DURHAM COLLEGE
SUCCESS MATTERS

Faculty of Health Sciences

Practical Nursing

2023 - 2024

TABLE OF CONTENTS

Please note the following important information:

Durham College strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, and timetable or campus location at any time. Please consult the [Durham College website](#) for the most current information.

June 2023

A Message from the Executive Vice President, Academic

On behalf of Durham College (DC), I would like to extend a warm welcome to you for the upcoming academic year. It is an exciting time, whether you are a returning student, getting back into the swing of things, or this is your first year of college.

You have made a great choice with DC. We offer a comprehensive range of exceptional academic programs and student services. Our faculty members are experts in their respective fields, and they are dedicated to providing you with the knowledge and skills needed to excel in your future careers. Our students develop the professional, intercultural and durable skills required to realize meaningful careers and make a difference in the world.

We support students by delivering excellence in teaching and learning, and providing opportunities for experiential learning, applied research and technology-enabled education. Our goal is to inspire students to create success for themselves and their communities through the best in innovative and transformative education.

As we start the new semester, it's important to recognize the evolving nature of how we live, work and learn. By choosing to study at DC this year, you've demonstrated a willingness to adapt and grow, which will help you move forward with your studies and life. I encourage you to take advantage of all that we have to offer. Be sure to get to know your faculty members, program coordinator, student advisor, and all the other employees on campus who are committed to your success. These individuals can provide valuable information and resources to support your studies and career planning. Get involved in campus life, connect with your peers, and make the most of your time here.

We are honoured to be a part of your educational journey and can't wait to see the great things you will achieve during, and after, your time with us. Together, we're leading the way.

Best wishes for a successful academic year!

Dr. Elaine Popp
Executive Vice President, Academic

A Message from the Executive Dean, Faculty of Health Sciences

Dear Students,

On behalf of the Faculty of Health Sciences (FHS), I am delighted to extend a warm welcome to all our new and returning students. You are about to embark on a new academic year, one filled with possibilities and opportunities.

To our new students, I want to congratulate you on taking this important step towards your future. You have chosen a path that will provide you with knowledge and skills that will stay with you for a lifetime. We are excited to have you join our FHS, and we look forward to supporting you throughout your journey.

To our returning students, welcome back! We hope that your academic journey has been enriching thus far, and that you are excited to dive back into your studies. We are proud of all that you have achieved so far, and we are eager to see you continue to grow and succeed in the year ahead.

As we start a new academic year, I want to remind you of our mission to offer our learners the means to excel in their chosen field by providing industry relevant professional, technical, theoretical, and hands-on experience. We strive to develop work ready learners upon graduation through a collaborative partnership between students and the programs. Our state-of-the-art laboratories, facilities, learning spaces, and digital platforms provide student-centered learning environments and offer ample opportunities to integrate theoretical learning into real industry hands-on experience. Our goal is to empower students with the essential skills and confidence necessary to be successful in their field. It is our hope that upon graduation students will effectively and confidently transition to work force, related to their field of study. Our dedicated faculty and staff are committed to providing you with a supportive and enriching learning environment. We have a range of resources available to help you with your academic and personal goals, and we encourage you to take advantage of them. We are committed to supporting you throughout your academic journey.

Finally, I would like to wish you all the best for the upcoming academic year. Whether you are starting a new program or continuing with your studies, I am confident that you will find this year to be both rewarding and filled with a wealth of exciting opportunities for growth and discovery.

We look very much forward to having you with us!

Dr. Mojgan Rezvani
Executive Dean

A Message from the Associate Dean

As Associate Dean, it is my great pleasure to extend a warm welcome to all students in the Faculty of Health Sciences programs.

The Faculty of Health Sciences is at the forefront of advancing healthcare related education, research, and practice. Together, we have the opportunity to make a profound impact on the lives of individuals and our communities through our collaborative efforts and innovative approaches.

As we embark on this new academic year, I encourage you to embrace the spirit of collaboration, participation and excellence and wish you all the very best in your academic journey. Our dedicated staff members in the Faculty of Health Sciences are always here to lend a helping hand and provide guidance whenever needed.

The passion, expertise, and dedication of our faculty cultivate a nurturing and inclusive learning environment for our students, preparing them to become exceptional professionals and leaders in their respective fields.

Together, let us embark on a remarkable journey of discovery, innovation, and transformation.

Sincerely,

Margret Campkin, RN, BScN, MN
Associate Dean,
Faculty of Health Sciences

Faculty of Health Sciences

Practical Nursing Program Faculty & Staff

Executive Dean	Dr. Mojgan Rezvani	Ext. 2249	mojgan.rezvani@durhamcollege.ca
Associate Dean	Margret Campkin	Ext. 2125	margret.campkin@durhamcollege.ca
Administrative Coordinator	Shari Kinney	Ext. 2375	shari.kinney@durhamcollege.ca
Student Advisor/ Placement Officer	Lisa West	Ext. 2408	lisa.west@durhamcollege.ca
	Jessica McDaniel	Ext. 2598	jessica.mcdaniel@durhamcollege.ca
	Kim Sharpe	Ext. 2501	kim.sharpe@durhamcollege.ca
Administrative Assistant	Sara Horruzey	Ext. 2944	sara.horruzey@durhamcollege.ca
Simulation Technologist	Marie McEwan	Ext. 2345	marie.mcewan@durhamcollege.ca
Nurse Technologist	Jared Button	Ext. 2183	jared.button@durhamcollege.ca
Nurse Technologist	Suzanne Sibley	Ext. 6423	suzanne.sibley@durhamcollege.ca
Program Coordinator	Debbie Morrison	Ext. 2194	debbie.morrison@durhamcollege.ca

The above individuals may be contacted by dialing directly 905.721.2000, followed by the appropriate extension

Faculty of Health Sciences
Location: SW106 - Gordon Willey Building
Telephone: 905.721.3080
Website: https://durhamcollege.ca/academic-faculties/faculty-of-health-sciences

Health & Wellness Centre
G127 (Main Campus) 905.721.3037
https://durhamcollege.ca/student-life/health-and-wellness/campus-health-and-wellness-centre

Access and Support Centre
SW116 (Main Campus) 905.721.3123
https://durhamcollege.ca/asc/

Coaching and Support Centre
SW116 (Main Campus) 905.721.3147
https://durhamcollege.ca/asc/

PN Program Information

Mission Statement

The Practical Nursing program offers an innovative, student-centered learning environment with an aim to create a graduate who is responsive to societal needs, diverse communities and the current and future direction of the nursing profession. Our goal is to prepare professional nurses who are committed to caring, excellence and innovation in safely and ethically meeting the health needs of clients and communities.

Program Description

The Practical Nursing program is a five-semester program offering academic studies and practicum experiences to prepare students with the basic knowledge, skills and judgment necessary to enter the health care system as an entry level Practical Nurse.

Graduates of this program are eligible to write the Regulatory Exam for Practical Nurse (REx-PN). Successful completion of the examination is one of the requirements for eligibility for registration with the College of Nurses of Ontario.

Curriculum

The curriculum for the Practical Nursing program has been designed on a foundation of caring, utilizing the following documents: The Ministry of Advanced Education and Skills Development; The Practical Nurse Program Standard 2012, The College of Nurses Entry to Practice Competencies for the RPN, Essential Employability Skills. The program has a strong emphasis on practical hands-on experience in a variety of health care settings. The Practicum experience includes caring for clients across the lifespan with health challenges. The program will conclude with a consolidated preceptored experience in a health care setting to meet the Entry to Practice Competencies.

Feedback concerning all aspects of the program is valued and encouraged. Opportunity to share ideas among all participants is important for the growth of the professor, learners and the program. The professors are committed to the Annual Curriculum Review, comprehensive review process, CNO annual review process to ensure a current, research-based curriculum is offered.

Statements of Philosophy

Introduction

The Practical Nursing program holds as our philosophy a set of beliefs and values based on four central components: people, health and healing, nursing and learning. These components are interrelated, interdependent, and integrated within the caring curricula of the program.

Caring is the essence of nursing practice. Although caring is not unique to nursing, it is unique in the way the science of caring is actualized in nursing practice [Roach, 1992]. Caring, according to Watson [1988] is the moral imperative, the motivating power underlying all nursing realities and possibilities. It is the attitude and activity of nursing. The beliefs, values and assumptions underlying the concept of caring are reflected in the program's conceptualization of people, health and healing, as well as in the teaching-learning process.

People

Our view of people includes individuals, families, teams, communities, and organizations in a diverse, multicultural society. We believe that people are holistic beings, evolving continuously, and experiencing life and creating meaning from life experiences in unique ways. People exist in relationship with each other and their environment. These relationships affect the life and health of people. We believe people have the capacity and right to make choices about their ways of living, and learning, and their health. Implicit in the choices are responsibility, accountability and consequence of one's actions.

Health and Healing

Health is a constantly changing and holistic human experience that is defined by the person experiencing it. From this perspective, health exists within all phases and circumstances of living, including illness and dying. Health has physical, socio-cultural, psycho-spiritual, political and economic aspects. Health is also influenced by factors that are intra-personal, relational and environmental.

Health is realized when there is harmony and balance within people and between people and the environment in which they live. Healing is the process of moving towards wholeness, harmony and balance. Health and healing are promoted and preserved through caring partnerships that are affirming, enabling, empowering, and collaborative.

Nursing

Nursing involves knowledge and the practice of human caring. Nursing knowledge arises out of theory, scientific inquiry and critical reflection on practice. It is the synergistic effect that enables nurses to understand and significantly contribute to health and healing. Nurses employ theoretical, intuitive, moral and ethical reasoning in their caring practice. Nurses collaborate with people to facilitate health and healing through caring relationships.

Nursing is practiced through a multiplicity of roles. The roles of nursing include, but are not limited to care giver, educator, leader, consultant, advocate, inter-professional team member and political activist. The complex and changing nature of health care impacts on the way nursing is practiced, and the various roles nurses are called upon to assume. Nurses have a vital role to play, not only in responding to health challenges but also in influencing and advancing public policy that contributes to the health of people. As members of a self-regulating profession, nurses are responsible and accountable for their practice to the public and the profession. Nurses have a professional responsibility to continuously improve their practice through critical self-reflection, research and innovation.

Learning
Learning is a life-long process of personal and professional growth which builds on prior experiences, stimulates reflection, and formulates new understanding. It contributes to self-esteem, self-knowledge, and self-empowerment. Learners bring valuable knowledge and experience to the learning situation. Adults are capable of and have the right and responsibility to be self-directed learners. Learning is further increased when the learner's past and present experiences are acknowledged, respected, and reflected upon. Learning in the nursing program is considered more than the acquisition of knowledge or the gathering and correlating of facts. Rather, it is viewed as seeing the significance of life as a whole. Learning occurs through a variety of approaches, which are reflected in the diversity of learning activities. Professors, practitioners, clients and students become partners in a collaborative learning process. Teaching-learning is a dynamic process which occurs both formally and informally within a context of caring.

Nursing as a discipline values multiple ways of knowing. Nursing knowledge emerges from understanding self, is based on practice, and confirmed by theory and research with each way of knowing informing and influencing the other.

References:

Bevis, E., & Watson, J (1989). *Toward a caring curriculum: A new pedagogy for nursing*. New York: NLN.

Roach, M.S. (1992). *The human act of caring: A blueprint for the health professions*. (Revised ed.)

Ottawa: Canadian Hospital Association Press.

Watson, J. (1988). *Nursing: Human science and human care, a theory of nursing*. New York: NLN.

Assumptions & Beliefs Concerning the Teaching – Learning Process

The following are our beliefs about the teaching-learning process:

- The professor and all learners are accountable to the nursing program to create an environment conducive to learning.

- The environment for learning is vital in that it should be supportive and provide direction for learning. Respect for the individual and her/his learning needs will promote a positive environment where learning can take place.

- Learning is a dynamic and continuous process which is manifested by growth and change in behaviour.

- Learning outcomes, clearly stated and encompassing all learning domains (cognitive, psychomotor and affective), enhance the learning process.

- A student is accountable for active participation in the teaching-learning process. As a student progresses through the nursing program, she/he should expect to assume increasing responsibility for learning.

- In keeping with our program philosophy and the professional requirement for life-long learning, the professor fosters increasing independence in the learner.

- Students benefit from constructive feedback which is provided both immediately and regularly in an atmosphere of trust. An emphasis on positive reinforcement for appropriate behaviour is essential to success.

- Progress review is an integral part of the teaching-learning process. Based on a clearly stated learning plan, it describes the student's progress and achievement of goals. Self-assessment by the student is an essential element of progress review. The professor will provide both formative and summative feedback.

- Formative progress review provides on-going feedback to learners about their progress in achieving the established learning plan and occurs continuously throughout the learning experience. It serves a diagnostic purpose as it informs students of areas where further learning is necessary.

- Summative progress review measures final outcomes or results and determines learner achievements as they relate to the learning outcomes. It is concerned with how learners have changed.

Vocational Learning Outcomes: Profile of the Practical Nursing Graduate

Vocational Standard describes the essential, minimal, vocationally relevant learning that all students must demonstrate to graduate from a program. *

A graduate of the Durham College Practical Nursing program has reliably demonstrated the ability to:

1. Communicate therapeutically with clients and members of the health care team.

2. Assess clients across the life span, in a systematic and holistic manner.

3. Plan safe and competent nursing care, based upon a thorough analysis of available data and evidence-informed practice guidelines.

4. Select and perform nursing interventions using clinical judgment, in collaboration with the client and, where appropriate, the health care team that promote health and well-being, prevent disease and injury, maintain and/or restore health, promote rehabilitation, and/or provide palliation.

5. Evaluate the outcomes resulting from all interventions in the nurse-client interaction and modify the plan of care as required.

6. Act equitably and justly with clients and members of the health care team.

7. Adapt to a variety of health care settings, using different leadership skills and styles as appropriate to each setting.

8. Contribute to creating a healthy and safe work environment in a variety of health care settings.

9. Practice in a self-regulated, professional and ethical manner, complying with relevant legislation and with the standards of both the regulatory body and the practice setting to provide safe and competent client care.

*All VLO's taken from the Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities Program Standards for Practical Nursing (2012)

College of Nurses of Ontario
Requirements for Becoming a Nurse in Ontario

The College of Nurses of Ontario is the regulatory body for nursing in the province. Graduates who wish to practice as an RPN in Ontario must hold a current General Certificate of Registration with the College of Nurses of Ontario. To be eligible to write this examination the graduate must meet the following requirements highlighted in the link below:

http://www.cno.org/en/become-a-nurse/new-applicants1/ontario/registration-requirements-for-rns-and-rpns/

In addition, the student is required to meet all entry to practice competencies which will require specific skills and abilities. Seven categories have been identified by CNO as capturing the components necessary for nursing practice.

For further information related to this requirement please follow the link below.
http://www.cno.org/globalassets/docs/reg/41078-skillabilities-4pager-final.pdf

Criminal Record Synopsis
As part of the registration process, the College of Nurses of Ontario requires all applicants for registration or reinstatement to provide a recent police criminal record check.

A **Criminal Record Check** assists in the protection of the public allowing the College to identify those individuals with criminal records which may affect their ability to practice safe, ethical nursing.

Criminal Reference Check
Students are required to get a Criminal Reference Check; including Vulnerable Sector Screen **prior to commencing placement** each semester. Students are responsible for arranging and paying all costs associated with obtaining the criminal reference check in their primary residence. When requesting a Criminal Reference Check, students must inform the police that the Criminal Reference Check is required to include Vulnerable Sector Screening for student placement. Procedures and regulations for obtaining Criminal Record Search documents are controlled by the RCMP and the Government of Canada. These procedures and regulations may change at any time without notification. Durham College will endeavor to notify students of any changes when they come to our attention. As of March 1, 2011, the following reflects the current procedures and regulations of the RCMP with regard to the Vulnerable Sector Verifications.

The RCMP identified a means to enhance Vulnerable Sector Checks to make the searches more rigorous. In the interest of public safety, the enhancements were quickly implemented to protect vulnerable members of society. As a result of the enhancement, a Vulnerable Sector Verification now requires the submission of fingerprints whenever the gender and date of birth of an applicant match to an existing pardoned sex offender record. This is not an accusation of criminality, but a requirement for a thorough verification to confirm identity and protect personal privacy. This process will take at least four months.

Students with criminal charges or convictions, criminal charges pending, or an unclear criminal record will be limited in placement and/or employment opportunities. They may also be denied by a placement agency which may affect the completion of the required learning outcomes.

An applicant for registration who does not meet these requirements must inform CNO and provide details about the incident or situation. The CNO's Registration Committee will review the information regarding the incident or situation to determine if an exemption from the requirement(s) can be granted. An applicant for registration who **does not inform** CNO may have the application cancelled, or any certification of registration issued revoked.

If you have any questions about these registration requirements, **please contact CNO directly through their website at:** https://www.cno.org/en/what-is-cno/contact-cno/

Preparing for the CNO Regulatory Exam for Practical Nurses
The Faculty of Health Sciences will be responsible to send to the College of Nurses your eligibility to write the Regulatory Exam - Practical Nurse (REx-PN). It is the student's responsibility to complete the required examination application and submit the required fee. Information regarding fees and dates can be found at Registered Practical Nurse (RPN) Registration Examinations (cno.org). Durham College will inform the College of Nurses of Ontario when you have completed all program requirements. Please note these program requirements include student's fulfillment of both academic and financial obligations to the College.

Durham College
Academic Policies & Procedures

To view the Durham College Academic Policies & Procedures, please go to
http://www.durhamcollege.ca/about-us/corporate-links/governance/policies

Program Specific
Academic Policies & Procedures

Practical Nursing Program Policies

The Practical Nursing program has developed program policies based on its philosophy. It is the student's responsibility to read, understand, and comply with the policies outlined in this document as well as the Durham College Academic Policies and Procedures. The Practical Nursing program reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes. The following policies apply to all courses unless students are advised otherwise. Additional policies specific to individual courses may be indicated in the Course Outline. Policies related to practicum courses will be identified in the Practicum Guide and/or the individual Course Outline.

Freedom of Information and Protection of Privacy

All students' records and "personal information" are considered confidential and are protected in accordance with the Freedom of Information and Protection of Privacy Act, R.S.O. 1990, CHAPTER F.31.

As per the Freedom of Information and Protection of Privacy Act, 1990: *"personal information" means recorded information about an identifiable individual, including,*

a) *information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital of family status of the individual,*

b) *information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved,*

c) *any identifying number, symbol or other particular assigned to the individual,*

d) *the address, telephone number, fingerprints or blood type of the individual,*

e) *the personal opinions or views of the individual except where they relate to another individual,*

f) *correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence,*

g) *the views or opinions of another individual about the individual, and*

h) the individual's name where it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual;

42. *An Institution shall not disclose personal information in its custody or under its control <u>except</u>,*

a) where the person to whom the information relates has identified that information in particular and consented to its disclosure;

b) for the purpose of which it was obtained or compiled or for a consistent purpose;

c) where disclosure is made to an officer or employee of the institution who needs the record in the <u>performance of his or her duties</u> and where disclosure is necessary and proper in the discharge of the institution's functions;

In keeping with FOI, 1990, the College and its employees reserve the right to gain access to these records to carry out the normal functions of an educational institution. Access will be limited to those employees having direct contact with the student and office staff who organize or update student files.

Students will be asked for written consent should access be requested by any party other than those previously described.

All confidential information to which the student has access is protected by legislation. Failure to maintain confidentiality of client information or other breaches of confidentiality related to clients, fellow students or college employees may result in dismissal from the college and/or legal action.

Test and Examination Expectations and Procedures

It is the responsibility of the student to ensure they have the bandwidth and a webcam to facilitate online tests/quizzes on and off campus. Students are not permitted to use any device with VPN software. Students who do not meet the minimum requirements will be unable to complete the evaluation, and the missed test policy will apply. Please see Course Outlines for specific details.

Please ensure that you bring your **photo I.D.** to all **tests and exams.**

Terms of Reference:
Test – a scheduled and invigilated test within class time or booked in the test center. As a laptop program tests and quizzes are delivered through DC Connect or Elsevier Publisher Website.

Quiz – an evaluation of shorter duration than a test with lesser weighting and delivered through DC Connect or Elsevier Publisher Website. Quizzes may be scheduled outside of class time and available for an established timeframe.

Final tests and evaluations will be scheduled outside of regularly scheduled class time during Week 14. The exact date and time will be announced in class and posted on DC Connect. The student is expected to be available for all final evaluations during Week 14.

Policies for Tests / Quizzes
Please read carefully.

1. The weighting of tests and quizzes is identified in the Course Outline in the evaluation criteria.
2. There are no makeup /supplemental evaluations.
3. Tests may be scheduled outside regular timetabled hours.
4. If a student is late arriving for a test or quiz, that time will be deducted from the test duration. A student will not be allowed to begin the test after the first student to complete the test leaves the room. The window of availability to access assessments will be 20 minutes.
5. Testing Environment
   a) No talking once entering the evaluation room.
   b) Students must remove outerwear (jackets, hats, toque) and placed at the front or back of the room.
   c) Bags and personal belongings must be stored at the front or back of the room; do not bring valuables into the testing environment.
   d) Cell phones must be silenced and are not allowed on your person. Cell phones must be placed in backpack.
   e) No smart watches are permitted during evaluations.
   f) It is the student's responsibility to ensure the appropriate software is installed and in good working order prior to test.

6. Students are expected to write all tests as scheduled.
   a) In the event of the student cannot complete an evaluation at the scheduled time due to an **exceptional circumstance**, the student must notify their professor by email prior to the test to inform the professor of the reason for the missed test.
   b) Failure to notify your faculty of the missed test in advance will result in a mark of zero (0).
   c) Missed evaluations from week 1-6 will be written during Week 7; missed evaluations from weeks 7-13 will be written on Week 13 of the semester. Alternate arrangements will be made for 7-week courses. There will only be one opportunity to complete accumulated missed tests. A student who is absent for a missed test in the pre-determined time will receive a grade of zero (0) for the test(s).
   d) Missed tests are tracked by the program. Determination regarding approval to write a missed test will be considered by the number of tests/evaluations previously missed by the student.
   e) Quizzes and tests are part of the evaluative process. Evaluations are completed online on DC Connect and the Elsevier Publisher website. Each quiz will be opened for a period of time as determined by the faculty. Once the quiz has closed, it cannot be re-opened. If a test is missed due to an extenuating circumstance, the student must follow the missed test policy as outlined in the PN Program Guide.

Evaluations and Access Plans

It is the student's responsibility to make appropriate arrangements with the Access & Support Centre as necessary and communicate them to the professor. Students who have been identified by the ASC office as having special requirements/accommodations will write tests and exams starting at the scheduled time in Test Centre. If the student is using any component of their accommodations, the evaluation must be booked and completed at the Test Centre.

The Learning Environment

The Practical Nursing program is a professional program, it is expected that Nursing Students will always act and communicate in a professional manner.

Learner Preparation

The student is expected to come to class prepared. This includes completing all learner preparation identified on DC Connect and work assigned in class. The student is expected to have access to their required text all relevant DC Connect materials, please refer to DC Connect for specific weekly expectations. The student is expected to come to class prepared in the physical, cognitive and behaviour domains: https://durhamcollege.ca/wp-content/uploads/Fit-for-Class-faculty.pdf

Attendance

Full attendance is expected and is directly linked to student success and progression through program. Failure to attend classes, labs and practicum may lead to gaps in knowledge, grade reduction and potential safety hazards for the client in the practicum setting. The student is responsible for all learning activities missed during their absence.

Student Conduct

Respect helps to create a caring environment which supports teaching and learning. If individual behaviours interfere with the rights of others to teach or to learn, the professor has the right to hold the disruptive student(s) accountable. An Academic Notice and/or disciplinary action may be initiated as per the [Conduct](#) policy.

Punctuality

Students are expected to arrive to class on time both at the beginning of class and after breaks. Professors are responsible for an environment conducive to learning. Therefore, when there are chronic late behaviours noted, the professor has the responsibility to address this behavior. During scheduled guest speakers or student presentations late arrival may not be permitted.

Use of Personal Technology & Communication Devices

All students are guided by the [Durham College Information Technology Acceptable Use Policy](#). In addition to this general policy, the following guidelines apply to the use of any technology in the PN program.

- Professional behavior and proper technology etiquette will be observed at all times when using any electronic device in the classroom, laboratory, or clinical setting.
- At no time may a student post anything related to the professor, clients, other students, classroom communication/ practicum / lab on social media. Confidentiality must be maintained at all times.
- Students may not take pictures / videos / recordings of clients/students/professors without written consent.
- Students who abuse the privilege of using technology will be subject to disciplinary action.

DC Connect

DC Connect is the Learning Management System for all courses. DC Connect will record all student activities, including the following:

- First and last access to the course
- Pages accessed
- Time spent reviewing material
- Number of quizzes completed

Suggested minimum electronic devices / laptop specifications

Below are suggested minimum hardware specifications recommended for your DC related computer activities:

Most students tend to use Windows-based computers, and some prefer to use an Apple (Mac) device. Any platform can work with studies within the Faculty of Health Sciences.

	WINDOWS PC	**MAC**
Operating System	Windows 10/11 must have the latest updates installed	Mac OS 11 or higher (Big Sur)
Processor Type	Core i5 or Higher Processor	Core i5 U or Higher Processor
Memory	Minimum 8GB RAM	Minimum 8GB RAM
Hard Drive	Minimum 250GB	Minimum 250GB
Graphics Card	Intel Integrated Graphics or better	Intel Integrated Graphics or better
Wireless Network Card	Optional	Optional
Virus Protection	An up-to-date Antivirus client is recommended. (Note Windows 10 has built-in Windows Defender)	An up-to-date Antivirus client is recommended
Additional Requirements	• If required to do any on-site presentations, note that Durham College projectors support VGA and HDMI connections. If your machine does not have a supported display connector, you may be required to obtain an adapter. • Web cam required	• If required to do any on-site presentations, note that Durham College projectors support VGA and HDMI connections. If your machine does not have a supported display connector, you may be required to obtain an adapter. • Webcam required

Technical Support

The Service Desk provides support for all systems and services, access is available:

1. 905-721-2000 x3333
2. itsupport@dc-uoit.ca

Email Communication

Email communication should be professional. Messages should reflect a respectful, professional tone always. It is expected that students will include appropriate greetings/signatures, as well as composed message using full sentence structure which indicates the purpose of the communication. The student is expected to use DC Connect or DC Mail email system when communicating with the professor electronically. Other email addresses used by the student may be sent to the professors JUNK mail by the College. It is the student's responsibility to check their DC Connect and DC Mail twice per business day and acknowledge any read receipts within 24 hours of being sent. E-mail sent after business hours on Friday may be responded to on the following Monday, the same parameters apply to the professor. If, in the potential interest of student, patient, or public safety, correspondence from a student is deemed to be potentially concerning in any way, faculty will be required to share this information with appropriate individuals.

Feedback

Providing students with feedback on their progress on an ongoing basis is highly valued by the Practical Nursing team. The program offers multiple formal and informal student feedback opportunities including teamwork, written papers, in-class assignments and activities, peer feedback, feedback for courses in the Interprofessional Simulation Lab, tests, evaluations, and weekly practicum feedback. Students can familiarize themselves with the grading criteria for each of their courses through their Course Outline. It is strongly suggested that students review their marked assignments on DC Connect in order to use the feedback to improve their work. Students should connect with their professor by e-mail to request an appointment if they require additional feedback on their evaluations. Feedback on specific evaluations must be requested within 5 business days. Students will not be permitted to view evaluations outside of the respective semester.

Accessibility

To ensure that all accommodation plans are properly addressed and followed during this program students are encouraged to speak with professors early in the semester.

Students who require alternative testing and examination arrangements or other academic accommodations must meet with their student advisor and contact the Access and Support Centre as early as possible to ensure accommodation plans are established at the start of each semester.

Please note: One or more of the evaluation components or criteria for this program involve timed elements. For safety considerations and to be consistent with practice requirements, the timed element of the evaluation component or criteria cannot be waived or extended.

Written Assignments

The Practical Nursing program has developed policies for written assignments to help students refine their writing skills and to ensure consistent expectations of all written work.

1. All written assignments must be completed in Microsoft Word.

2. The professor is not responsible for any computer problems the student may encounter when submitting the assignment. Attachments that will not open or are not included with the submission are the responsibility of the student and are subject to the late penalties.

3. All papers are automatically submitted to Turnitin through the DC Connect Assignment folder. If the paper is not submitted to the Assignment folder by the due date and time all late penalties will apply.

4. **Late Assignments**
    - An assignment is considered late if it is not submitted on the specific date and time.
    - The grade achieved on a late assignment will be reduced at a rate of 10% for the first late day (up until midnight that day: this represents the due date), 10% for the second late day and an additional 10% for the third late day. Late assignments will not be accepted beyond the third day and the student will receive a grade of zero for the assignment. A "day" includes each day of the weekend.

5. In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to the Grade Appeal Policy.

6. Written work submitted must be the product of the student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in the Academic Integrity Policy.

7. Please refer to the Durham College Library APA Citation Style Guide for guidelines on submitting a scholarly paper in APA format.

Guidelines for Teamwork

As a member of a team and a professional, nurses are required to develop skills in working in a team. Throughout the program you will encounter a variety of assignments that involve team work, team presentations and team projects. The Practical Nursing program has developed policies for team work to help students collaboratively and successfully complete these assignments.

1. Teams may be assigned by the professor or students may be provided the opportunity to choose their team.
2. Team size will be determined by the professor.
3. Professors may require that a team contract addressing goals and objective, attendance, meeting requirements and conflict/conflict resolution be created/completed and followed throughout the team work process and completion.
4. During team work students will demonstrated respect for all members in their working team.
5. Team members are expected to mutually agree upon distribution of workload for assignment completion.
6. Where applicable a discussion group will be created in DC Connect for communication among team members.
7. Any peer evaluations required for the assignment are to be completed confidentially, NOT as a team and submitted separately to the professor of the course.
8. It is expected that the team will work through team dynamic issues. If challenges are encountered students must meet as a team, identify the issues, and collaboratively attempt to resolve the identified issues. If the issues are unable to be resolved there are College resources available to you at mediation@dc-uoit.ca or you can make an appointment as a team with the professor of the course.

Requirements for Promotion

Evaluation and Promotion

Academic courses are evaluated using a variety of methods such as tests, essays, labs, written or verbal assignments, in-process activities, team work and / or final examinations. The evaluation criteria for each course are noted in its Course Outline. Students are advised to familiarize themselves with these criteria early in the semester. Please refer to the Grading and Promotion Policy and Procedures documents (http://www.durhamcollege.ca/academicpolicies) for a complete overview of grading and promotion practices.

Promotion

- A passing grade for all nursing courses is 60% unless otherwise stated in the Course Outline.
- Students must have a program Grade Point Average (GPA) between 1.8 to 1.99 to continue under academic probation. Students with a GPA. of 1.79 or lower may be required to reapply to the program.
- A student who fails three or more courses in Semester I will be required to reapply to the program for the next available intake.
- A student who fails any course(s) in a semester must repeat these courses in the next semester of study subject to seat availability. A failed course or its equivalent must be passed before courses are taken for which it is a prerequisite. This may also impact co-requisite courses. Failed courses are repeated at the student's expense. A student who fails a practicum course may be required to repeat the co-requisite courses for that practicum course.
- A student who has not been attending practicum for one year or more will have to complete a Pre-practicum Evaluation prior to returning to the practicum setting. The purpose of the evaluation is to determine if the student possesses the necessary competencies to safely care for clients in the assigned Professional Practice course If, during the assessment if gaps in knowledge, skill or judgment is identified, a remedial plan will be implemented. This may delay the student's return to practicum. The student will be responsible for all costs incurred with the assessment.
- A student who fails a practicum course may have to pass a Pre-practicum Evaluation to be eligible to repeat the Practice course. The purpose of the evaluation is to determine if the student possesses the necessary competencies to safely care for clients in the assigned practicum placement. If, during the assessment, gaps in knowledge, skill or judgment are determined, a remedial plan will be implemented. This may delay the student's return to practicum. The student will be responsible for all costs incurred with the assessment.
- The student will take a pre-clinical math test at the beginning of Semester IV and must achieve a minimum of 85% to be successful. A student who fails the math test will be eligible for one re-write. If the student fails the re-write, the student will be given a failing grade for the Professional Practice IV course. The student may be ineligible to continue in the co-requisite courses.
- To be eligible to graduate the student must have a passing grade in all courses in the Practical Nursing program and a GPA of 2.0 or higher.

- An Academic Integrity Alert or Academic Notice may be issued for academic concerns.
  [ACAD-101 - Academic Integrity (durhamcollege.ca)](#)
  [ACAD 114 - Students at Academic Risk (durhamcollege.ca)](#)

Semester V

This semester consists of two courses, NURS 5501 and NURS 5502.

NURS 5501

In this course the student will complete the Comprehensive Examination and the Medication math test. The student must be successful in both evaluations to proceed to NURS 5502.

- In Semester V, students must successfully complete Professional Practice Preparation (NURS 5501) before they are able to proceed with Professional Practice V (NURS 5502). NURS 5501 will be based on the national practical nursing exam competencies and will cover the theory taught in the Practical Nursing program. Successful passing grades are 65% for the comprehensive exam and 90% for the pre-clinical math exam. Students will be provided with two opportunities to be successful in the exams. Both exams require the minimum passing grade to be successful in NURS 5501.
- Once a student has written the first exam, they are not eligible to withdraw from NURS 5501.

NURS 5502

- This course is 320 hours of placement using a preceptor. Students are expected to work the same schedule as their preceptor and shifts can be on weekends, weekdays, holidays, evenings, nights and either 8- or 12-hour shifts. The student / preceptor experience provides opportunities for synthesis and consolidation of previous learning to develop independence, collaboration and leadership skills while providing safe, ethical competent care.
- Please do not contact placement sites directly, speak with your placement coordinator. Students wishing to do their placement outside of the GTA and Durham Region must contact their placement coordinator a minimum of 2 months prior to the start of the semester.

Practicum Promotion Criteria
- Please refer to Practicum Handbook for additional information.

Withdrawal from Practicum/Placement

- A student in a practicum/placement course cannot withdraw after 75% of the course hours have been completed or passed. Students must meet with their Student Advisor to be withdrawn from practicum/placement.

Re-entry Criteria

Students who are requesting re-entry into full-time studies will be considered based on the following conditions:

1. Seat availability and meeting the program's GPA requirements in all pre-requisite courses.

2. Students who are required to take the Pre-practicum Evaluation will be required to complete this before beginning a professional practice course. If, during the assessment, gaps in knowledge, skill or judgment is determined, a remedial plan will be implemented. This may delay the start of the practicum course.

3. Students must provide their student advisor with the Return to Full-time Studies form. All required forms and placement documentation must be submitted at least 3 weeks prior to the start of the term to meet placement requirements.

Practical Nursing (PNII)

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
PNII-SEM1							
ANATOMY & PHYSIOLOGY		ANAT 1500			3	0	3
MEDICAL TERMINOLOGY		NURS 1514			0	0	1
DEVELOPMENT OF SELF I		NURS 1520			3	0	
HEALTH & HEALING I		NURS 1521			3	0	
PROFESSIONAL PRACTICE I		NURS 1522			3	0	
PRACTICE LAB I		NURS 2528			1	2	1
FNMI Elective	OPT1	FNMI 0000			3	0	
					16	**2**	**5**
PNII-SEM2							
HEALTH ASSESSMENT		HASS 2500	ANAT 1500, BIO 2582, NURS 2528		0	2	2
APPLIED MATH FOR NURSES		MATH 1503			2	0	
PRACTICE LAB II		NURS 2523	ANAT 1500, NURS 2528	HASS 2500, MATH 1503	1	2	1
HEALTH AND HEALING II - THE OLDER ADULT		NURS 2524	ANAT 1500, NURS 1520, NURS 1521, NURS 1522, NURS 2528	HASS 2500, NURS 2523, NURS 2526	1.5	0	
HEALTH AND HEALING II - MATERNAL - CHILD		NURS 2525	ANAT 1500, NURS 1520, NURS 1521, NURS 1522	HASS 2500, NURS 2523, NURS 2527	1.5	0	
PROFESSIONAL PRACTICE II - OLDER ADULT		NURS 2526	ANAT 1500, NURS 1520, NURS 1521, NURS 1522	HASS 2500, NURS 2523, NURS 2524	0	0	98
PROFESSIONAL PRACTICE II - MATERNAL CHILD		NURS 2527	ANAT 1500, NURS 1520, NURS 1521, NURS 1522	HASS 2500, NURS 2523, NURS 2525	0	0	98
					6	**4**	**199**

| | | | | | Weekly Breakdown | | |
| | | | | | Lec Hrs | Lab Hrs | FP/Alt Hrs |
Course Name	Mod	Code	Prerequisites	Corequisites			
PNII-SEM3							
PRACTICE LAB III		NURS 3514	MATH 1503, NURS 1514, NURS 2523, NURS 2524, NURS 2525, NURS 2526, NURS 2527	NURS 3517	1	2	1
PHARMACOLOGY		NURS 3517	ANAT 1500, BIO 2582, MATH 1503	PATH 3505	3	0	
PROFESSIONAL PRACTICE III - MENTAL HEALTH		NURS 3525	HASS 2500, NURS 1514, NURS 2524, NURS 2525, NURS 2526, NURS 2527	NURS 3514, NURS 3526, PATH 3505	0	0	98
HEALTH & HEALING III - MENTAL HEALTH		NURS 3526	HASS 2500, NURS 1514, NURS 2524, NURS 2525, NURS 2526, NURS 2527	NURS 3517	1.5	0	
HEALTH & HEALING III - COMMUNITY		NURS 3527	HASS 2500, NURS 1514, NURS 2524, NURS 2525, NURS 2526, NURS 2527	NURS 3517	1.5	0	
PROFESSIONAL PRACTICE III - COMMUNITY		NURS 3528	HASS 2500, NURS 1514, NURS 2524, NURS 2525, NURS 2526, NURS 2527	NURS 3514, NURS 3527	0	0	98
PATHOPHYSIOLOGY		PATH 3505	ANAT 1500, HASS 2500		2	0	4
					9	**2**	**201**
PNII-SEM4							
General Elective Credit		GNED 0000			3	0	
General Elective Credit		GNED 0000			3	0	
HEALTH & HEALING IV		NURS 4506	NURS 3517, NURS 3525, NURS 3526, NURS 3527, NURS 3528, PATH 3505		5	0	
PROFESSIONAL PRACTICE IV		NURS 4508	HASS 2500, MATH 1503, NURS 3514, NURS 3517, NURS 3525, NURS 3526, NURS 3527, NURS 3528	NURS 4506	0	0	196
DEVELOPMENT OF SELF II		NURS 4520	NURS 3525, NURS 3526, NURS 3527, NURS 3528		3	0	
					14	**0**	**196**
PNII-SEM5							
PROFESSIONAL PRACTICE PREPARATION		NURS 5501	SPEC 0000		0	0	8
PROFESSIONAL PRACTICE V		NURS 5502	SPEC 0000		0	0	320
					0	**0**	**328**

NOTES:
OPT1/OPT2/OPT3 - OPTIONS - Students choose subjects. OPT1 subjects are included in total hours per week.
GNED - Courses with this Subject Code are "General Education" subjects, GNED 0000 you are required to choose a 'General Education Elective' that term when you register.
SPEC 0000 - when displays as a pre-requisite you are required to have passed all previous courses and have a GPA of 2.0.
COOP - the co-op work term takes place in the following semester (spring/summer).
MOD1/MOD2 - course is delivered over a portion of the semester.

Additional Important Information

Durham College (DC) Mission, Vision and Values
Used to guide the overall direction of the college, the [Strategic Plan](#) outlines DC's mission, vision and values and is based on our four pillars – our students, our people, our work and our community. It is by working together, focusing on these guiding principles, that we are able to deliver quality teaching and learning opportunities that support the success of our students and academic employees. Together we're leading the way.

Academic Advising – Student Advisors
Student advisors are committed to student success and are available to help guide you through your college experience.

They can help you to:
• Identify career goals and make sound academic decisions;
• Develop academic plans to promote success in the event of failed courses or low-grade point average (GPA);
• Make decisions regarding full-time/part-time studies;
• Review graduation requirements;
• Find equivalent credits;
• Transfer to another program or identify pathways to further education; and
• Access other college services to support student success.

To view contact information for your student advisor, visit the [student advisors](#) [webpage](#).

Academic Integrity
Academic integrity in teaching, learning and research is fundamental to our mission and an expectation of the DC community. Mechanisms to support academic integrity reinforce our core values, enrich educational inquiry and enhance the quality of our scholarship and reputation.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of their own efforts. The [Academic](#) [Integrity Policy and Procedure](#) provides a comprehensive explanation of DC's expectations regarding academic integrity.

Student Supports
DC offers students a variety of services to help them achieve academic success. From accessibility accommodations, financial aid, health services and wellness coaching to student life, recreation and career development, our knowledgeable staff provide holistic supports to help students reach their greatest potential.

Please visit the Student Services page for more information on each of the student service areas.

Important Dates
DC strives to keep you informed of important dates throughout the academic year. Please review the 2023-2024 important dates that include fee payment deadlines, web registration, add/drop and grade release dates etc. You can find this information on the college's website and on MyDC. Please review MyDC regularly for updates and reminders on important dates.

Academic Grading and Progression
Please refer to the Academic Grading Framework Policy and Procedure documents for a complete overview of grading practices which communicates student performance and Academic Progression Policy and Procedure to clearly understand the requirements necessary for a student to progress through an academic program.

Students must have a program G.P.A. between 1.8 to 1.99 to continue under academic probation.

Student Academic Learning Services (SALS)
SALS helps DC students to achieve their academic goals through free services and resources, including subject specific support (math, accounting, biology, chemistry, physics and statistics), academic reading and writing, learning strategies, and assistance with English language proficiency. Students also have access to peer tutoring, online resources located through the MyDC landing page (under "Learning Resources"), and SALS ONLINE academic resources, videos, and quizzes in DC Connect.

Please email SALS at sals@durhamcollege.ca, or visit the SALS website, for information on accessing resources and services, scheduling an appointment, registering for workshops, or sign-up to request or a be a peer tutor.