



School of Health and Community Services  
2014-15

**Practical Nursing**

**PROGRAM GUIDE**

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*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, timetable or campus location at any time. Please consult our website at <http://www.durhamcollege.ca> for the most current information.*

# Welcome Students


## A Message from the Dean and Associate Dean

On behalf of the faculty and staff of the School of Health and Community Services, it is a pleasure to welcome you to Durham College.

We are committed to providing a high quality program to meet your educational needs. We wish you success as you embark on a challenging journey toward a rewarding career. We will do our best to support you in reaching your career goals. If you have any questions or need assistance please ask us for help to access the many services available to support your success.

We are pleased you have chosen Durham College. We look forward to working with you.

Sincerely,



Susan Sproul, RN, BScN, MScN  
Dean,  
School of Health & Community Services

Sincerely,



Carol Burke, R.D.H., B.Ed  
Associate Dean  
School of Health & Community Services

## **A Message from the Vice-President Academic**

Congratulations on choosing Durham College and taking a very important step in preparing for your future. Durham College is known for high quality programs, leading edge technology, an award winning library and a student-centered approach to learning. Supporting our mission that the student experience comes first, Durham College is committed to providing students with quality learning experiences and support in finding fulfillment in education, employment and lifelong learning.

Our programs are continually shaped by market needs and delivered by exceptional teachers with real-world experience. The program you have chosen has been designed to help you develop the necessary skills and knowledge to support your success in your chosen career path. Our dedicated and professional staff and professors are committed to helping you achieve your educational goals and your career aspirations.

Durham College strives to be accountable to students and employers through the preparation of work-ready graduates who will continue to live our “success matters” focus in their professional work environment.

We are pleased you have chosen to study at Durham College and we look forward to supporting your learning journey – work hard, have fun, enjoy your college experience and campus life.

I wish you much success with your studies.

A handwritten signature in cursive script that reads "Judy Robinson". The signature is written in black ink and is positioned above the typed name and title.

Judy Robinson,  
Vice President, Academic

# School of Health & Community Services

## Practical Nursing Program

### Faculty & Staff

Dean	Susan Sproul	Ext. 2249	<a href="mailto:susan.sproul@durhamcollege.ca">susan.sproul@durhamcollege.ca</a>
Associate Dean	Carol Burke	Ext. 2125	<a href="mailto:carol.burke@durhamcollege.ca">carol.burke@durhamcollege.ca</a>
Administrative Coordinator	Carol Connor	Ext. 2375	<a href="mailto:carol.connor@durhamcollege.ca">carol.connor@durhamcollege.ca</a>
Documentation Officer	Michelle Osborne	Ext. 3601	<a href="mailto:michelle.osborne@durhamcollege.ca">michelle.osborne@durhamcollege.ca</a>
Student Advisor	Nancy McGuire	Ext. 3066	<a href="mailto:nancy.mcguire@durhamcollege.ca">nancy.mcguire@durhamcollege.ca</a>
Placement Officer	Mary Sich	Ext. 2199	<a href="mailto:mary.sich@durhamcollege.ca">mary.sich@durhamcollege.ca</a>
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Simulation Technologist	Marie McEwan	Ext. 2345	<a href="mailto:marie.mcewan@durhamcollege.ca">marie.mcewan@durhamcollege.ca</a>
Nursing Technologist	Sandra Bursey	Ext. 2183	<a href="mailto:sandra.bursey@durhamcollege.ca">sandra.bursey@durhamcollege.ca</a>
Program Coordinator	Debbie Morrison	Ext. 2194	<a href="mailto:debbie.morrison@durhamcollege.ca">debbie.morrison@durhamcollege.ca</a>

#### **School of Health & Community Services Office**

SW106 – Gordon Willey Building

Telephone: 905.721.3080

Fax: 905.721.3189

Website: <http://www.durhamcollege.ca/academic-schools/school-of-health-community-services>

#### **Health & Wellness Centre**

G127 (Main Campus) 905.721.3037

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



## HEALTH POLICES AND GUIDELINES

### 1. ENTRY IMMUNIZATION FORM

An approved Entry Immunization Form (EIF) must be on file with your practicum/placement officer to be eligible to attend the practicum placement portion of your program. Students are not allowed to attend placement until the form is approved. These forms are made available to students following registration and acceptance into a program and must be approved as a condition of acceptance into placement.

Completion of the form may take up to 4 weeks to complete and may require more than one visit to your health care provider. If you do not have access to a healthcare provider or you do not have any records of your past vaccination status, the Campus Health Centre can assist you complete your form. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours of operation are 9:00 am - 4:30 pm. 905-721-3037 [www.durhamcollege.ca/campushealthcentre](http://www.durhamcollege.ca/campushealthcentre)

Completion of an "Informed Consent for Immunization Exemption" must be provided to your placement officer if you are requesting exemption from any immunizations on the EIF form. These forms are available through a nursing appointment in the Campus Health Centre. Immune status is required via blood titre levels and any record of past vaccinations must be supplied for the exemption status to be processed. TB testing is mandatory.

### 2. TUBERCULOSIS SURVEILLANCE (TB skin testing)

All first year students and new entry students are required to provide proof of TB status as a part of the Entry Immunization Form. A two-step TB skin test is required. If a two-step TB skin test has been completed in the past, proof of this testing must be provided as well as a current yearly one step. If you are a known positive conversion, proof of a negative chest x ray which is less than 1 year old, must be submitted along with documentation of the positive test result.

### 3. INFLUENZA IMMUNIZATION (Flu vaccination)

For placements in long term care facilities, students may be required to have had vaccination for influenza. Please ensure you are immunized and keep a record for your placement agency. If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over.

### 4. ILLNESS

Durham College has a responsibility to the practicum agencies concerning infection and disease control. As a student, you are responsible for assessing your ability to attend practicum/field placement. When reporting off due to illness, comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your practicum/placement officer for further direction

Contact your healthcare professional or make a medical appointment thru the Campus Health Centre for clearance to attend placement if you suspect you have:

- Contact with a communicable disease
- Gastrointestinal symptoms of diarrhea persisting for longer than 24 hours.
- Respiratory symptoms such as a persistent fever of greater than 38 degrees and a new or worsening cough or shortness of breath.

## 5. MANAGEMENT OF PERSONS WITH EXPOSURE TO BLOOD OR BODY FLUIDS

*Definition of "Exposure": exposure encompasses situations such as a break in integrity of the skin due to needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which standard precautions apply.*

a) If an exposure occurs, immediately apply first aid measures.

1. Press cuts or punctures of the skin to make it bleed.
2. Wash the area with soap and water
3. If eyes(s) splashed, rinse with tap water or saline with eye(s) open.
4. If mouth is affected, spit out suspected fluid and rinse with water.
5. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact.

b) Reporting and post-exposure management

Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (i.e.: practicum teacher/faculty)
2. Follow the policy of the agency in which the exposure occurred.
3. If no policy exists, report to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up.
4. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
  - Date, time, location (agency) of exposure
  - Job duty being performed by student/staff at the time of exposure
  - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact.
  - Description of source of exposure.
5. Details about any referral for assessment/treatment.
6. Follow – up counselling and on-going evaluations by a physician can be arranged if the student does not have a physician.

## 6. TRAVEL OUTSIDE CANADA

Please be aware that upon returning from travel outside of Canada, if unwell, you are advised to consult with your healthcare professional or make a medical appointment thru the Campus Health Centre.

### ***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 assessing and meeting health needs.

## ***Practical Nursing Program***

### ***Program Description***

The Practical Nursing Program is a five semester program offering academic studies and practicum experiences in order 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 Canadian Practical Nurse Registration Examination (CPNRE). Successful completion of the examination is one of the requirements for eligibility for registration with the College of Nurses of Ontario. [[http://www.cno.org/reg/nonmemb/reg\\_exams.html](http://www.cno.org/reg/nonmemb/reg_exams.html)]

### ***Curriculum***

The curriculum for the Practical Nursing program has been designed on a foundation of caring, utilizing the following documents: The Ministry of Training, Colleges and Universities; The Practical Nurse Program Standard 2012, The College of Nurses of Ontario Entry to Practice Competencies for the RPN (2011), Human Resources and Skills Development: Essential Skills. The program has a strong emphasis on practical hands-on experience in a variety of health care settings. Practicum experience includes caring for clients with health challenges in long-term care, medical/surgical, maternal child/school age/ community and mental health environments. The program will conclude with a consolidated experience in a health care setting.

Learning occurs in a variety of settings and through a variety of delivery methods: for example: the classroom, practice lab, simulation, various health facilities, independent study and online. Practicum experiences may involve working a variety of shifts. Feedback concerning all aspects of the program is valued and encouraged. Opportunity to share ideas among all participants is important for the growth of faculty, learners and the program. Faculty are committed to yearly revision of course outlines to ensure an up to date, 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 for oneself is basic to caring for others. 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. Bevis and Watson [1989] state that caring is the essence of ethical nursing practice that compels us to act ethically and justly. Caring, it is believed, is an interpersonal interaction, which can be learned. Competence in caring can be modeled, acquired, practiced, enhanced and evaluated. The beliefs, values and assumptions underlying the concept of caring are reflected in the programs conceptualization of people, health and healing, as well as in the teaching-learning process.

## ***People***

Our view of people includes individuals, families, groups, 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 is the knowledge and practice of human caring. Nursing knowledge arises out of theory, scientific inquiry and critical reflection on practice. Nursing knowledge and practice inform and shape each other. 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, manager, 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 fosters the (re) formulation of the meaning of experience. 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. Teachers, 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:

- A professor is accountable to the student and the nursing program to provide 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 teacher 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 its 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 teacher 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.

# ***Practical Nursing Program Vocational Learning Outcomes: Profile of the Practical Nursing Graduate***

***Vocational Standard*** describes the essential, minimal, vocationally relevant learning that all students must demonstrate in order 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)

## **Definitions**

**Accountability:** The obligation to answer for the professional, ethical and legal responsibilities of one's activities and duties.

**Client:** Individuals, families, groups or entire communities across the lifespan who require nursing expertise. In some clinical settings, the client may be referred to as a patient or resident.

**Competence:** The ability of a nurse to integrate the professional attributes required to perform in a given role, situation or practice setting. Professional attributes include, but are not limited to, knowledge, skill, judgment, values and beliefs.

**Critical thinking:** Reasoning in which one analyzes the use of language, formulates problems, clarifies and explains assumptions, weighs evidences, evaluate conclusions,

discriminates between pros and cons, and seeks to justify those facts and values that result in credible beliefs and actions. Critical thinking is performed by the entry-level RPN at a level that is consistent with her or his educational preparation and scope of practice.

**Culture:** Includes, but is not restricted to age or generation, gender, sexual orientation, occupation and socioeconomic status, ethnic origin or migrant experience, religious or spiritual belief and disability.

**Diversity:** The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizes our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs and other ideologies. It is the exploration of these differences in a safe, positive and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

**Evidence-informed practice:** Practice that is based on successful strategies that improve client outcomes and are derived from a combination of various sources of evidence, including client perspective, research, national guidelines, policies, consensus statements, expert opinion and quality improvement data.

**Inter-professional:** The integration of concepts across different professions. An inter-professional team is a team of people with education in varying fields; such teams are common in complex environments such as health care (eg., social workers, dieticians, nurses, physicians).

**Safety:** The reduction and mitigation of unsafe acts within the health care system; refers to both student and client safety. Student safety includes, but is not limited to, prevention of musculoskeletal injury, prevention and management of aggressive behaviour, and infection control. Client safety is the state of continuously working toward the avoidance, management and treatment of unsafe acts. The health and well-being of all clients and students is a priority in a culture of safety environment.

**Therapeutic relationship:** A relationship that is professional and therapeutic, and ensures the client's needs are first and foremost. The relationship is based on trust, respect and intimacy and requires the appropriate use of the power inherent in the health care provider's role. The professional relationship between students and their clients is based on a recognition that clients (or their alternative decision-makers) are in the best position to make decisions about their lives when they are active and informed participants in the decision-making process.

All definitions taken from The College of Nurses of Ontario Entry-To-Practice Competencies for Ontario registered Practical Nurses (2009)

# **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 a 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:

1. Complete a nursing program.
2. Complete a registration examination.
3. Complete the jurisprudence examination.
4. Provide evidence of nursing practice.
5. Demonstrate language proficiency in English or French.
6. Provide proof of citizenship, permanent residency or authorization under the Immigration and Refugee Protection Act (Canada).
7. Complete a [Declaration of Registration Requirements](#).

Please review these requirements in detail at 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.

1. Cognitive
2. Communication
3. Interpersonal
4. Behavioral
5. Psycho-motor
6. Sensory
7. Environmental

For further information related to this requirement please follow the link below.

<http://www.cno.org/Global/docs/reg/41078%20SkillAbilities%204pager-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 [police criminal record](#) check helps protect the public by allowing the College to identify those individuals with criminal records that could affect their ability to practice safe and ethical nursing. Please review the [CNO Fact Sheet](#) for more information. ([www.cno.org](http://www.cno.org))

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

**If you have any questions about these registration requirements, please [contact CNO directly at:](#)**

**Local (416) 928-0900**

**Toll free 1-800-387-5526 Ext. 6249**

**Fax (416) 928-6507**

[www.cno.org](http://www.cno.org)

### ***Preparing For the CNO Practical Nurse Registration Examination***

It is your responsibility to apply to CNO when you anticipate being eligible to write the Practical Nurse Registration Examination (CPNRE), i.e. you have almost completed your two-year diploma. Application dates are announced yearly, you will need to complete paperwork and submit a fee, please visit <http://www.cno.org/> for information regarding fees. 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.

Assessment Strategies, which creates and scores the Canadian Practical Nurse Registration Examination (CPNRE), offers a predictor test and information about the exam at <http://cpnre.ca/>

**PRACTICAL NURSING**

COURSE NAME	MOD	CODE	PREREQUISITE	COREQUISITES	LECT	LAB HR	ALT. DEL. HR	FIELD PLMT .HRS			
<b>SEMESTER 1</b>											
ANATOMY & PHYSIOLOGY		ANAT 1500			2	0	4				
<b>G</b> GENERAL EDUCATION ELECTIVE		GNEC 0000			3	0	0				
DEVELOPMENT OF SELF I		NURS 1520		NURS 1521	3	0	0				
HEALTH & HEALING I		NURS 1521		NURS 1522	3	0	0				
PROFESSIONAL PRACTICE I		NURS 1522		NURS 1520 NURS 1521	4	0	0				
PRACTICE LAB I		NURS 1523		NURS 1526	1	3	0				
LAB THEORY		NURS 1526		NURS 1523	2	0	0				
					<b>18</b>	<b>3</b>	<b>4</b>				
<b>SEMESTER 2</b>											
HEALTH ASSESSMENT		HASS 2500	ANAT 1500		2	2	0				
APPLIED MATH FOR NURSES		MATH 1503	ANAT 1500		2	0	0				
HEALTH & HEALING II		NURS 2516	ANAT 1500 NURS 1523	NURS 1520 NURS 1521 NURS 1522	HASS 2500 NURS 2517	NURS 2517	4	0	0		
PROFESSIONAL PRACTICE II		NURS 2517	NURS 1522 NURS 1521 NURS 1526	ANAT 1500 NURS 1520	HASS 2500 NURS 2517	NURS 2516	0	0	0	196	
PRACTICE LAB II		NURS 2523	NURS 1523 NURS 1526	ANAT 1500	HASS 2500 MATH 1503	NURS 2517	1	2	0		
					<b>9</b>	<b>4</b>	<b>0</b>	<b>196</b>			
<b>SEMESTER 3</b>											
PRACTICE LAB III		NURS 3514	NURS 2523	NURS 2516	NURS 2517	MATH 1503	NURS 3515	1	2	0	
PROFESSIONAL PRACTICE III		NURS 3515	NURS 2517	NURS 2516	HASS 2500		NURS 3516 NURS 3514	0	0	0	196
HEALTH & HEALING III		NURS 3516	NURS 2516	NURS 2517	HASS 2500		NURS 3515 NURS 3517	3	0	0	
PHARMACOLOGY		NURS 3517	ANAT 1500	MATH 1503			PATH 3505	3	0	0	
PATHOPHYSIOLOGY		PATH 3505	ANAT 1500					2	0	4	
								<b>9</b>	<b>2</b>	<b>4</b>	<b>196</b>

**PRACTICAL NURSING**

COURSE NAME	MOD	CODE	PREREQUISITE	COREQUISITES	LECT .	LAB HR	ALT. DEL. HR	FIELD PLMT .HRS
<b>SEMESTER 4</b>								
G GENERAL EDUCATION ELECTIVE		GNE000			3	0	0	
G GENERAL EDUCATION ELECTIVE		GNE000			3	0	0	
HEALTH & HEALTHING IV		NURS 4506	PATH 3505 NURS 3517	NURS 3516 NURS 3515	5	0	0	
PROFESSIONAL PRACTICE IV		NURS 4508	HASS 2500 NURS 3517 NURS 3514	NURS 3516 MATH 1503	0	0	0	196
DEVELOPMENT OF SELF II		NURS 4520	NURS 3515 NURS 1520		3	0	0	
					<b>14</b>	<b>0</b>	<b>0</b>	<b>196</b>
<b>SEMESTER 5</b>								
PROFESSIONAL PRACTICE PREPARATION		NURS 5501			0	0	8	
PROFESSIONAL PRACTICE V		NURS 5502	NURS 4506 PSYC 1000	NURS 4520 NURS 4508	0	0	0	320
					<b>0</b>	<b>0</b>	<b>8</b>	<b>320</b>

**NOTES:**

ELE - ELECTIVE - Students may take one or many subjects, depending on the requirements of their program. ELET - represents a typical subject load and IS included in the total hours per week, to reflect the total hours per week required.

OPT1/OPT2/OPT3 - OPTIONS - Students choose subjects. OPT1 subjects are included in total hours per week.

G - GENERAL EDUCATION - Subjects marked at the left margin with G are "General Education" subjects.

1 of the GNE000 electives the student is required to take must be 'Introduction to Psychology'

# **Durham College**

## **Academic Policies & Procedures**

Please refer to: <http://www.durhamcollege.ca/about-us/corporate-links/governance/policies> to access all 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 PN 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 or 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 except,*

- 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 performance of his or her duties 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.

Students may request access to their file in the School of Health & Community Services.

Students or graduates who require documentation related to their program or attendance for a third party should put their request in writing and submit it to office staff. The necessary documentation will be provided as soon as possible. Students and graduates should be aware that a fee will be charged to cover the administration costs of this service.

At no time may the file be removed from the School of Health & Community Services. Copies of the file will be provided upon written request from the student. The student is responsible for the cost associated with producing these copies (See privacy of records, release of information – Durham College Student Handbook – Student Rights and Responsibilities).

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***

Refer to [My Campus](#) for the exam schedule.

Students will be required to present **their student I.D. card for all tests and for all exams**. If an I.D. card is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test or exam. Please ensure that you bring your **Durham College Student ID** card to all **tests and exams**.

### **Terms of Reference:**

Class Test – a scheduled and invigilated test within class time or booked in the test center.

Quiz – an evaluation of shorter duration than a test with lesser weighting / may be scheduled / or unscheduled / usually given as part of a regularly scheduled class.

DC Connect tests and quizzes are computer driven with specific parameters as required, delivering evaluations in this format and may not apply to the above criteria.

**During exam week there may be other scheduled activities related to the program. The student is expected to keep all of exam week open for exams and activities as scheduled by the School. Missing these sessions may mean the student will be ineligible for practicum.**

### ***Policies for Tests / Quizzes***

**Please read carefully.**

1. The weighting of tests and quizzes is outlined in the course outline with the evaluation criteria.
2. There are no makeup /supplemental evaluations.
3. Students are required to write all tests at the scheduled time. Tests may be scheduled outside regular timetabled hours.
4. A student who misses a test must notify his/her professor for that class **by e-mail to inform the professor of the reason for the missed test, within 24 hours of the missed test. Failure to comply will result in a mark of zero (0).**
5. All students who miss a test(s) during a semester in all courses will be completed at a scheduled pre-determined time booked in the Test Centre during Week 7 and 14. Specific dates will be announced at the beginning of each semester. 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).
6. In class quizzes might be unannounced. Students not in attendance will receive a mark of zero (0). No makeup quizzes will be given.
7. If a student is late arriving for a test or quiz, no additional time will be granted.
8. No student will be allowed to enter the test room after the first student to complete the test leaves the room.



**It is the student's responsibility to:**

1. Make appropriate arrangements with CSD as necessary and communicate them to the teacher. Students who have been identified by the CSD office as having special requirements/accommodations will write tests and exams commencing at the scheduled time in the CSD test writing office.
2. Keep only erasers, pens, pencils and Kleenex on the desk. All other articles must be removed from the desk. Closed laptops and purses may be placed under the desk and all other articles must be placed at the back or front of the classroom. Any other required items will be supplied. No cell phones or paging devices are allowed. Calculators may only be used with the professor's permission.
3. **Stop talking upon entering the room.**
4. Leave all examination/test material face down on the desk until directed to turn it over.
5. Ensure your full first and last name appears on all computer cards, booklets and papers.
6. Check the test/examination paper to ensure that no pages are missing. Before handing in the paper, check to ensure all questions have been answered.
7. Complete the computer forms correctly. Only the answers appearing on the computer sheet will be used to determine the grade. The computer form cannot be altered by the teacher.

# ***The Learning Environment***

As the Practical Nursing program is a professional program, it is expected that Nursing Students will act and communicate in a professional manner at all times.

## ***Attendance***

Because of the relationship between theoretical knowledge and praxis in nursing education, it is essential that students participate in all learning activities provided. Failure to attend class may lead to gaps in knowledge, grade reduction and potential safety hazards for the client in the practicum setting. Full attendance is expected. It is advisable to inform your professor by e-mail if you plan to be absent. Refer to individual course outlines for specific attendance requirements.

A student who is frequently absent may be interviewed to discuss the reason for the absenteeism and to determine how the student might fully participate in learning activities.

## ***Student Conduct***

It is expected that all members of the class, including the professor, will treat one another with courtesy and respect within all aspects of the learning environment. [lab, in and out of classroom, practicum] There is a great deal of group work within the program and it is an expectation that all group members treat each other with respect and dignity. 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 and disciplinary action may be initiated as per the College policies.

See the College Policies [Student Rights and Responsibilities](#).

## ***Late Arrivals in Class***

Students are expected to arrive to class on time both at the beginning of class and after breaks. Professors recognize that there are often legitimate reasons for late arrivals but when the behaviour is chronic and disturbs a class already in progress, the professor has the right to prohibit entry to the classroom until a suitable break occurs. During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival will not be permitted. (Special circumstances may be presented to the professor in advance of the class for consideration.)

Students who arrive late on the day of a test will not be given any additional time to complete the test.

## ***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 (including computers, laptops, PDAs, I-pods, I-phones, I-pads and other electronic devices):

- Professional behavior and proper technology etiquette will be observed at all times when using cell phones, I-pods, PDA's, laptops, or other electronic devices in the classroom, laboratory, or clinical setting.
- Technological devices may be used only when authorized by faculty for clinical or classroom activities, or as an approved accommodation to reduce the impact of a disability. Students seeking the latter will require an Accommodations Notice from the Centre for Students with Disabilities.
- Use of laptops or internet based technology in the class is permitted related to course work only. When faculty request that students close laptops or turn off other electronic devices to focus attention on a learning activity, it is expected that students will respond promptly to this direction.
- No personal phone conversations or texting is allowed at any time or under any circumstance while in class, lab, a client area or during designated clinical hours. All devices must be silenced or turned off during these times unless required for course work.
- At no time may a student post anything related to faculty/teachers, clients, other students, classes/ practicum/lab on social media.
- 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.

### ***Eating and Drinking in Classrooms***

Food and drinks are permitted in classrooms as long as the student takes responsibility for removing garbage and cleaning up his/her workspace before leaving the class. The professor has the right to revoke this privilege if these conditions are not met or if other students in class object to the practice.

### ***Emergency Calls***

The School of Health staff will accept messages for students only in the event of a family emergency. Please make sure that anyone who needs to locate you during class time for reasons other than an emergency has a copy of your timetable [e.g. classmates, family, daycare provider, employer] Staff are unable to release your schedule information due to the Freedom of Information Act.

# Written Assignments

As professional nurses need to be skilled at writing. For example, nurses write in hard copy or electronically to correspond with others, complete legal documentation, complete reports and create presentations. Nurses must pay attention to detail, follow instructions and complete clear, succinct, accurate, timely records. The Practical Nursing program has developed policies for written assignments to help students refine these skills and to ensure consistent expectations of all written work.

1. All written assignments are to be **word processed** unless otherwise directed by the professor. Assignments which are not word processed will not be graded and a mark of zero will be assigned. Use Microsoft Word software only. This software is available for purchase in the Campus Bookstore for a nominal fee.
2. Written assignments must be submitted to the professor, on the specific date, **within the 1<sup>st</sup> ten minutes of class**, in the student's assigned classroom or as directed by the professor. All classes begin at ten minutes after the hour.
3. When directed by the professor to submit assignments electronically, the professor is not responsible for any computer problems the student may encounter when sending the assignment. Attachments that will not open or are not included with the e-mail are the responsibility of the student and are subject to the late penalties.
4. All papers are automatically submitted to Turnitin through the DC Connect Dropbox before you submit the hardcopy in class. If the paper is not submitted to the Dropbox by the assignment due date and time all late penalties will apply. Your paper must also be handed in to your professor in the first 10 min. of class or it will be considered to be late. See PN Program Guide for penalties
5. **Late Assignments**
  - An assignment is considered late if it is not submitted on the specific date, within the 1st ten minutes of class, in the student's assigned classroom or as directed by the professor.
  - If a student anticipates that he/she will be absent or late for class he/she must notify the professor before the class and submit the assignment electronically within the 1st ten minutes of class. It is the student's responsibility to provide a hard copy of his/her assignment to the professor within 24 hours of the submission date and time.
  - A late assignment will be penalized 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. These rules apply to both electronic and hard copy versions of papers.

In consultation with the PN team, the professor will consider individual, rare **extenuating circumstances**, which may cause an assignment to be late. The student must provide documentation to validate the extenuating circumstance, which might include hospitalization or the death of a family member/significant other.

6. The student is responsible for keeping a backup copy of all written assignments, marked assignments and course work for future reference.
7. Assignments are to be submitted to the grey student box (outside of SW106) **ONLY under direction of the professor**. The assignment must be in a sealed envelope with the professor's name on it. The student must send an e-mail to the professor indicating the assignment is in the box. The professor will use the time of the e-mail to know the time of submission of the assignment. Assignments submitted to the box without the approval or knowledge of the professor will be given a grade or zero (0).
8. The student takes full responsibility for assignments submitted by others on his/her behalf.
9. Assignments are **NOT** accepted at the Health and Community Services Office under any circumstances.
10. Assignments will usually be returned in class. Students absent when assignments are returned may pick them up at the Professor's office as scheduled. Unclaimed assignments will be destroyed at the end of each Semester.
11. In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to the Academic Appeal section of the Durham College Student Handbook.
12. 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 Durham College Student Handbook – Academic Integrity.
13. Please refer to the [Durham College Library APA Citation Style Guide](#) for guidelines on submitting a scholarly paper in APA format.

# ***Guidelines for Group Work***

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

1. Groups may be assigned by the professor or students may be provided the opportunity to choose their group.
2. Group sizes will be determined by the professor.
3. Professors may require that a group contract addressing goals and objective, attendance, meeting requirements and conflict/conflict resolution be created/completed and followed throughout the group work process and completion.
4. During group work students will demonstrated respect for all members in their working group.
5. Group members are expected to mutually agree upon distribution of workload for assignment completion.
6. All Group work communication regarding meetings, workload distribution etc., must take place on DC Connect under Discussion created by the professor of the course.
7. Any peer evaluations required for the assignment are to be completed confidentially, NOT as a group and submitted separately to the professor of the course.
8. It is expected that the group will work through group dynamic issues. If challenges are encountered students must meet as a group, 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](mailto:mediation@dc-uoit.ca) or you can make an appointment as a group with the professor of the course.



## **Academic Advising - Student Advisors**

Each school provides a student advisor(s) to help you reach your full academic potential. These representatives can assist you with: accessing other college services; developing academic plans to promote success in the event of failed subjects or a low GPA; finding equivalent credits; identifying career goals and making sound academic decisions; making decisions regarding full- and part-time studies; reviewing graduation requirements; selecting electives and options; setting up academic plans; or transferring to another program. To view contact information for your Student Advisor, please visit: <http://www.durhamcollege.ca/student-experience/helping-you-succeed/academic-support-resources/academic-advising>

## **Academic Integrity**

Academic integrity refers to the pursuit of scholarly activity in an open, honest and responsible manner. Acts that undermine academic integrity, such as plagiarism, cheating and misrepresentation of work, contradict Durham College's core values. To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of his or her efforts. Durham College has purchased a license with Turnitin.com, an online service to detect unoriginal work and citation errors. The Academic Integrity Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>) provide a comprehensive explanation of Durham College's expectations regarding academic integrity.

## **Aegrotat**

Aegrotat refers to a 'compassionate pass' in a course in which, due to **emergency circumstances** related to health and wellness, a student was unable to complete all of the evaluation requirements. Emergency circumstances that may warrant the designation of an Aegrotat include, but are not limited to: injury, illness and/or bereavement. Documentation supporting the request for an Aegrotat designation may be required. The awarding of an Aegrotat credit is noted in a student's transcript as AEG and is therefore not included in the calculation of a student's grade point average. A student shall receive Aegrotat standing only once in a five year period.

Further information about Aegrotat standing can be found in the Aegrotat Policy and Procedure documents, please visit the following link: <http://www.durhamcollege.ca/academicpolicies>

### **Centre for Students with Disabilities**

The Centre for Students with Disabilities (CSD) at Durham College provides services to students with disabilities to ensure that equal access is available to all aspects of the academic environment. These services are designed in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Our services are confidential. Please visit the following link to view valuable information regarding the CSD:

<http://durhamcollege.ca/student-experience/helping-you-succeed/centre-for-students-with-disabilities>

### **Continuing Education Course Book**

If you are unable to access a day-time course (timetable conflicts, wish to repeat a course, etc.) or want to get a head start on your next semester, discuss your options with your Student Advisor. To view comprehensive information regarding Continuing Education offerings, please visit the following link:

<http://www.durhamcollege.ca/academic-schools/school-of-continuing-education>

### **Course Outlines**

For each course, a Course Outline that describes course learning outcomes, course content, learning activities, evaluation methods, timelines and support resources is available online. Please note that students are expected to download copies of their course outlines from MyCampus prior to the first class in each course. Instructions for downloading are located on MyCampus at: <http://www.durhamcollege.ca/mycampus>

Please visit the following link to view the Course Outlines Policy and Procedure documents:

<http://www.durhamcollege.ca/academicpolicies>

### **Credit Transfer Information**

Durham College is dedicated to helping you build upon your previous education. If you have studied previously at Durham College or another recognized post-secondary institution, you may be eligible to receive credit for the courses you have successfully completed. Please view the following link for credit transfer information:

[www.durhamcollege.ca/credittransfer](http://www.durhamcollege.ca/credittransfer)

## **Durham College Mission, Vision and Values**

Our mission, vision, values were created to help ensure the success of our students, staff and faculty. Please view our guiding principles at the following link:

<http://www.durhamcollege.ca/about-us/corporate-links/governance/mission-vision-and-values>

## **Essential Employability Skills**

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning. Please view the following link for further information:

<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>

## **General Education**

The Ministry of Colleges and Universities requires all Ontario college students enrolled in a 2-year Ontario College Diploma or a 3-year Ontario College Advanced Diploma program to successfully complete three or more General Education (GNED) courses prior to graduation. For more information about GNED course selection, a full listing of GNED electives (with course descriptions), and how to receive GNED credits for prior post-secondary studies, please visit the General Education website

at: <http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education>

## **Important Dates**

Durham College strives to keep you informed of all important dates throughout the academic year. Please review the 2014-2015 important dates that includes fee payments, web registration, add/drop, exam dates etc. You can find this information online, in the Durham College handbook and on MyCampus. Please review MyCampus for important updates and reminders on important dates.

### **Learning Management System Usage (LMS)**

Professors are expected to use LMS or DC Connect to support student learning. As per the Learning Management System Usage procedure, faculty will post and reveal all marks to their students on an ongoing basis. To view the LMS Usage Policy and Procedure, please visit the following link: <http://www.durhamcollege.ca/about-us/corporate-links/governance/policies>

### **Library**

The Library is here to help you succeed! Stop by for help to research a topic, complete an assignment, or when you just need a quiet place to study. You may visit the library virtually at <http://www.durhamcollege.ca/library> or to view information regarding locations, hours, and more, please visit the following link: <http://www.durhamcollege.ca/student-experience/learning-spaces/library/about-the-library>

### **Missed Final Examinations**

A final examination is a discretely designed assessment administered in Week 15 of a 14 week semester. Students who, as a result of **non-emergency circumstances**, miss one or more final examinations during a single examination period may be eligible to apply to defer/reschedule the writing of these assessments.

To be eligible, students must have no less than a cumulative 1.5 GPA, apply for consideration using the appropriate forms and pay a fee. This privilege can only be used by a student once in a five-year period. External accreditation requirements, the availability of appropriate examination facilities and other constraints necessitate that not all courses will be eligible.

For more details, students should speak with their Student Advisor or review the Missed Final Examination Policy and Procedure documents at the following link: <http://www.durhamcollege.ca/academicpolicies>

## **Pathways to Degrees**

Continue your post-secondary journey and leverage your Durham College education to earn additional credentials. To learn how you can further your education, visit [www.durhamcollege.ca/pathways](http://www.durhamcollege.ca/pathways) or check out the Durham College Transfer Guide at [www.durhamcollege.ca/transferguide](http://www.durhamcollege.ca/transferguide). Additional information regarding transferring between institutions in Ontario can be found at [www.ontransfer.ca](http://www.ontransfer.ca).

## **Prior Learning Assessment and Recognition (PLAR)**

Prior Learning Assessment and Recognition (PLAR) is the process you can use to gain college credit(s) for learning and skills acquired through previous experiences. This may include workplace training, life experiences, self-directed study, community work, travel, hobbies and military service. By using the PLAR process, you may be able to complete a college certificate or diploma program in less time. Please view the following link for PLAR information:

<http://www.durhamcollege.ca/wp-content/uploads/plar.pdf>

## **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, group 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.

## **Remediation**

While it is the responsibility of each student to be aware of the accumulation of term marks, attention may be drawn by a teacher to marks that place the student in jeopardy of failure. The student may be given an “Academic Alert Form”. At this time, the teacher may suggest remedial steps such as a review of study skills, SALS or a peer tutor. In order to qualify for a tutor, a minimum of 80% class attendance is required. Students are encouraged to seek academic guidance or assistance as soon as difficulties arise

## **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: group work, written papers, in-class assignments and activities, peer feedback, feedback for course in the Health Care Learning Centre, tests, exams 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 pick up their marked assignments in order to use the feedback to improve their work. Students may connect with a professor by e-mail, phone, during office hours or set up an appointment if they require additional feedback on their progress

## **Promotion**

- A student who fails one or more courses in a semester must repeat and pass these courses to continue to the next semester. A second failed course in any Semester up to and including Semester IV of the program will result in the student being withdrawn from the Practical Nursing Program.
- A failed Practical Nursing course in Continuous Learning counts towards the two fail course rule in the full time program.
- A failed course or its equivalent must be passed before courses are taken for which it is a prerequisite.
- A student who fails a practicum course may be required to repeat the co-requisite courses for that practicum course.
- A student who fails a practicum course may have to pass an individualized assessment test to be eligible to repeat the practicum course. The purpose of the assessment 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 uncovered, 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 this assessment.
- A student who fails a medication math test before practicum will be eligible for one re-write. If the student fails the re-write, the student will be given a failing grade for that practicum. The student will be ineligible to continue in the co-requisite courses.
- To be eligible for Semester V all program all work must be complete with a program GPA of 2.0. A multiple choice comprehensive exam will be written at the beginning of semester V. This exam will be based on the national, external, practical nursing exam competencies and will cover the theory taught in the Practical Nursing program. The competencies and a review of the national exam can be found at



- <http://cpnre.ca/> . The successful passing of this exam with a grade of 65% is a pre-requisite for Consolidation. A student who fails the comprehensive exam the 1<sup>st</sup> time will be eligible for one re-write. If the student fails the re-write, the student will be given a failing grade for that practicum course. The student will be allowed **one** more opportunity to pass the exam the next time consolidation is offered. If the student fails this exam they will be required to apply to re-enter the program at the beginning of Semester IV and repeat the core nursing subjects of that semester.
- Failed courses are repeated at the student's expense.
- To be eligible to graduate the student must have a passing grade in all subjects in the Practical Nursing program and a GPA of 2.0.

### ***Practicum Promotion Criteria***

(Please refer to Practicum Handbook for additional information)

### **Advanced Standing Guidelines for the Practical Nursing Program**

An **advance standing student** is a student entering the Durham College Practical Nursing Program for the first time by external access.

The following guidelines for advanced standing admission to the Practical Nursing Program are to be followed by all applicants and are the students' responsibility.

1. Advanced standing is permitted only once as demand for program seats exceeds seat availability.
2. Applications for advance standing are made through the Office of the Registrar. An official transcript and course outlines are required at the time of application.
3. All required program and college fees must be paid by the student upon notification of acceptance into the program.
4. The student must meet all of the medical and legal requirements of the program.
5. The student may be required to pass an individualized assessment test to be eligible to take a practicum course. The purpose of the assessment 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 judgments are uncovered, a remedial plan will be implemented. This may delay the student's beginning the practicum course.

Requirements for Advanced Standing status will be met at the student's expense.

## **Admission Criteria**

Students who are requesting Re-entry as a full time student to the Practical Nursing Program will be considered for admission subject to the following conditions:

1. Seat availability.
2. Minimum GPA 2.0 (60%) overall academic average in the last semester completed. Preference will be given to those students with a higher GPA.
3. A pass grade in all failed subjects. Students in the process of repeating a failed subject will be ranked for admission. The final decision will be made upon submission of the final grade.
4. The student may be required to pass an individualized assessment test to be eligible to take a practicum course. The purpose of the assessment 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 judgments are uncovered, a remedial plan will be implemented. This may delay the student's beginning the practicum course.
5. Students must meet with the Student Advisor to apply for re-entry to the program.
6. The student is responsible for all costs incurred with any re-entry tests.

**NOTE: Nursing Credits will only be accepted if earned within the last four (4) calendar years.**

**N.B.** Notification will be made by phone/email as soon as seats are available. The applicant is responsible for providing the School of Health and Community Services Office, as well as the Admissions Department, with his/her current phone number and address.

The college reserves the right to restrict the number of students admitted to repeat the program in any given academic year.

### **Scholarships, Bursaries and Awards**

The Financial Aid and Awards office provides students with options to help fund their educational costs. To view valuable information, please visit the Financial Aid and Awards [Web Site](#).

### **Student Academic Learning Services (SALS)**

The Student Academic Learning Services Centre helps Durham College students to achieve their academic goals. Academic supports include: peer tutoring, learning skills services, writing skills services, English language services, and subject specific supports for math, science, and business. Please visit the following link to view valuable information regarding SALS including how to register for 24/7 online access to SALS academic resources:

<http://durhamcollege.ca/student-experience/helping-you-succeed/student-academic-learning-services-sals>

### **Student Communications**

Durham College is committed to communicating important information to you. Please view the following link to reference a comprehensive chart indicating specific vehicles. For example, social media, DC website, DC Mail, MyCampus, DC Connect, and more:

[http://www.durhamcollege.ca/wp-content/uploads/DCCares\\_StudentMatrix\\_v5.pdf](http://www.durhamcollege.ca/wp-content/uploads/DCCares_StudentMatrix_v5.pdf)

### **Student Rights and Responsibilities**

A policy and procedure is in place which articulates the rights and responsibilities of students at Durham College, and provides a framework for addressing non-academic misconduct by students. To view the Student Rights and Responsibilities Policy and procedure, please visit the following link: <http://www.durhamcollege.ca/academicpolicies>