expectations**

Clinical Instructors are role models to our students. It is important to model professional behaviour and meet CNO standards of nursing practice as a teacher and as a Registered Nurse. Please keep in mind the following:

- It is important to be respectful and approachable. It is also important to avoid role confusion and boundary violations, and abuse of power. The following may be warning signs that role boundaries are being, or have the potential to be violated:
  - You are a clinical teacher on a unit where you also hold a position as an RN
    - This situation should be avoided, but if it cannot be avoided, you will need to make a special effort to separate your work with students from your everyday work with colleagues and patients. Harris (Ethical Issues in Teaching, http://www.4faculty.org/includes/205r2.jsp) reports that an instructor in this position decided to wear the School of Nursing uniform when he was on his unit as a clinical
teacher. While not all instructors may wish to do this, this person’s solution helped him establish a separate role as a teacher

- You enter into conversations with agency nurses about “problems” with the Trent/Fleming curriculum or faculty
- You and a student both understand the course objectives, but you find that you continually make allowances for the student
- You spend a lot of clinical practice time with a student listening to him/her tell you about personal problems
- You meet with students outside of the clinical practice setting
- A student asks you what you would like as a “thank you” gift

- The course syllabus is a contract with the students, you cannot change it once it has been shared with the students
- The TFSON is expected to provide a certain number of hours for clinical. If successful completion of the course requires 160 clinical hours, then the student must complete no less than the full 160 hours. If the unit is “not busy” or there is “nothing to do” and other learning opportunities open up; take advantage of those. Part of your responsibility as clinical teacher is to help learners find ways to meet their learning objectives, and if the clinical learning opportunities seem to be scarce, you will need to problem solve with the course coordinator and find creative solutions. Please note that it is usually not possible for learners to be reassigned to other clinical areas, or visit other care areas for an observational experience.

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**CLINICAL ORIENTATION DAYS**

Orientation to a new hospital is coordinated through the collaborative coordinator except in the case of PRHC. Orientation at PRHC will be arranged through the placement coordinator of the TFSON for those Clinical Instructors who are not employed at PRHC. The length of the clinical orientation will depend on each site/unit. If you require orientation to a new hospital an Exception Report Form for your hours must be filled out.

Clinical group student orientation consists of 1 day at Trent University and 1 day (first day of clinical) on the unit. This will be a full scheduled shift (initial orientation to facility/unit). It is the Clinical Instructors role to orient the students to the unit, which includes completing a checklist of legislated safety information. It is recommended that you spend time on the unit before the clinical rotation starts, establish your role on the unit, connect with other instructors assigned to ensure consistency and find out the unit’s expectations regarding students. You may post a copy of the course outline if you are provided space to do so.
CLINICAL HOUR REQUIREMENTS

Following are the clinical hour requirements in the Trent/Fleming School of Nursing program:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PLACEMENT HOURS</th>
<th>LEARNING CENTRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 1020H</td>
<td>72</td>
<td>24</td>
</tr>
<tr>
<td>NURS 2020H</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>NURS 2021H</td>
<td>96 inpatient and 24 hrs enhanced learning activities</td>
<td>24</td>
</tr>
<tr>
<td>NURS 3020H</td>
<td>160 (including some lab &amp; simulation time)</td>
<td></td>
</tr>
<tr>
<td>NURS 3021H</td>
<td>160 (including some lab &amp; simulation time)</td>
<td></td>
</tr>
<tr>
<td>NURS 4020C</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>NURS 4021C OR 4022C</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

Clinical attendance is compulsory.

- Shifts must not be shortened or lengthened – students must complete a specific number of clinical hours
- Shifts cannot be altered. Students are not permitted to leave clinical to attend appointments, for work or any other reason. Medical documentation may be required for absences from clinical
- Post-conference activities are included within the clinical schedule and are expected to be completed by all students

ATTENDANCE

STUDENT ATTENDANCE

Attendance at scheduled laboratory sessions, orientation to clinical practice, and clinical practice is mandatory for all students. Failure to attend labs or clinical practice may result in a failing grade. Failure to attend clinical orientation will result in the student being removed from the clinical practice course and any related classroom co-requisites. Students will be allowed to repeat one failed Nursing practice course over the duration of the program. A second failing grade in a Nursing practice course (either a repeated or different practice course) will result in withdrawal from the B.Sc.N. program but not from the University. Additional information on degree requirements are listed in the Academic Calendar.

- Monitor and document student attendance on evaluation forms
- Inform students of their responsibilities if ill/absent & the best way to contact you in an emergency situation
- Students need to inform unit and clinical instructor that they will be absent from clinical and follow up by e-mail to clinical instructor of the reason for absence
In case of one or more absences from clinical, the professor has the right to ask the student for a medical certificate. Consult with the clinical coordinator regarding the consequences of absence and the possibility/necessity of incomplete or withdrawal in a timely manner. It is not acceptable for a student to attend clinical while ill and put others at risk. Students at times push their own limits. If this is the case and a student arrives at clinical with signs and symptoms of illness, they need to report to the facility’s Occupational Health Department for assessment.

**PREPARATION FOR CLINICAL (FOR DIRECT SUPERVISION)**

**Preparation for Clinical Course**

- Attend the orientation/planning meeting organized by the clinical coordinator.
- Inform the course coordinator or the coordinator upon hiring if you need orientation to the agency and or the unit.
- Prior to the start of clinical placement, plan to meet with the agency manager/unit educator and provide them with the student clinical objectives, student list, dates and times of clinical.
- Inform hiring coordinator (Collaborative/Compressed) of hours completed for site-specific orientation to ensure remuneration.
- Ensure students have an ID badge with their mask fit number on the back of their badge while on unit.

**Patient Assignment for Students**

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

**Clinical Conferences:**

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

**ROLES & RESPONSIBILITIES FOR INDIRECT SUPERVISION OF STUDENTS (NURS 2020H AND 40XXC)**

The central focus in clinical education should be on learning, not necessarily doing. The primary role of a student in a clinical setting is that of learner not nurse. Students need to have sufficient time to engage in activities that promote learning and to practise psychomotor and technical tasks as well as assessment and critical thinking. Students are not simply another pair of hands to assist the staff. Faculty should allow plenty of learning time with ample opportunity for feedback. Also, clinical experiences should focus on essential knowledge, skills and attitudes.
necessary for nursing maximizing the most common practice challenges that learners are likely to face during their career (Gaberson & Oermann, 1999).

Clinical Instructors who are indirectly supervising students who are being preceptored must:

- Ensure students and preceptors have their contact information at the beginning of the rotation
- Ensure that they have student and preceptor contact information
- Obtain planned student schedule for clinical
- Ensure that learning plans meet the course objectives, setting requirements, level of the student
- Consistently monitor email for possible issues in the clinical area
- Assist in the problem solving of the student and preceptor. Involve the year lead if unclear of how to proceed
- Mark reflections, and other assigned coursework
- Meet with students and preceptors to complete midterm and final evaluation. These meetings can be in person, via teleconferencing etc. if student/preceptor at a distance
- Submit hard copies of the evaluations to the year lead at the end of the rotation

STUDENT EVALUATIONS

To assist faculty, clinical experiences must have clear, realistic learning outcomes. The course outlines will assist you in identifying what these are for each of the rotations. Course outlines represent the contract between the student, the instructor and the University. They will identify what knowledge, skills and attitudes are important for each rotation as well, the outline will identify an expected level of proficiency. The course outline will be provided for you by the year lead and also can be found on the course Blackboard site. Each of the components of the clinical courses are evaluated using a pass/fail marking system. The course outline will outline the expectations for clinical (number of hours, written assignments expectations, due dates, etc.).

For example, the learning outcomes for NURS 1020H (a first year course) are outlined below. It is the first rotation that students do and it occurs in the context of a nursing home.

Upon successful completion of this course the student will have:

1. Established therapeutic nurse-patient relationships in community and clinical settings
2. Performed skills relevant to situating an individual within his/her personal, familial and community context
3. Developed and demonstrated skills in basic assessment techniques relevant to the long-term care population
4. Demonstrated skills in providing client-centered support for activities of daily living
5. Developed knowledge about the experience of individuals living in a long term care setting
6. Demonstrated safe, ethical clinical practice at the level appropriate for a year one nursing student
7. Participated in professional development based on reflective practice and critical inquiry
8. Examined their attitudes regarding the elderly and other residents of long-term care homes

The following is an example of the learning outcomes for NURS 2021H. This second year course emphasizes relational practice in a maternal/child, or mental health setting.
Upon completion of this course, the students will:

1. Demonstrate competency in navigating the complexities of family nursing
2. Integrate knowledge from previous courses to support diverse populations
3. Critically appraise relational inquiry processes and skills to develop meaningful relationships with healthcare providers and family members
4. Collaboratively formulate a plan of care based on knowledge of family nursing, related theories and scholarly literature
5. Develop, implement and evaluate the effectiveness of health-promoting, evidence-based practice, reflecting principles of family nursing as relational practice
6. Demonstrate increasing competence and confidence in the application of psychomotor skills in practice settings
7. Select appropriate community support services for families needing referral to enhance coping with diverse transitional experiences

Clinical evaluation is considerably more challenging than evaluation in a theory course where evaluation of cognitive knowledge is being tested. This is due in part because the expectations of students occur in many domains of learning—cognitive, psychomotor, and affective. As well students must demonstrate extremely difficult to measure criteria such as safety, good judgement, adaptability, and professionalism in order to meet the learning objectives. In addition, the learning often occurs in a setting with a high degree of risk.

As a Clinical Instructor you are expected to:

- Submit hard copies of the evaluations no later than two weeks after the end of rotation to the year lead if teaching at the Peterborough site and to the PN to BScN Coordinator if teaching at the George Brown site
- Complete evaluations and provide feedback of all written work presented on the course outline, such as learning plan, reflections, online skills etc.
- Liaise with CLC staff for any students requiring assistance or where there are clinical concerns
- Simulation may be used as part of clinical evaluations, therefore, Clinical Instructors are welcome to be a part of simulations to support their evaluations
- Using the TFSON evaluation form, complete student’s mid-term and final evaluations

There are many parts to the evaluation process. These include the student’s learning plan, self-evaluation, peer evaluation and faculty evaluation. In some circumstances, there will be a preceptor evaluation as well. Each courses Blackboard site will hold templates for all evaluation forms. Expectations regarding student evaluations will be covered in the course orientation.

**CLINICAL MIDTERM EVALUATIONS**

The Self-Evaluation Form—Midterm will be completed at the midpoint of the clinical placement to assist the student in taking inventory of their development and help them to make revisions to their learning plan. The student is measured against the specific course objectives. The evaluation document layout is consistent for each course and the course objectives are different and specific. Reflection can be used to assist the student in measuring her/his progress against the course objectives. Learning goals are developed for remediation. This is to be submitted to the clinical faculty prior to the formal mid-term evaluation.
After receiving the student’s self-evaluation form, the **Student Evaluation Form-Faculty-Midterm** will be completed by the faculty to create an opportunity for feedback and evaluation for the student’s progress. Clinical faculty will provide evidence of learning and suggestions for improvements.

**CLINICAL FINAL EVALUATIONS**

At the end of the rotation, the **Self Evaluation Form-Final** is to be completed by the student to archive her/his achievements and areas for future development. It will assist the clinical faculty in their assessment of the student.

The **Student Assessment Tool - Peer** may be used in appropriate clinical settings to assist the student in establishing their strengths and areas for improvement. It follows the principles of the CNO’s self-evaluation (2009) process. The student will select one peer evaluator within the clinical group. Once the form is completed, the self-assessment and peer assessment tools will be submitted to the clinical faculty. Details of the peer assessment can be incorporated into the student’s self-assessment as evidences of learning successes or areas for future development.

The clinical instructor will collect evidence in the form of peer assessment, student self-assessment, comments of the health care team members, patient input, student submissions (including portfolio) and observations to complete the **Student Evaluation Form-Faculty-Final**. A summary of achievement as well as implications for future learning forms the base of this form. The attendance section and record of completed hours is to be filled in completely. The completed form is to be shared with the student and signed. The signed copy must be returned to the TFSON by the date indicated by the Year Lead. The Year Lead will assess the completion of the Learning Center Component if applicable. An electronic copy of the student’s completed final evaluation must be emailed by the clinical faculty to them within 48 hours of the final evaluation delivery.

The **Student Evaluation Form-Preceptor** is to be completed in rotations where the students are working with a preceptor. It must be reviewed by the student and submitted to the clinical faculty before the final evaluation is completed. Students are to receive a copy of their clinical evaluations.

**PATIENT ASSIGNMENTS FOR STUDENTS**

- The student assignment should be obtained in person the day before the clinical day
- Ideally each student should begin with one patient and then transition as they develop competencies
- In their 4th year students expectations are different as they are moving towards independence
- Students should be sent their next day’s assignment as early as possible so that they can prepare their pre-clinical prep
- All identifying information should be removed and only the most pertinent information shared
- Information shared should include any specific skills they might be performing so that they can prepare for that as well
- Students who are assigned to administer medications should be notified in advance and provided a list of medications for their patient. The nursing staff need to made aware of student medication administration prior to the commencement of the shift
- **Assignment information should only be sent via Trent email** which is secure, other email may not be secure
OFF-UNIT AND OTHER EXTRA EXPERIENCE

If the opportunity arises for students to be considered for off-unit experiences, Instructors must receive prior approval from the course coordinator and must make sure that the off-unit experience meets the course objectives.

INCIDENT REPORTING

INSTRUCTIONS FOR STUDENT INCIDENT – NO INJURY

An incident is an event, which actually or potentially affects the safety of an individual or individuals. Any actual or potential incidents must be reported to the clinical instructor immediately or as soon as possible following the event. Agency reports are only filled out when deemed necessary by the clinical instructor or faculty advisor and the co-assigned nurse or preceptor. The university incident form will be completed by the student with the assistance of the clinical instructor or faculty advisor and the preceptor where an injury did not occur.

Figure 1: Trent University Unpaid Student Placement Injury Report

Appendix J
INSTRUCTIONS FOR REPORTING A STUDENT INJURY DURING AN UNPAID STUDENT PLACEMENT

In the event of an on-the-job injury/disease during an unpaid student placement, all WSIB procedures must be followed. The “Postsecondary Student Unpaid Workplace Insurance Claim”, and the “Unpaid Student Injury” forms, must be completed with any injury/disease. Students are treated like employees when it comes to injury in the workplace. There are legal obligations to reporting injuries under the WSIB, failure to meet these legal obligations may result in a substantive fine for the university.

If/when a Trent/Fleming School of Nursing student is injured while at a placement employer, the student is obliged to notify the following within 24 hours:

- The Trent/Fleming School of Nursing Clinical Instructor or Faculty Advisor (in the case of a placement without an on-site clinical instructor)
- The safety officer or the department of occupational health at the placement agency if applicable

The Clinical Instructor (or Faculty Advisor) is obliged to notify the following within 24 hours:

- The Risk Management Office, Trent University  
  Phone: 705-748-1011 ext. 7373, or Fax: 705-748-1009, or 
  Via email bgibson@trentu.ca and karisduncan@trentu.ca;

- The Placement Coordinator, Trent/Fleming School of Nursing, 
  Anita Albero, Peterborough site (Phone: 705-748-1011 ext. 7889, fax: 705-748-1088), or 
  Shelly Philip LaForest, George Brown site (Phone: 416-415-5000 ext. 4541) or via email at 
  Trentclinical@trentu.ca

If injured WSIB docs also need to be completed:

- **Unpaid student placement injury report** – completed by student
- **Supervisor’s investigation report form** – completed by clinical instructor/faculty advisor
- **Unpaid workplace insurance claim form** – student, instructor and Agency designate (if able)
- **Needlestick/body fluid splash form** - if applicable
Figure 2: Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form

Appendix K

Figure 3: Report on Needle Stick Injury or Body Fluid Splash

Appendix L
Figure 4: Supervisor’s Incident Investigation Report Form

Appendix M

All documentation required for incident reporting along with specific instructions on completion of the documents can be found on the TFSON Intranet and are available to all clinical faculty and students.

Pathway: TFSON Intranet ➔ Placement, Incidents, Special Notices ➔ Student Injury Folder

The Trent/Fleming School of Nursing Incident Report Form can be found in appendix N.
REPORTING OF FATALITIES AND CRITICAL INJURIES

(Message from Trent University Risk Management)

A recent decision by the Ontario Labour Relations Board has clarified interpretation of subsection 51(1) of the Occupational Health and Safety Act and confirms that the Ministry of Labour must be notified immediately whenever a person (not just and employee) suffers a fatality or critical injury in the workplace (i.e. at the University or in University-sanctioned events).

A critical injury is defined as a serious injury that places life in jeopardy, produces unconsciousness; results in a substantial loss of blood, fracture of arm or leg, amputation of arm, leg or hand, burns to a major portion of the body or the loss of sight in an eye.

In light of this ruling Risk Management is asking that Campus Security be notified immediately should a fatality or critical injury occur, even where the incident is clearly not work-related, such as a sport-related injury, the loss consciousness due to intoxication, or a medical condition. Security can be reached at (705) 748-1328. Risk Management will advise the Ministry of Labour.

Risk Management will assess on a case-by-case basis and advise on whether an area needs to be secured.

QUICK REFERENCE CHART:

1. Student suffers injury at clinical placement
   - Reports to Clinical Instructor/Faculty Advisor
   - Reports injury to Safety Officer/Occupational Health at the Placement Agency if applicable

2. Clinical Instructor/Faculty Advisor informs Risk Management and Placement Coordinator
   - Completion of “Unpaid Workplace Insurance Claim Form” with student, Clinical Instructor and Agency Designate (if able)
   - Completion of “Unpaid Student Placement Injury Report” with student and Clinical Instructor

3. Clinical Instructor/Faculty Advisor completes “Supervisor’s Investigation Report Form” (forwarded to Course Lead/Supervisor)
   - Completion of “Needlestick/Body Fluid Splash Form” if applicable
Students can purchase a TFSON Clinical Taxi Pass at the Trent/Fleming School of Nursing’s main office, located in the Life, Health Sciences Building room C140. Payment in full can be made by cash, debit or TrentU card. Office hours are Monday to Friday 9:00am - 12:00 pm and 1:00 pm – 4:00 pm. The cost per taxi pass is as follows:

- One day per week (NURS 1020, 2021) $200 (tax included)
- Two Days per week (NURS 3020, 3021) $300 (tax included)

Please note the following:

- Students are required to make their own travel arrangements in NURS 2020 and 4000 level clinical.

- Clinical travel plans will include two pick up locations: one for Traill (Kerr House, Front Entry to Catharine Parr Traill College, 299 Dublin St.) and one for Symons (Gzowski Bus Stop). Students will be asked for their preferred pick up location and may sign-up for either location. Clinical travel services are provided from Trent University, Peterborough locations only. Students name and pick up location will be shared with the Taxi company. Costs for parking at Trent University are not covered by the TFSON Clinical Taxi Pass. Please see [http://www.trentu.ca/parking/](http://www.trentu.ca/parking/) for information on parking.

- Our cancellation policy: Students must cancel their participation in the clinical travel plan on or before ‘course orientation’ for each clinical course. Please cancel in writing by email to nursing@trentu.ca. The student will receive a refund on to the students TrentU Card (no matter how initial payment was made) less a $25 administration fee. Cancellations received after this date will not be refunded in whole or in part. Taxi passes are non-transferable.

- The TFSON Clinical Taxi Pass fees are significantly discounted and will not be further pro-rated or adjusted for ‘no shows’, ‘partial travel arrangements’ or any other change to travel plans.

- It is the student’s responsibility to arrive at the pick-up location(s) on time. The Trent/Fleming School of Nursing will not be responsible for missed rides.

- Clinical Course Coordinators will need to speak with the program secretary regarding the scheduling process for the clinical taxi pass.

- Clinical Instructors must report any changes to the clinical shift (e.g. shortened shift due to orientation) directly to the program secretary. The program secretary will not accept any shift change correspondence from a student. If you are making a change after hours (of the main office) the clinical instructor must notify the taxi company, the course coordinator, the students, as well as, leave a message on the TFSON main office phone. Changes to the schedule are not to suit the needs of the instructor.
EFFECTIVE COMMUNICATION WITH CLINICAL SITE STAFF

A major responsibility of a Clinical Instructor is to facilitate communication between the staff on the unit and the students. Spending time on the unit before the clinical rotation starts and finding out the unit’s expectations regarding students are a few ways to connect with the staff.

There will be times when the staff can be a huge help to you. There may be instances when the staff on the unit are able to assist with the students, for example, if there is a dressing change – if you have seen the student perform it and are comfortable with their ability to do so then you can avail yourself of the assistance. Your role is to facilitate the students learning. Sometimes that means saying “no” to the staff (i.e. if the unit is short staffed students can help but are not intended to replace staff). Medication administration and the first time that a student is performing a task are times that you as the instructor should be involved.

CHALLENGING SITUATIONS

As an instructor you can be sure that there will be difficult times and challenging situations that you will need to deal with from time to time. One of these situations could be dealing with weak or failing students.

RESPONSIBILITIES WITH WEAK OR FAILING STUDENTS:

1. Set clear expectations at orientation
2. Inform the clinical course coordinator if a student is having difficulties (i.e. not progressing well, possible failure)
3. Continually inform the students of their progress and difficulties, through verbal and written feedback
4. Assist student to create a learning plan to address limitations
5. Remind students to avail themselves of opportunities in the CLC to address areas identified
6. Speak with the CLC staff to see if they have the same concerns you have observed

OTHER REFERENCES

PRINCIPLES OF EFFECTIVE CLINICAL TEACHING:

Some of the basic theory behind teaching includes the following excerpt from Tiberius and Tippling (1990) as well as Chickering, A., and Gamson,Z. (1987). The references are somewhat dated, but continue to describe the principles behind effective teaching strategies.

1. Knowledge of content is essential
2. Active involvement of the learner
3. Teacher-student interaction most important factor to motivation
4. Students benefit from taking responsibility for learning
5. There are many roads to learning
6. Expect more and you will achieve more
7. Learning is enhanced in an atmosphere of cooperation
8. Material must be meaningful
9. Teaching and Learning are enhanced by descriptive feedback
10. Critical feedback is only useful if the learner has alternative to pursue
11. Time + Energy = Learning
12. Experience usually improves teaching
   (Tiberius, R. & Tipping, J., 1990)

The following website is for a wikibook titled “Hands on: minds on - active learning strategies.” It contains some simple information about using active learning principles in your teaching.


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**PRINCIPLES OF ADULT LEARNING**

Adult learners have a wealth of experience to provide a foundation for learning. They need to know why they are learning the material and their readiness to learn is related to their need to know it and their perceptions of how the information will be helpful. Adult learners see themselves as self-directed and independent. The below links may help in the understanding of adult learners.

http://www.literacy.ca/?q=literacy/literacyprofessionals/principles

http://agelesslearner.com/intros/adultlearning.html

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**GIVING FEEDBACK**

As a clinical faculty member, you will find yourself in the position of providing critical feedback on a regular basis. Feedback is important in learning and understanding performance. How feedback is given can have a profound effect on its effectiveness. Giving appropriate constructive feedback whether verbal or in writing, signals to your students, that you care about their learning.

The following link further describes the qualities of effective constructive feedback in the workplace, though the same principles can be applied to the clinical learning environment.

http://www.dummies.com/how-to/content/giving-constructive-feedback.html

Zsohar and Smith (2009) also state that how feedback is delivered is as important to learners as what feedback is delivered. They include the following guidelines for effective feedback:

- Be descriptive
- Avoid using labels
- Don’t exaggerate
• Speak for yourself
• Use “I” statements

Below are a few more links relating to feedback which may be of some interest:

http://www.nursingtimes.net/giving-constructive-feedback/215184.article

http://www.faculty.londondeanery.ac.uk/e-learning/feedback/e-learning/feedback/files/Teachers_toolbox.pdf

http://www.mediate.com/articles/ringerJ1.cfm
CLINICAL LEARNING CENTRE

ROLE

The Trent/Fleming School of Nursing uses the Clinical Learning Centre (CLC) for both skill activities in lab as well as, clinical simulation, both work in conjunction with the student’s clinical experience. The Clinical Learning Centre is designed to provide students with an opportunity to practise skill sets in a non-threatening learning environment before they go out into the clinical setting. Simulated teaching-learning strategies occur with low, medium & high fidelity mannequins along with case studies & scenario programs. The TFSON CLC staff/instructors focus on skills such as communication, leadership, teaching, critical thinking, problem solving and physical/technical skills when facilitating CLC activities.

Meaghen Regts, Clinical Learning Centre Coordinator with the Trent/Fleming School of Nursing says that “Simulation of real-life patient situations is an important part of nursing education, and creates a safe environment for nursing students to learn a variety of skills, including how to communicate with patients, and how to perform both basic and advanced nursing interventions. Our goal is to build the simulation learning facilities at Trent into a regional centre that can become a hub for innovative, hands-on learning for students and professionals across Ontario.”

The Clinical Learning Centre is located on the first and second floor of Block C in the Life and Health Sciences Building. Each lab is equipped with specialized technology such as live streaming, audio and video recording capability. The Trent/Fleming Nursing Skills Labs replicate a hospital setting and are fully equipped with equipment across various clinical areas (stretchers, Headwalls, IV pumps, etc.). Second floor labs were built to replicate a birthing suite as well as an apartment used to immerse students into realistic environments where they can learn and gain experience in high risk areas while in a safe environment.

The Clinical Learning Centre features the following:

- (2) Nursing Skills Labs simulated as a hospital environment; attached control room
- (1) Smaller hospital room set up lab; attached control room
- (1) Apartment setting; attached control room
- (1) Birthing Suite; attached control room
- (1) Multi-purpose training room used for CPR etc.
- (1) Computer lab (20 PCs)

CLINICAL LEARNING CENTRE STRUCTURE

[Diagram showing the structure of the Clinical Learning Centre, including roles such as Dean, CLC Coordinator, Senior Demonstrators, and CLC Demonstrators]
EXPECTATIONS

- Students are expected to present to the CLC as they would their clinical setting – in uniform, with proper footwear, hair up, nails short and uncoloured with name badges on. Faculty model this behaviour because we view the CLC and clinical as one of the same
- Students are expected to engage in professional behaviour while in the CLC, which includes showing up on time etc.
- Students are also expected to be prepared prior to CLC by completing activities designed to ensure they understand all components of the skill being learned
- No food or beverages (except water if lab staff approve) may be taken into the lab
- Backpacks and personal items are to be stored in the lockers outside of the lab space
- Patient simulators and equipment are to be treated respectfully (no laying on beds)
- Faculty, Instructors or lab staff must be present while students are in the lab
- General lab hours are from 8-6pm Monday to Friday unless special arrangements have been made with the CLC Coordinator. All labs must be locked up at the end of the day
- Occupational Health and Safety & WHIMIS Regulations will be followed at all times
- If a fire alarm goes off, leave the lab quickly and calmly and head out the main block C doors into the parking lot. The Instructor and lab staff will be the last to leave the lab and will secure the door

CLC Demonstrators are expected to complete set up/take down of each lab, maintain equipment (tubs etc.) and be familiar with the manikins and technical aspects involved with them.

TEACHING & TEACHING APPROACH

- We do not “teach” in the lab; our role is to facilitate
- Clinical Course Coordinators post lab guides on the course Blackboard site for faculty and students
- Answers to the lab quizzes may be found on Elsevier’s website under the title of the quiz
- It is expected that students complete a number of preparatory activities before they attend the lab
- CLC Demonstrators demonstrate each activity to students and then provide them an opportunity for the students to practise

ASSESSMENT

- First and Second year students are given time in labs to practise their skills; no assessment form is used
- The CLC Demonstrator assesses each third year student weekly and completes a return demonstration document to evaluate the students competence in the skills learned and practised in each lab.
- If a student is not meeting the expectations and requirements of course objectives then remediation work may be required

REMEDICATION

The TFSON has the ability to have students attend the CLC for remediation. This could include remediation before returning to clinical or to address concerns arising during clinical. The purpose of this protocol is to ensure that the student is performing at the appropriate program level in the clinical setting. The Clinical Learning Centre is used in
nursing education for the purpose of expanding a student’s critical thinking skills in relation to the case scenario, encouraging and advancing nursing skill development, promoting effective therapeutic communication skills, and assessing student performance.

When the clinical learning center demonstrator determines that a student is not functioning at program level for a particular skill the assigned demonstrator will speak with the Clinical Course Coordinator. The clinical course coordinator will consult with the CLC staff and/or Clinical Instructor to create a plan.

If a Clinical Instructor has concerns regarding a student’s skills and thinks that remedial work is required, the Clinical Instructor should contact the Clinical Course Coordinator to discuss the option of having the student complete additional activities in the CLC. The course instructor can then notify the Clinical Course Coordinator who will consult with the CLC staff to develop a remediation plan. The outcome of that plan will be communicated and can be used to determine a student’s ability to be successful in achieving course objectives. The student must be aware of the issue and be involved in the development of the action plan for remediation.
Course Syllabi Checklist

Course outline template available for downloading at: http://www.trentu.ca/dean/policies_syllabus.php

**Header Information Top of Page 1**

- Department Name
- The University Name (and recommend using the Trent Logo in Header)
- Course Name and Number xxxxH or Y and year/term offered (ie. 2013-14 FA or WI or FW) / and location Peterborough or Trent Oshawa

**Instructor and Departmental Contact Information**

- Instructor Name; Office Hours; Trent Email address; Office Telephone; Campus Location;
- Departmental Contact Information, Secretary Name, Email, Office location, Telephone

**Course Description**

- Course Description- recommended that this be more detailed than in the University Calendar.

**Course Pre-requisites, Compulsory Fees and Course Format**

- Course Pre-requisites (optional)
- Compulsory Course fees (if applicable)
- Course Format (i.e., lecture, tutorials, labs, number of contact hours per week, use of learningSystem/Blackboard, etc). For course location you can direct them to the Academic Timetable, Peterborough use: http://www.trentu.ca/admin/mytrent/Timetable/TimeTableGen0.htm
  Oshawa use: http://www.trentu.ca/admin/mytrent/Timetable/OshawaFWTimetable/TimeTableGen0.htm

**Include Learning Outcomes**

- Add Title Learning Outcomes/or Learning Objectives/ or Learning Goals/ or Learning Expectations: State: I have developed the course to address several learning outcomes. By the end of the course a successful student should:
  1. 
  2. 
  3. 
  4. 
  5. 

**Texts Include**

- Required Texts
Recommended Texts learningSystem/Blackboard information (if applicable)

Course Evaluation

- Include your grading or Marking Scheme
- Provide an explanation for each component of your marking scheme,( i.e., assignments, tests, exams)
- Including Due dates in your marking scheme
- Important: Verify that at least 25 % of the mark in an undergraduate half-credit course offered in the Fall/Winter academic session must be made available by final date for withdrawal.

Reminders when checking grading scheme:

Assignment Deadline Policy

Assignments (excluding take-home exams) in Fall/Winter courses due after the last day of class and worth more than 10% of the final grade in the course must be provided to students no later than two weeks before the last day of class.

Final Examinations and Mid-Year Tests

With the exception of laboratory examinations in the sciences, no in-class tests or final examinations which are worth more than 10% of the final grade may be held during the last two weeks of classes in the Fall or Winter term.

Grading Criteria

The final grade in a course is based on at least some of the following criteria: in-term oral and written work, in-term or mid-year tests or examinations, final examinations, practicums and community-based projects. Normally, at least 25% of the grade in an undergraduate half-credit course offered in the Fall/Winter academic session must be determined and made available by the final date for withdrawal. For full-year undergraduate courses, at least 25% of the grade must normally be determined and made available before the mid-year review in January. No final examination is worth more than 50% of the final grade. Instructors are encouraged not to base final grades entirely on tests and examinations.

Final date for withdrawal from Fall-term courses is November 5, 2013. Final date for withdrawal from Winter-term courses is March 7, 2013. Final date for withdrawal from full-year Fall/Winter session courses is February 6, 2013.

Add: Week-by-week Schedule:

- Enter schedule of topics covered/readings for each class, as appropriate).
- If you are not following specific dates, please include a sentence before your topic listing such as: The schedule of topics is listed below: Although specific dates are not listed, I will follow the order of topics as given and will regularly communicate in class and on the learningSystem/Blackboard about the pacing of the lectures. For this reason, it is important for you to attend class and log on to the learningSystem/Blackboard regularly.

Include Policies

- Course policy on late submission of work and attendance in class/lab (reminder not to penalize for submission of assignments on weekends if students are unable to access department drop boxes due to buildings being closed). If you are requesting electronic submission of assignments, then this is not applicable.
- Academic Integrity Policy
  Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the
Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University’s *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent’s Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

**Access to Instruction Policy**

It is Trent University’s intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services (SAS) at the respective campus as soon as possible, Peterborough campus contact, (BH Suite 132, 748-1281, disabilityservices@trentu.ca); for Trent University in Oshawa, contact 905-435-5102 ext. 5024 as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar page 26.

**Clicker Policy**

To be included where applicable. As clicker records are used in this course to compute a portion of course grades, the use of a clicker other than your own is an academic offence. In lecture or tutorial, possession of more than one clicker, or that of another student, may be interpreted as intent to commit an academic offense.

**SafeAssignment (to be included where applicable)**

Assignments/Essays/Papers (insert term of your choice) must be submitted electronically to the SafeAssign drop box in Blackboard. SafeAssign utilizes plagiarism-checking software. Further information about SafeAssign will be provided on the class LearningSystem/Blackboard site.

Departmental and or Course Policies:

Please enter relevant department and/or course policies on late submission of work, attendance in class/labs, and any other additional information).

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### Research

- Reminder that all research involving the use of human subjects requires advance approval from a duly constituted University Committee
- The University grading scheme may also appear on each syllabus. Please refer students to policy on Grading and Assessment in the University Calendar for details.

### Reminder of Important Dates in Preparation of the Course Syllabus

**Note:** Classes are not scheduled on Holidays

**Fall Term:**
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<th><strong>Extension</strong></th>
<th><strong>Office</strong></th>
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<td>C163</td>
<td><a href="mailto:annmacleod@trentu.ca">annmacleod@trentu.ca</a></td>
</tr>
<tr>
<td>McIntosh, Michele</td>
<td>7507</td>
<td>C161</td>
<td>michelejm <a href="mailto:McIntosh@trentu.ca">McIntosh@trentu.ca</a></td>
</tr>
<tr>
<td>Mowry, Andrea</td>
<td>6273</td>
<td>C164</td>
<td><a href="mailto:andreamowry@trentu.ca">andreamowry@trentu.ca</a></td>
</tr>
<tr>
<td>Myrie, Zeneth</td>
<td>416-415-5000</td>
<td>ext. 5864</td>
<td><a href="mailto:zenethmyrie@trentu.ca">zenethmyrie@trentu.ca</a></td>
</tr>
<tr>
<td>Olsen-Lynch, Ellen</td>
<td>7488</td>
<td>Librarian</td>
<td><a href="mailto:elenolslynch@trentu.ca">elenolslynch@trentu.ca</a></td>
</tr>
<tr>
<td>Perritt, Samantha</td>
<td>6187</td>
<td>C174</td>
<td><a href="mailto:spermt@trentu.ca">spermt@trentu.ca</a></td>
</tr>
<tr>
<td>Philip LaForest, Shelly</td>
<td>416-415-5000</td>
<td>ext. 4541</td>
<td><a href="mailto:sphiilplaforest@trentu.ca">sphiilplaforest@trentu.ca</a></td>
</tr>
<tr>
<td>Regts, Meaghen (on leave)</td>
<td>6320</td>
<td>C150</td>
<td><a href="mailto:meaghanregts@trentu.ca">meaghanregts@trentu.ca</a></td>
</tr>
<tr>
<td>Sim Lab (Apartment)</td>
<td>6624</td>
<td>C239</td>
<td></td>
</tr>
<tr>
<td>Sim Lab (Birthing Suite)</td>
<td>6626</td>
<td>C240</td>
<td></td>
</tr>
<tr>
<td>Sim Lab (Observation)</td>
<td>6625</td>
<td>C239/240</td>
<td></td>
</tr>
<tr>
<td>Thibeault, Catherine</td>
<td>7067</td>
<td>C162</td>
<td><a href="mailto:cthibeault@trentu.ca">cthibeault@trentu.ca</a></td>
</tr>
<tr>
<td>Tracey, Patti</td>
<td>6219</td>
<td>C165</td>
<td><a href="mailto:pttracey@trentu.ca">pttracey@trentu.ca</a></td>
</tr>
<tr>
<td>Tyerman, Jane</td>
<td>7068</td>
<td>C166</td>
<td><a href="mailto:janeteyeman@trentu.ca">janeteyeman@trentu.ca</a></td>
</tr>
<tr>
<td>Woodend, Kirsten</td>
<td>7335</td>
<td>C167</td>
<td><a href="mailto:kirstenwoodend@trentu.ca">kirstenwoodend@trentu.ca</a></td>
</tr>
<tr>
<td>Zerafa, Rosanna</td>
<td>6258</td>
<td>C159</td>
<td><a href="mailto:rosannazerafa@trentu.ca">rosannazerafa@trentu.ca</a></td>
</tr>
<tr>
<td><strong>Clinical Learning Centre #1</strong></td>
<td>6096</td>
<td>C141</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Learning Centre #2</strong></td>
<td>6319</td>
<td>C142</td>
<td></td>
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<tr>
<td><strong>Clinical Learning Centre #3</strong></td>
<td>7388</td>
<td>C157</td>
<td></td>
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<td><strong>Clinical Learning Centre #4</strong></td>
<td>6624</td>
<td>C239</td>
<td></td>
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<tr>
<td><strong>Clinical Learning Centre #5</strong></td>
<td>6626</td>
<td>C240</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Learning Centre #6</strong></td>
<td>6689</td>
<td>C244</td>
<td></td>
</tr>
<tr>
<td><strong>Control Room (1st floor)</strong></td>
<td>7083</td>
<td>C156</td>
<td></td>
</tr>
<tr>
<td><strong>Control Room (2nd Floor)</strong></td>
<td>6825</td>
<td>C239/240</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX C - SUPPORT STAFF ROLES

<table>
<thead>
<tr>
<th>Secretary</th>
<th>Administrative Assistant</th>
<th>Assistant to the Dean</th>
<th>Finance Officer (.6 FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Initial point of contact for the School</td>
<td>- Administrative support for faculty</td>
<td>- Direct and primary support to the Dean.</td>
<td>- Responsible for coordinating the financial structures associated with the Trent/Fleming School of Nursing (TFSON)</td>
</tr>
<tr>
<td>- Provides secretarial services to: Program Coordinators, Academic Coordinator, Non-academic Requirements (NAR) Coordinator</td>
<td>- textbook orders; desk copies &amp; supporting teaching materials</td>
<td>- Assists with administrative work related to human resource management, professional development and other relevant issues</td>
<td>- Provides accounting support, purchasing services, and payroll support</td>
</tr>
<tr>
<td>- Administrative and clerical duties related to the operation of the Department</td>
<td>- Review, format &amp; submit exams; Review and format course syllabi</td>
<td>- Book faculty appointments with students</td>
<td>- Responsible for preparing and monitoring budgets</td>
</tr>
<tr>
<td>- receiving and processing student NAR fees</td>
<td>- Print/distribute exam attendance forms; Submit exam invigilators list; Collect and submit exam requests</td>
<td>- Provide faculty with material essential to their teaching (ie class lists)</td>
<td>- providing expertise and assistance with research accounts</td>
</tr>
<tr>
<td>- managing taxi-passes</td>
<td>- Administrative support to the Clinical Placement Coordinators</td>
<td>- assists with clinical placement process</td>
<td>- on-going processing of financial transactions affecting the School</td>
</tr>
<tr>
<td>- archiving course syllabi</td>
<td>- ensures that the School has current affiliation agreements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- managing student files</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TFSON Committee Responsibility

<table>
<thead>
<tr>
<th>TFSON Committee Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Curriculum and Evaluation</td>
</tr>
<tr>
<td>- ABPSO</td>
</tr>
<tr>
<td>- Research and Scholarship</td>
</tr>
<tr>
<td>- Appeals</td>
</tr>
<tr>
<td>- Awards &amp; Bursaries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TFSON Committee Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>- TFSON Council</td>
</tr>
<tr>
<td>- Leadership</td>
</tr>
<tr>
<td>- External Advisory committee</td>
</tr>
<tr>
<td>- Graduate</td>
</tr>
<tr>
<td>- Personnel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TFSON Committee Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Finance Committee</td>
</tr>
</tbody>
</table>
APPENDIX D – MAP OF TRENT UNIVERSITY PETERBOROUGH CAMPUS

Website: https://www.trentu.ca/howtofindus/trentcampus.php
APPENDIX F – NURSING AREA FLOOR PLAN OTONABEE COLLEGE
Waterfront Campus

51 Dockside Drive

Toronto, Ontario, Canada

M5A 0B6

By TTC:

Take the #6 Bay Bus from Union Station to Dockside Drive and Knapp Lane.

Take the #75 Sherbourne Bus from Sherbourne Subway Station to Queen’s Quay East. Cross to the south side of Queen’s Quay East and walk east to Dockside Drive.
Trent Oshawa Campus Map
# TRENT UNIVERSITY - EXCEPTION REPORT

<table>
<thead>
<tr>
<th>Employee Number</th>
<th>Name</th>
<th>Union Code</th>
<th>Home Department</th>
<th>Home Account</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CUPE</td>
<td>NURSING</td>
<td>10-01130</td>
</tr>
</tbody>
</table>

*For reduction in hours please mark hours using brackets e.g. <10.0> under hours*

<table>
<thead>
<tr>
<th>Shift Hours</th>
<th>Orientation</th>
<th>Training</th>
<th>Sick</th>
<th>Other ++</th>
<th>Date</th>
<th>Comments / Additional Information <strong>(Other – please specify)</strong></th>
<th>Course</th>
<th>Pay Rate per Hr</th>
<th>Hours +</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Total Hours**

Prepared by:

Authorized Signature:

Employee Signature (or attach email from employee):

*Exception reports will not be processed unless signed by employee and supervisor*
Trent University
Unpaid Student Placement Injury Report

Completed form to be submitted within 24 hours to the Risk Management Office at Trent University by email (bgibson@trentu.ca & leighdoughty@trentu.ca) or fax (705-748-1009). If, however the incident occurs on a weekend, holiday or University closure, please email to security@trentu.ca to ensure that it is received in a timely manner. The Placement Coordinator at trentclinical@trentu.ca or fax (705-748-1088) and the Placement Employer (i.e. the Occupational Health and Safety Office, where applicable) must also be notified.

Placement Student’s Full Name: ______________________ Sex: ______________________
Address: ______________________ Phone: ______________________
Social Ins # ______________________ Student #: ______________________ D/M/Y of Birth: ______________________
D/M/Y of Injury: ______________________ Time of Day: ______________________ a.m./p.m.

Name of Placement location where injury occurred:

Normal placement hours for week of injury:

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
</table>

Summary of events, including exact location in the building where the injury occurred, activity, size, weight and type of equipment or materials involved, etc.:

Name of Attending Physician / Hospital:

Ambulance Required?: (Yes or No) Lost Time? (Yes or No)

Describe any injury, specifying the exact part of the body involved and any first aid administered:

Names and phone numbers of persons having knowledge of the injury:

Contact person and phone number for further information:

Name and phone number of person completing this form:

Signature: ______________________ Date Signed: ______________________
APPENDIX K – POSTSECONDARY STUDENT UNPAID WORK PLACEMENT WORKPLACE INSURANCE CLAIM FORM

Postsecondary Student Unpaid Work Placement Workplace Insurance Claim

You will receive workplace insurance compensation if you are:
- A student enrolled in an Approved Postsecondary Program;
- Injured or contracted a disease while on an Unpaid Work Placement; and
- Eligible for workplace insurance compensation as determined by:
  - the WSIB, if your Placement Employer is covered under the WSIA (WSIB 416-344-1000); or
  - ACE-INA, if your Placement Employer is not covered under the WSIA (ACE-INA 1-800-387-7199).

Claims under the WSIA are made by submitting the following required documents to WSIB, with copies to MTCU:
- a WSIB Form 7;
- the letter of authorization; and
- Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form completed by the student, the Placement Employer and the Institution.

If your Placement Employer is not covered under the WSIA, your eligibility for and payment of workplace insurance compensation will be determined by ACE-INA. Claims under ACE-INA are made by submitting an ACE-INA designated form, completed in accordance with the ACE-INA instructions, with a copy to MTCU.

In this form:
- "ACE-INA" means the ACE-INA Insurers, a private insurer retained by the Government of Ontario.
- "Approved Postsecondary Program" means a postsecondary program offered by an Ontario college of applied arts and technology or an Ontario publicly assisted university, and funded through operating grants provided by the Ministry of Training, Colleges and Universities.
- "Institution" means the Ontario college of applied arts and technology or Ontario publicly assisted university at which the student is enrolled.
- "MTCU" means the Ontario Ministry of Training, Colleges and Universities or any successor ministry.
- "Placement Employer" means the employer providing the Unpaid Work Placement.
- "Unpaid Work Placement" means an unpaid work placement that is required as part of an Approved Postsecondary Program.
- "WSIA" means the Workplace Safety and Insurance Act, 1997.
- "WSIB" means the Workplace Safety and Insurance Board.

Note to Institution: As identified in the MTCU Guidelines for Workplace Insurance for Postsecondary Students on Unpaid Work Placements, it is your responsibility to inform students before they commence an Unpaid Work Placement that if they are injured or contracted a disease while on an Unpaid Work Placement, the Institution will disclose their personal information to MTCU, if relevant to a workplace insurance compensation claim.

A. Parties Consenting to the Unpaid Work Placement

1. Name of student
   - First name
   - Middle name
   - Last name
   - Student no.
   - Email address
   - Telephone no.

2. Name of Placement Employer
   - Name of Training Supervisor
     - First name
     - Middle name
     - Last name
     - Email address
     - Telephone no.
     - 2a. Placement Employer is covered under the WSIA, WSIB #: ______
     - 2b. Placement Employer is covered under the ACE-INA

3. Firm # [Select] Name of institution
   - Name of contact person
     - First name
     - Middle name
     - Last name
     - Email address
     - Telephone no.

B. The Approved Postsecondary Program

1. Name of the Approved Postsecondary Program in which the student is enrolled
C. Student Unpaid Work Placement Schedule

1. What are the start and completion dates of the student’s Unpaid Work Placement?
   Start date (yyyy/mm/dd): ____________________________
   Completion date (yyyy/mm/dd): ____________________________
   Total days: ____________________________

2. What are the normal hours of the student’s Unpaid Work Placement?
   From (hh:mm): ____________________________
   To (hh:mm): ____________________________
   Shift work: ________ Yes ________ No

3. What are the normal days of the week of the student’s Unpaid Work Placement?
   Specify days: ____________________________
   To: ____________________________

D. Confirmation of Institution

I, ____________________________, Last name, first name
am authorized to complete this confirmation on behalf of the institution.

Position title

I hereby confirm that:

1. I have read the definitions of Approved Postsecondary Program and Unpaid Work Placement above.
2. The above-named student was enrolled in an Approved Postsecondary Program offered by the institution and was injured or contracted a disease during an Unpaid Work Placement relating to that program.
3. The institution has provided the student with notice that it will be disclosing personal information relating to the Unpaid Work Placement and any WSIB or ACE-INA claim to MTCU.
4. I have been informed by the Placement Employer that:
   a. the Placement Employer has WSIB coverage for the entire period of the placement as indicated in Section C.
   b. the Placement Employer is not covered by WSIB for the entire period of the placement as indicated in Section C.

Signature of institution representative ____________________________ Date (yyyy/mm/dd) ____________________________

X

Confirmation of Placement Employer

Note: this confirmation may be completed by the student’s Unpaid Work Placement training supervisor or other person authorized to complete the confirmation on behalf of the Placement Employer.

I, ____________________________, Last name, first name
am authorized to complete this confirmation on behalf of the Placement Employer.

Position held

I hereby confirm:

1. The Unpaid Work Placement Schedule for the above-noted student as identified in Part C above.
2. The student was injured or contracted a disease while on an Unpaid Work Placement with the Placement Employer.
3. The Placement Employer:
   a. has WSIB coverage for the entire period of the placement as indicated in Section C.
   b. is not covered by WSIB for the entire period of the placement as indicated in Section C.

Signature of Placement Employer Representative ____________________________ Date (yyyy/mm/dd) ____________________________

X

Notice of Collection and Consent of Student

MTCU collects your personal information, directly from you and indirectly from your postsecondary institution, your placement employer and either the Workplace Safety and Insurance Board (the Board) or ACE-INA insurers (the Insurer) to administer and finance the payment of your workplace insurance compensation. Administration includes verifying your eligibility, making payments to the Board or the Insurer and evaluating, monitoring and auditing MTCU’s coverage of workplace insurance compensation.

I hereby confirm the accuracy of the personal information about me on this form and consent to the indirect collection of personal information by MTCU.

Signature of student ____________________________ Date (yyyy/mm/dd) ____________________________

Signature of parent/guardian if under 18 ____________________________

X
APPENDIX L – REPORT ON NEEDLE STICK INJURY

Report on Needlestick Injury or Body Fluid Splash

Dear Employer,

Thank you for your recent Form 7 submission. We need more information to handle this claim. Your co-operation in providing the following information is kindly appreciated.

<table>
<thead>
<tr>
<th>Worker Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accident Date (dd-mm-yyyy):</td>
<td></td>
</tr>
<tr>
<td>Claim No.:</td>
<td></td>
</tr>
</tbody>
</table>

**A. Exposure Information**

<table>
<thead>
<tr>
<th>Type of injury: (check all applicable)</th>
<th>Site of injury: (check all applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needlestick: Yes</td>
<td>Finger</td>
</tr>
<tr>
<td>Yes</td>
<td>Hand</td>
</tr>
<tr>
<td>Yes</td>
<td>Arm</td>
</tr>
<tr>
<td>Yes</td>
<td>Leg (lower)</td>
</tr>
<tr>
<td>Yes</td>
<td>Leg (upper)</td>
</tr>
<tr>
<td>Yes</td>
<td>Peritoneal</td>
</tr>
<tr>
<td>Yes</td>
<td>Mucous Membrane</td>
</tr>
<tr>
<td>Yes</td>
<td>Skin</td>
</tr>
</tbody>
</table>

Describe: __________________________

Was the skin intact prior to puncture? Yes ☐ No ☐

**B. Source Material & Risk Transmission**

Based on your investigation, please provide your best estimate of risk associated with this injury. (Check appropriate boxes).

Risk of HIV: Low ☐ Medium ☐ High ☐

Risk of Hep B/C: Low ☐ Medium ☐ High ☐

Source Material known to contact: Human Immune Virus (HIV) ☐ Hepatitis C Virus (HCV) ☐ Hepatitis B Virus (HBV) ☐ Unknown ☐

**C. Medical Attention**

Check all appropriate boxes and provide details if available:

<table>
<thead>
<tr>
<th>Employee Health Services</th>
<th>Please provide data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital Emergency</td>
<td>Please provide name and address:</td>
</tr>
<tr>
<td>Date: (dd-mm-yyyy)</td>
<td></td>
</tr>
<tr>
<td>Family Physician</td>
<td>Please provide name and address:</td>
</tr>
<tr>
<td>Date: (dd-mm-yyyy)</td>
<td></td>
</tr>
<tr>
<td>Referral to Infectious Disease Specialist</td>
<td>Please provide name and address:</td>
</tr>
<tr>
<td>Date: (dd-mm-yyyy)</td>
<td></td>
</tr>
</tbody>
</table>

The worker received: HIV/PEP Medication: Yes ☐ No ☐

HBV Vaccine: Yes ☐ No ☐

Tetanus: Yes ☐ No ☐
### D. Prevention

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Provided by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was worker provided? (check all applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Preventative Measures discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up support</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The worker's level of anxiety is: Low, Medium, High

### E. Lost Time

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Provided by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the worker lost time from work since form 7 was completed? (dd-mm-yyyy)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- From: ________________
- To: ________________

Please complete and return your response to the Occupational Disease & Survivor Benefits Program, WSIB by fax transmission within 72 hours.

Fax No: 416-344-2380    Toll Free Fax No: 1-866-266-7797
### Trent University
### Supervisor's Incident Investigation Report Form

**The Regulations for Industrial Establishments under the Occupational Health and Safety Act of Ontario, Section 5, Notice of Accidents, requires that additional information must be reported in addition to that provided on the WSIB form. Supervisors are required to conduct a thorough investigation of incidents resulting in injuries or illness. This form is to be completed by the supervisor in addition to the WSIB Form 7 (should one be required). This form must be sent to the Environmental Health and Safety Officer within 2 days of the incident.**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date of Incident:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td>Location of Incident:</td>
</tr>
<tr>
<td>Department:</td>
<td>Supervisor:</td>
</tr>
<tr>
<td>Phone:</td>
<td>Phone:</td>
</tr>
<tr>
<td>WSIB Form 7 Completed:</td>
<td>Y</td>
</tr>
</tbody>
</table>

Briefly describe the events leading to the incident or injury, what was being done at the time, describe the injury and what actually happened, and include a description of any equipment or machinery involved. Attach an additional page if necessary.

---

Check one or more factors that may have contributed to the incident/injury:

- [ ] Task Related: Hazardous procedure used
- [ ] Inadequate Personal Protective Equipment
- [ ] Improper position or posture
- [ ] Incorrect, defective or unavailable tools
- [ ] Material/Equip: Inadequate guarding
- [ ] Inadequate labeling
- [ ] Unsafe design or construction
- [ ] Inadequate lockout/tagout
- [ ] Environment: Poor weather conditions
- [ ] Inadequate lighting/ventilation
- [ ] Poor housekeeping
- [ ] Poor workstation layout
- [ ] Personal: Inexperience of person
- [ ] Lack of training
- [ ] Unusual stress
- [ ] Operating without authority
- [ ] Organization: Inadequate maintenance
- [ ] Lack of safety procedures
- [ ] Lack of safety inspection
- [ ] Inadequate supervision
- [ ] Other: (explain)

---

81
Briefly describe the action taken to investigate the incident and the steps taken to prevent a recurrence.

<table>
<thead>
<tr>
<th>Check one or more actions taken or planned to prevent a recurrence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To repair or replace tool or equipment</td>
</tr>
<tr>
<td>To install guard or safety device</td>
</tr>
<tr>
<td>To revise or develop a procedure</td>
</tr>
<tr>
<td>To improve preventative maintenance program</td>
</tr>
<tr>
<td>To improve or increase inspections</td>
</tr>
<tr>
<td>To contact supervisor for assistance</td>
</tr>
<tr>
<td>To contact supplier/manufacturer for assistance</td>
</tr>
<tr>
<td>To contact HR for assistance (discipline)</td>
</tr>
<tr>
<td>To improve personal protective equipment</td>
</tr>
<tr>
<td>To provide, update, or develop training</td>
</tr>
<tr>
<td>To provide closer supervision</td>
</tr>
<tr>
<td>To request an ergonomic assessment</td>
</tr>
<tr>
<td>To improve housekeeping</td>
</tr>
<tr>
<td>To contact EHS for assistance</td>
</tr>
<tr>
<td>To contact Physical Resources for assistance</td>
</tr>
<tr>
<td>Other (explain)</td>
</tr>
</tbody>
</table>

Probable Recurrence Rate

- [ ] Frequent
- [ ] Occasional
- [ ] Rare

Investigated by Supervisor (name and signature)

Reviewed by Department Head (name and signature)

Send the form within 48 hours of the incident to: Environmental Health and Safety Officer
Risk Management Office
Trent University, Blackburn Hall rm 132
Fax: 705-748-1009
TRENT/FLEMING SCHOOL OF NURSING INCIDENT REPORT FORM

Student Name: ___________________________ Date of Incident: ___________________________
Patient Initials: ___________________________ Preceptor or Coassigned Nurse: ___________________________
Clinical Faculty: ___________________________ Course: ___________________________

TYPE OF INCIDENT – check one

___ Medication ___ Altercation with patient ___ Patient Fall

___ Procedure or policy ___ Altercation with family ___ Lab Specimen

___ Chart Error ___ Other and explain briefly

DETAILS OF INCIDENT – Explain exactly what transpired

EXPLAIN THE IMPACT ON THE PATIENT (and family if relevant)

WHY DID THIS INCIDENT OCCUR? – To the best of your understanding, what factors contributed to this incident?

SUGGEST WAYS IN WHICH THIS INCIDENT COULD HAVE BEEN AVOIDED - (outline specific steps that can be taken to ensure that this does not occur again)

Student Signature and Date: ___________________________

CO-ASSIGNED NURSE OR PRECEPTOR ACTION TAKEN: