

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: both academically in groups, and communicating with others

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: <ul style="list-style-type: none"> ○ Group Charter ○ Notes on Assigned Learning Module ○ In-class Module Quiz (not graded)** ○ Reflection 	Sept. 23 Oct. 10 Oct. 21 Nov. 1
15%	In-Class APA Style Quiz	Nov. 11
10%	In-Class QA Assignment	Dec. 2

1. In-Class Group Charter

(relates to Course Learning Outcome 5)

The purpose of this assignment is to:

- Ø 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

(re

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

	Communication in Academic & Professional Contexts	1, 2, 3, 6, 7	<u>In-class</u> 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	<u>In-class</u> : weeks 1-7 25%
	Scholarly Principles: Sourcing Evidence & Writing	1, 2, 3, 5, 6	<u>In-class</u> literature search
	Scholarly Principles: APA	1, 2, 3, 5, 6	<u>In-Class</u> Assignment: Collaborative APA Quiz 15%
	Leadership, Mentorship, & Followership	4, 5, 6, 7	<u>Survive THIS!</u> in class activity

Self-

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

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

explicitly noted otherwise, you may not 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. Morincluding some biometric data

