Academic and Professional Strategies for Success in Nursing

N1050A/B - NRSG-7106

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2023

Academic and Professional Strategies for Success in Nursing

Calendar Description:

Students will acquire strategies to transition into university and the BScN program which will help them acquire the foundational skills necessary to succeed both academically and in professional practice.

Prerequisite(s): Registration in Year 1 of the Western-Fanshawe Collaborative BScN Program
Extra Information: 3 lecture hours
Course weight: 0.50

Expanded Description:

In this course, students will develop the tools and strategies necessary to be successful both academically and in professional nursing practice. In the first half of this course, students will explore topics which will help them to thrive in the academic environment, including finding and sourcing scholarly literature, writing at a university level, developing organization and time-management skills, working in groups, and communicating with others in a professional way. In the second half of the course, students will examine topics that will help to prepare them for success in professional nursing practice, including how to give and receive feedback, conflict management, reflection and self-care in practice, mentorship, leadership, and the importance of self-awareness and life-long learning.

Course Learning Outcomes:

By the end of this course, students will be able to:

1. Select relevant sources to support academic and professional oral and written communication.
2. Use evidence-informed and scholarly communication in all academic and professional interactions.
3. Demonstrate components of successful academic writing including the use of different writing formats as communication tools and ability to critique strengths and weaknesses in written work.
4. Critique use of personal planning strategies through self-reflection on time management.
5. Explain how self-directedness, responsibility, and accountability is applied in university situations.
6. Examine how personal values, beliefs, and culture influence communication with professional colleagues and clients.
7. Use feedback and conflict resolution strategies to promote healthy relationships at school and in future nursing practice.

Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course

1. Clinician: 1.23, 1.24, 1.25, 1.26
2. Professional: 2.2, 2.3, 2.5, 2.6, 2.9
3. Communicator: 3.2, 3.3, 3.4, 3.5, 3.6
4. Collaborator: 4.1, 4.3, 4.5
5. Coordinator: 5.3
6. Leader: 6.2, 6.4, 6.5, 6.6. 6.7, 6.9
7. Advocate: 7.6
8. Educator: 8.3, 8.5
9. Scholar: 9.1, 9.2, 9.3, 9.4, 9.5, 9.7, 9.8

Course Materials:

Required:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. (7th ed.). Washington, DC: American Psychological Association.

Methods of Evaluation

Percentage of Course Grade*	Assignment Name	Due
10%	**In-Class Group Charter**	End of class week 4
20%	**In-Class APA Style Quiz**	End of class week 8
20%	**Group Project: Conflict Case Study**	Week 8
20%	**Individual Writing Assignment**	Week 10
5%	**In-Class QA Assignment**	End of class Week 13
15% (5% each)	**PEP modules www.preceptor.ca**	End of week 12

10% (2% each)	In-Class Submissions	Weeks 2, 3, 6, 7, 11

1. **In-Class Group Charter**
   (relates to Course Learning Outcome 5)

   The purpose of this assignment is to:

   ➢ Make students' commitment to accountability and responsibility explicit through generation of a group charter inclusive of all members.

   Students will sign up into groups (through the course site) for an upcoming assignment. Group members will complete their charter during class time and submit it at the end of class for 10% of their total course grade. Further details can be found on the marking rubric posted on the course site.

2. **In-Class APA Style Quiz**
   (relates to Course Learning Outcome 3)

   The purposes of this assignment are to:

   ➢ Explore available APA resources
   ➢ Apply recent learning to the completion of questions about APA style

   Students will work in groups of 4 to answer questions posted electronically. Students will need to find answers by looking through the APA manual and exploring online materials. Students will work together to find answers and each student submits their own quiz by the end of class.

3. **Group Project: Conflict Case Study**
   (relates to Course Learning Outcome 6, 7)

   The purposes of this assignment are to:

   ➢ Apply conflict resolution strategies in personal and professional contexts
   ➢ Engage in self-reflection as a team member

   The ability to identify conflict and work towards resolutions is an essential skill as a team member, leader, student, and nurse. Students will collaborate to apply their knowledge of

conflict resolution, communication, and teamwork to a relevant case study. Further details can be found on the marking rubric posted on the course site.

4. **Individual Writing Assignment**
   (relates to Course Learning Outcome 1-3)

   The purposes of this assignment are to:

   ➢ Apply new learning from classes on writing, sourcing evidence, and APA style to a personal piece of writing

   Students will choose a topic of interest to them and write a 2-page paper utilizing their newly acquired knowledge about scholarly writing, APA style, and integrating evidence. Further details can be found on the marking rubric posted on the course site.

5. **In-Class QA Assignment**
   (relates to Course Learning Outcome 5)

   The purposes of this assignment are to:

   ➢ Reflect on gaps in and goals for students' own learning
   ➢ Develop a plan to recognize and address their knowledge gaps and promote/support continued learning

6. **Preceptor Education Program (PEP) modules x 3 (www.preceptor.ca)**
   (relates to Course Learning Outcome 5, 7)

   The purposes of this assignment are to:

   ➢ Become familiar with the creation of SMART goals
   ➢ Explore suggestions for giving and receiving feedback
   ➢ Expand knowledge of conflict resolution in different contexts

   Students may take until the end of week 12 to complete the following 3 modules found at **www.preceptor.ca**

   Module 3: Developing Learning Objectives

   Module 6: Feedback & Evaluation

   Module 7: Successfully Navigating Conflict

7. **In-Class Submissions**

During weeks 2, 3, 6, 7, and 11, students will have the opportunity to electronically submit an in-class activity before leaving the lecture and receive 2% toward their final course grade. Students must be present in class to complete the activity therefore students must in class to submit the work and receive 2%.

Class Schedule

Date	Topic	Course goals	Assignments
Week 1 Sept. 7	**Introduction to Strategies for Success in Nursing**		
Week 2 Sept. 14	**Academic Organization & Time Management**		In-Class Submission (2%)
Week 3 Sept. 21	**Approaches to Teaching & Learning**		In-Class Submission (2%)
Week 4 Sept. 28	**Team functioning**		In-Class Group Charter (10%)
Week 5 Oct. 5	**Conflict Management**		
Week 6 Oct. 12	**Scholarly Principles: Writing**		In-Class Submission (2%)
Week 7 Oct. 19	**Scholarly Principles: Sourcing Evidence**		In-Class Submission (2%)
Week 8 Oct. 26	**Scholarly Principles: APA**		Group Case Study Due (20%) In-Class APA Style Quiz (20%)
Week 9	**READING WEEK**		

Oct. 30-Nov. 5			
Week 10 Nov. 9	**Communication in Academic & Professional Contexts**		Individual Writing Assignment Due (20%)
Week 11 Nov. 16	**The Importance of Self-Care**		In-Class Submission (2%)
Week 12 Nov. 23	**Leadership, Mentorship, & Followership**		
Week 13 Nov. 30 LAST CLASS	**Quality Assurance & Lifelong Learning**		In-Class QA Assignment (5%)

Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed at:
https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36

Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

Assignments

All assignments must be submitted by the due date. Assignments must be submitted in Microsoft Word format and NOT as PDFs. If a student has grounds for an extension or other accommodation due to medical, academic, or compassionate reasons, accommodation must be sought PRIOR to the assignment due date, or as close to as possible. Students should contact their Academic Advisor (Western) or Course Lead (Fanshawe) for guidance ASAP.

Scholarly Requirements

All scholarly writing will follow the 7th edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging and appropriately citing the author to whom the work belongs. You are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to them. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work. At the discretion of the instructor, you may be required to submit your work through **Turnitin.com** to verify originality. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

Review of Graded Assignments

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support (http://writing.uwo.ca/).

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (https://www.uwo.ca/ombuds/ **or** http://www.fanshawec.ca/appeals).

Electronic devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency about use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about:

- o Peers
- o Class activities/discussion
- o Clients
- o Agencies
- o Laboratories
- o Simulations
- o Communications with professors

Students will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behaviour may compromise a student's standing in the program.

Mental Health

Students who are in emotional/mental distress should refer to MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/ or Fanshawe Health and Wellness https://www.fanshawec.ca/students/support/health-wellness/counselling for a complete list of options for obtaining help.