Academic and Professional Strategies for Success in Nursing

N1050A/B - NRSG-7106

Course Professors:

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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/or 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
25%	**Midterm exam**	Oct. 28
20%	**Self-Directed Learning Assignment:** o Group Charter o Notes on Assigned Learning Module o In-class Module Quiz (not graded)** o Reflection	Sept. 23 Oct. 10 Oct. 21 Nov. 1
15%	**In-Class APA Style Quiz**	Nov. 11
10%	**In-Class QA Assignment**	Dec. 2
30%	**Final Exam**	TBA

***the in-class portion of the SDL assignment is a designated assignment for which the absence policy for first entry students does not apply. See 'absence from course commitments' for further information**

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. The charter will support the self-directed learning assignment.

    Full Description

    Students will be assigned to a group of 4 for an upcoming assignment. Group members will complete their charter during class time and submit it at the end of class. Further details can be found on the marking rubric posted on the course site.

2. **SDL Module Notes**

    (relates to Course Learning Outcome 4, 5)

    The purpose of this assignment is to:

    ➢ Practice note-taking strategies learned in class to take effective notes on the assigned SDL module as part of the SDL group assignment

    Full Description

    Students will have access to 1 SDL module for two weeks on which they will take notes using a strategy learned in class or other successful/effective strategy of their choosing. Notes are uploaded to the shared group 'locker' in Brightspace along with the other members of their group to be accessed later for another component of the SDL assignment.

3. **In-class module quiz** **ungraded

    Exempt from new absence policy for first entry – see program manual

    (relates to Course Learning Outcome 4, 5)

    The purpose of this assignment is to:

    Fulfill the last group component of the SDL assignment by completing an in-class quiz

    Full Description

    Students will work independently to complete an in-class quiz in 15 minutes following which they will get into their assigned groups and exchange feedback about their experience of the different components of the assignment.

4. **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

Full Description

Students will work with their peers to answer APA questions posted under the quiz tab on the course site. Students will need to find answers by looking through the APA manual and/or exploring the APA online resource. Each student submits their own quiz by the end of class for 15% toward their course grade.

5. **SDL Assignment Reflection**

(relates to Course Learning Outcomes 1-7)

The purposes of the SDL assignment are to:

- ➢ Apply course learning to process of SDL
- ➢ Practice giving and receiving peer feedback
- ➢ Engage in self-reflection

Full Description

The self-directed learning portion is asynchronous and online, and the reflection is submitted electronically. There is an in-class component to the assignment and students must be present to receive credit for their work. The individual reflection is the final piece of the assignment where students engage in self-reflection on SDL, their experience of the activities, and how the assignment contributed to their understanding of their own learning process and their role as a learner in the program.

In-Class QA Assignment

(relates to Course Learning Outcomes 4, 5, 6)

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

Full Description

Students apply the quality assurance process to academic and professional knowledge gained throughout the term. The importance of continuous quality improvement and lifelong learning is emphasized through engagement in self-reflection, setting goals, and identifying the value that they bring to their academic environment every day.

6. Midterm Exam

The purpose of this exam is to assess student learning and retention of important principles and course concepts from weeks 1-7 for 20% of the total course grade.

7.   Final Exam

The purpose of this cumulative exam is to assess student learning and retention of important principles and concepts across all weeks of the course for 30% of the total course grade.

Class Schedule

Date	Topic	Course goals	Assignments/activities
	Introduction to Strategies for Success in Nursing	1, 2, 3, 4, 5, 6	Students assigned to group of 4 Students assigned to 1 SDL module Resource hunt! Ann Ayinde from Student Experience visits the class
	Academic Organization & Time Management	1, 4, 5, 6	In-class unfolding case
	Team functioning	2, 3, 4, 5, 6, 7	In class group charter (with assigned group of 4) *Upload to shared group file in Brightspace*
	No Instruction Truth & Reconciliation Day		SDL modules available Sept. 30
	Approaches to Learning	1, 2, 3, 4, 5, 6, 7	SDL Modules close 11: 59 pm Oct. 10 **Notes Due**: by 11:59 pm Oct. 10 (submit to Brightspace group files)
	READING WEEK		

	Communication in Academic & Professional Contexts	1, 2, 3, 6, 7	In-class portion of SDL Group Assignment (quiz – NO GRADE) **Reflection due: Friday Nov. 1 by 11: 59 pm** **Total assignment value: 20%**
	MIDTERM	1, 2, 3, 4, 5, 6, 7	In-class: weeks 1-7 25%
	Scholarly Principles: Sourcing Evidence & Writing	1, 2, 3, 5, 6	In-class literature search
	Scholarly Principles: APA	1, 2, 3, 5, 6	In-Class Assignment: Collaborative APA Quiz 15%
	Leadership, Mentorship, & Followership	4, 5, 6, 7	Survive THIS! in class activity
	Self-Care	4, 5, 6, 7	In-class unfolding case
	Quality Assurance & Lifelong Learning	1, 2, 3, 4, 5, 6, 7	In-class QA assignment 10%
	FINAL EXAM	1, 2, 3, 4, 5, 6, 7	Cumulative 30%

Undergraduate Program Site

Policies
All policies related to assignments are in the Undergraduate BScN Programs Manual on the Undergraduate Student Information site .
Fanshawe students access here

Assignments and Exams
Please refer to the Undergraduate BScN Programs Manual for UWO academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. The Undergraduate BScN Programs Manual is found at School of Nursing Policies

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - http://academicsupport.uwo.ca
2. Wellness and Well-being - https://www.uwo.ca/health/
3. Registrar's Office -- http://www.registrar.uwo.ca/

4. Ombuds Office -- http://www.uwo.ca/ombuds/

The websites for Registrarial Services (http://www.registrar.uwo.ca), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: http://westernusc.ca/services/) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (https://www.uwo.ca/health/) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence
Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit https://www.uwo.ca/univsec/pdf/board/code.pdf

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.

Absence from Course Commitments

Students must familiarize themselves with the Policy on Academic Consideration – Undergraduate Students in First Entry Programs

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December

and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **<u>designate</u>** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement
Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to

contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review The policy on Accommodation for Students with Disabilities

Correspondence Statement
The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. <u>Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.</u>**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Brightspace

All course material will be posted to OWL Brightspace: https://westernu.brightspace.com/. If students need assistance with OWL Brightspace, they can seek support on the OWL Brightspace Help page. Alternatively, they can contact the Western Technology Services Helpdesk online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Copyright and Audio/Video Recording Statement
Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless

explicitly noted otherwise, you may <u>not</u> make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning
In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring
Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: https://remoteproctoring.uwo.ca.

Social Media
Students who post information on social media related to their clients and/or laboratory experiences will be reported to the Associate Dean of Health Sciences as this demonstrates a breach of client privacy and confidentiality and violates the Student Code of Conduct. Such behavior may compromise a student's standing in the program.

Review of Graded Assignments

Further details about this process provided in 'expanded description'

Return of Graded Assignment → Reflect for a minimum of 48 hours on feedback

Need help interpreting feedback?
Submit written request to meet with original marker

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Resolution reached?

- YES → No further action
- NO → Request Formal Appeal

↓

Appeal granted

- No → No further action
- YES → Grade may increase, stay the same, or decrease

↓

Resolution Reached?

- YES → No further action
- NO → Proceed to next level of formal appeal

The Western-Fanshawe Collaborative BScN Program 1050A/B/NRSG 7106, Academic and Professional Strategies for Success in Nursing