

NESA



NURSING EDUCATION
IN SOUTHWESTERN ALBERTA

BN PROGRAMS

2020-
2021

NESA BN Programs Faculty Orientation Manual



Table of Contents

Introduction	1
NESA Administrative Roles (U of L):.....	1
NESA Administrative Roles (LC):	1
Administrative/Program Structure	3
Lethbridge College	3
University of Lethbridge.....	4
Administrative Team Roles	5
Getting Involved	7
NESA BN Program Meetings	7
Committee Involvement	8
Useful Resources	9
Faculty Expectations and Time Commitment	10
Evaluation.....	10
Maintaining Practice Hours Externally	10
Professional Development	11
Professional Activities / Professional Development Reports	11
Voluntary Peer Review Process.....	11
Theory and Practice Courses.....	12
Preparation for Teaching.....	13
Course Outlines and Guides	13
Course Materials	13
Practice Courses Orientation	13
Pre-Practice Placement Requirements	13
Risk and Liability	13
Cross Teaching	14
NESA BN Programs Curriculum	15
Academic Freedom	15
Intellectual Property	15
Facilitating Communication	16
Instructor/Student Communication.....	16
Electronic Communication	16
Process for Student Concerns	16
First Student Group Meeting.....	16
Expectations for Performance and Conduct.....	17
NESA BN Program Policies and Guidelines	17
Professional Conduct.....	17
Dress Code Policy.....	17
Attendance Policy	17
Cell Phone Usage	17
Fitness to Practice.....	18
Identification of Student Issues	18
Student Evaluation in Practice/Praxis Settings	19
Practice Evaluation Tool	19
Enhancement Plan.....	19
Simulated Experiences for Students	20
Practice/Praxis Expectations	21
Patient Assignments in Practice.....	21
Course Assignments	21
Snow Days and Instructor Absences	21
Supplemental Practice-Based Experiences.....	22
Pre- and Post-Conference in Practice/Praxis Settings	23
Pre-Conference	23
Post-Conference	23
Challenges in Post-Conference Planning	23

INTRODUCTION

[Table of Contents](#)

Welcome to the Nursing Education in Southwestern Alberta (NESA) Bachelor of Nursing (BN) and After Degree (BN-AD) Programs! We are a collaborative program between Lethbridge College (Years One and Two) and the University of Lethbridge (Years Three and Four). Starting your academic career may seem overwhelming at first. This orientation is designed to assist you in navigating some of the details that will help you to make a seamless transition into your role with us and the students.

This manual will contain information about NESA BN Programs, theory, practice, and simulation instruction and policies, and other relevant information. Regardless of the area in which you will be working with students, we trust that the information contained here will be beneficial to you. After reading this manual, please schedule a meeting with the Chair and Practice Course Coordinator (LC) or Program Coordinator (U of L) to ensure your understanding of your role and answer any questions you may have.

NESA Administrative Roles (U of L):

Robert Wood
Dean, Faculty of Health Sciences
M3090
Phone: 403-329-2676
robert.wood@uleth.ca

Pam Smith
Administrative Manager, Dean's Office
M3092
Phone: 403-329-2676
pamela.smith4@uleth.ca

Shannon Spenceley
Associate Dean, Nursing
M3094
Phone: 403-329-2432
s.spenceley@uleth.ca

Shauna Haag
Administrative Assistant
M3098
Phone: 403-382-7152
shauna.haag@uleth.ca

Tracy Oosterbroek
Assistant Dean, NESA BN Programs
M3118
Phone: 403-317-5067
tracy.oosterbroek@uleth.ca

Sherry Hogeweide
Academic Advisor, Nursing
M3076
Phone: 403-329-2220
sherry.hogeweide@uleth.ca

NESA Administrative Roles (LC):

Debra Bardock
Dean, Center for Health and Wellness
PA2147
Phone: 403-320-3403
debra.bardock@lethbridgecollege.ca

Joanne Briggs
Administrative Coordinator, Dean's Office
PA2145
Phone: 403-320-3464
joanne.briggs@lethbridgecollege.ca

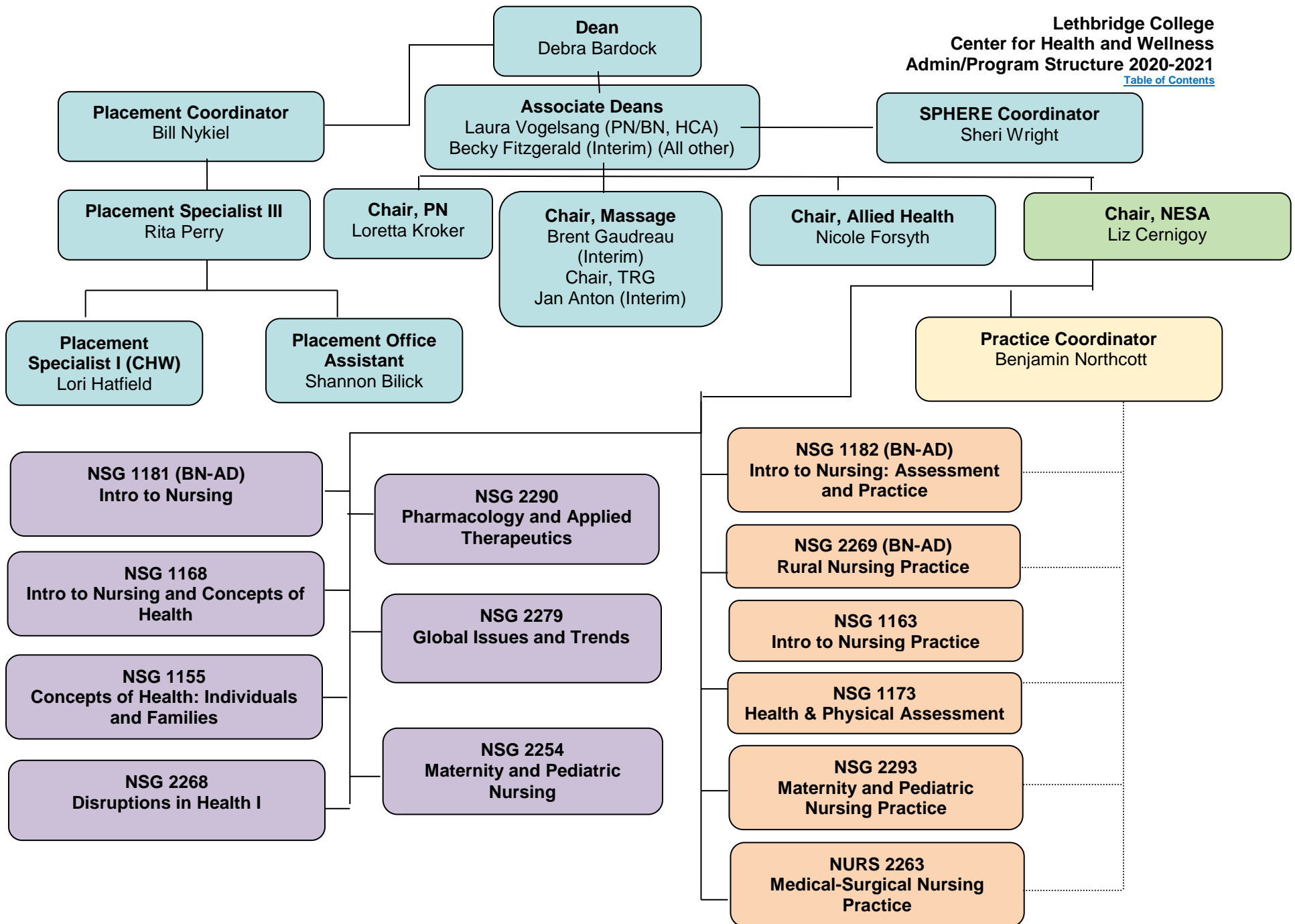
Laura Vogelsang
Associate Dean, Center for Health and Wellness
PA2119
Phone: 403-320-3202 5559
laura.vogelsang@lethbridgecollege.ca

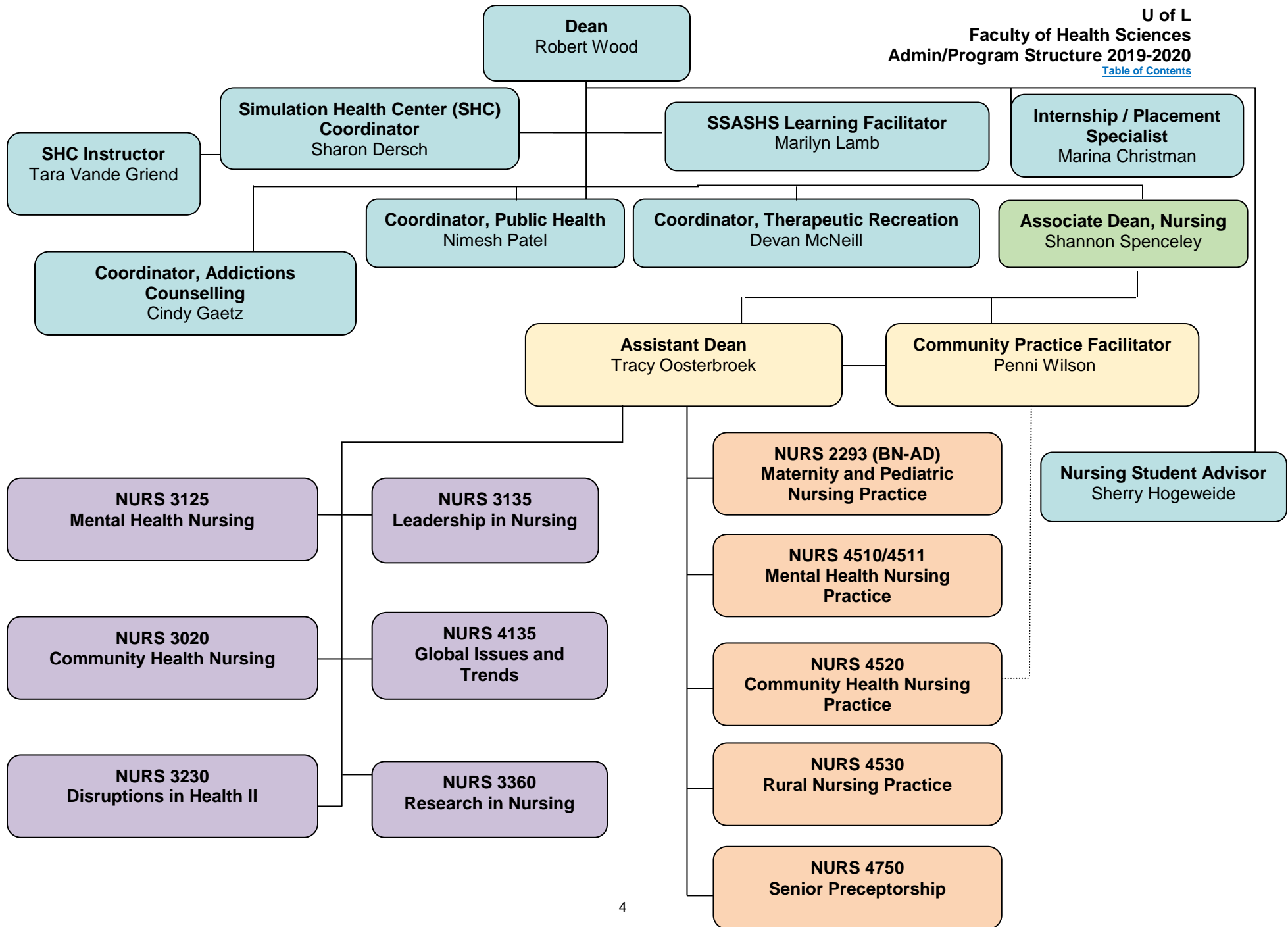
Bill Nykiel
Practice Placement Coordinator
PA2113
Phone: 403-382-6937
bill.nykiel@lethbridgecollege.ca

Liz Cernigoy
Chair, NESA BN Programs
PA2120
Phone: 403-320-3424
liz.vogelsang@lethbridgecollege.ca

Lisa Halpen
NESA Program Assistant
PA2140
Phone: 403-320-3348
lisa.halpen@lethbridgecollege.ca

Lethbridge College
 Center for Health and Wellness
 Admin/Program Structure 2020-2021
[Table of Contents](#)





ADMINISTRATIVE TEAM ROLES

[Table of Contents](#)

LETHBRIDGE COLLEGE – Leadership	
Dean <i>Debra Bardock</i>	Oversees all programs/departments in the Centre for Health and Wellness (CHW) <ul style="list-style-type: none"> • Bachelor of Nursing (BN) – Years One and Two • Bachelor of Nursing After-Degree (BN-AD) – Semesters One and Two • Practical Nursing (PN) • Therapeutic Recreation Gerontology (TRG) • Massage Therapy (MAS) • Allied Health: <ul style="list-style-type: none"> ○ Health Care Aide (HCA) ○ Community Health Program (CHP) ○ Medical Device Reprocessing (MDR) ○ Emergency Medical Technician (EMT) ○ Medical First Responder (MFR) ○ Unit Clerk • Simulated Patient Health Environment for Research and Education (SPHERE) • Placement Office
Associate Dean <i>Laura Vogelsang</i>	Provides academic leadership and works collaboratively with the Dean, Chair, and faculty to establish and implement program goals and objectives for all programs in the CHW.
Chair <i>Liz Cernigoy</i>	Responsible for maintenance, evaluation, development, review, and planning to ensure academic excellence, student success, and integrity of Years One and Two of the NESA BN and BN-AD programs.
Practice Courses Coordinator <i>Benjamin Northcott</i>	Facilitates the effective planning, delivery, and evaluation of NESA Year One and Two practice/praxis courses including orientation and support for course instructors and students and works closely with the Practice Placement Coordinator.
Practice Placement Coordinator <i>Bill Nykiel</i>	Responsible for arranging practice placement locations for all practice sections within nursing and other health programs in the CHW, as well as the Center for Justice and Human Services (CJHS)
LETHBRIDGE COLLEGE – Administrative Support	
Administrative Coordinator <i>Joanne Briggs</i>	Executive and Administrative assistance for the Dean of the CHW, including management of administrative support staff, maintenance of personnel files, and related administrative duties
NESA Program Assistant <i>Lisa Halpen</i>	Faculty support for NESA BN Programs Chair, attending to daily operations and issues including administrative and clerical support for key committees. See
Business Analyst <i>Paul Krizan</i>	Supports CHW Chairs and Associate Dean in the creation and management of program budgets; monitors capital expenditure and revenue; provides cost analysis of academic programs
Placement Specialist III <i>Rita Perry</i>	Collaborates with the Placement Coordinator to procure practice placements for all students, ensuring placement details are complete and accurate, and confirming preceptorship and practice placements with clinical partners
Placement Specialist I <i>Lori Hatfield</i>	Support for the Practice Placement Office including tracking and managing information related to practice requirements for students and faculty (i.e. immunizations, criminal record checks, CPR)

UNIVERSITY OF LETHBRIDGE – Leadership	
Dean <i>Robert Wood</i>	Oversees all programs within the Faculty of Health Sciences (FoHS) <ul style="list-style-type: none"> • Bachelor of Nursing – Years Three and Four • Bachelor of Nursing After-Degree (BN-AD) – Semesters Three to Six • Aboriginal Health • Addictions Counselling • Public Health • Therapeutic Recreation • Graduate Studies in Health Sciences
Associate Dean <i>Shannon Spenceley</i>	Acts as liaison to the Dean of the FoHS with collaborative nursing partners; advises the Dean in determining and implementing nursing program priorities.
Assistant Dean <i>Tracy Oosterbroek</i>	Facilitates the effective planning, delivery and evaluation of NESA Year Three and Four undergraduate nursing courses including orientation and support for practice course instructors and students, works closely with the Practice Placement Coordinator; serves as a resource to faculty and instructors
UNIVERSITY OF LETHBRIDGE – Administrative Support	
Administrative Manager <i>Pamela Smith</i>	Executive and Administrative assistance for the Dean of the FoHS, including management of administrative support staff, maintenance of personnel files, and related administrative duties
Administrative Assistant <i>Shauna Haag</i>	Diverse administrative and program support for NESA BN Programs including preparation and support for key organizations and committees (CNA, CASN, ANEA, NEPAB, Advisory Council); front-line contact for student queries related to practice placements and preceptorship; ensures student and faculty compliance with practice placement requirements
Administrative Support <i>Sharon Lawson</i> <i>Lansing Jacobson</i>	General administrative support for FoHS programs including but not limited to clerical support, coordination of faculty work requests, collection of required data from instructors, course outline formatting, textbook ordering, room bookings, meeting minutes, etc. For a breakdown of duties for each admin support person, see the Administrative duties list
Financial Analyst <i>Jan Morton</i>	Supports FoHS Dean in the management of program budgets; monitors capital expenditure and revenue; provides cost analysis of academic programs; assists with expense claim submissions
Academic Advisor for BN <i>Sherry Hogeweide</i>	Academic advising for current and prospective nursing students, evaluating student records, responding to specific student requests and program inquiries
Curriculum & Timetable Coordinator <i>Kristie Masuda</i>	Responsible for course timetable submissions, prepares curriculum/admission change proposals, maintains Faculty of Health Sciences website, provides staff and faculty members with information on applicants and students
SSASHS Learning Facilitator <i>Marilyn Lamb</i>	Facilitates and supports FMNI student success; assists students in preparation for transition to post-secondary environment, provides assistance in securing Band funding, assists with course selection and registration

GETTING INVOLVED

[Table of Contents](#)

It is expected that you will become an active member of the NESAs Programs, its committees, Investment of time and effort to prepare for your role will provide satisfaction and professional growth in the NESAs BN Programs. Engagement with other faculty contributes to professional relationships and support systems within the faculty across the NESAs collaboration. Representatives for institutional committees at U of L volunteer or are nominated by the Executive Committee and approved at FoHS Council. LC faculty are invited to volunteer for institutional committee service as openings arise.

Attendance and participation in program and faculty meetings is particularly important. Meeting minutes are distributed to faculty members. However, important elements of discussions may be lost for those who do not attend. It is most beneficial when attendees come prepared for discussion and participation based on agenda items and attachments distributed prior to the meetings.

NESA BN Program Meetings

****NOTE:** It is expected that all available full-time faculty and instructors attend the following meetings (respective to their campus or the program). Part-time and contract/hourly instructors are encouraged to attend whenever possible as well, to keep informed of potential changes to policy and/or practice issues

- ❖ **U of L Faculty of Health Sciences (FoHS) Faculty Council**
 - Health Sciences faculty (Nursing, Public Health, Therapeutic Recreation, and Addictions Counselling) meetings are held on a monthly basis
 - Meeting schedule distributed by the Administrative Manager, Dean's Office
- ❖ **U of L Nursing Meetings**
 - NESAs nursing faculty meetings are held once per semester (as required)
 - Meeting schedule distributed by a member of the FoHS Administrative staff
- ❖ **LC Center for Health and Wellness Meetings**
 - CHW faculty (BN/PN Nursing, TRG, Massage, Allied Health, SPHERE, Placement Office) meetings are held at the beginning, middle, and end of the academic year.
 - Meeting schedule distributed by the Administrative Coordinator, Dean's Office
- ❖ **LC NESAs Faculty Meetings**
 - Nursing faculty meetings are held on a monthly basis
 - Meeting schedule distributed by the NESAs Program Assistant
- ❖ **NESAs Programs Joint Faculty**
 - U of L and LC NESAs BN Programs Faculty will meet a minimum of three times per year; meeting schedule may be accelerated as needed up to a frequency of once per month
 - Meeting schedule distributed by Administrative Support, U of L
- ❖ **Theory & Practice Course Meetings**
 - *Theory* course meetings occur each semester to share strategies, challenges, successes, and innovative approaches to teaching, and contribute to cohesiveness and team-building
 - *Practice* course meetings (both sites) are scheduled as determined by the Practice Courses Coordinator (LC) and/or the Assistant Dean (U of L) to discuss mutual concerns and issues across courses and across the program
 - All instructors teaching during the course of the semester are required to attend course meetings as scheduled, and to participate actively in planning and delivering course orientation for students

Committee Involvement

[Table of Contents](#)

Membership for NESAs committees is determined annually at NESAs Joint Faculty meetings. Full information and committee membership structure can be seen in the [Terms of Reference](#) for each committee and the [NESAs Committee Governance structure](#).

- ❖ **Admissions Committee** – works in conjunction with the admissions and recruiting offices of LC and U of L to recommend admission criteria, support academic advisors and recruiters, and identify trends in student performance related to admission criteria
- ❖ **Chairs Committee** – consists of Chairs and Co-chairs of NESAs BN Programs standing committees and exists to strengthen faculty engagement in programs decisions and initiatives by facilitating the coordination, collaboration, and sharing of information between all standing NESAs committees
- ❖ **Curriculum Coordinating Committee (CCC)** – ensure mechanisms are in place for the evaluation of program resources, courses, and student performance; identify the need for curriculum revisions; make recommendations to NESAs BN Programs Joint Faculty Council regarding changes to NESAs curriculum, policies, or procedures
- ❖ **NCLEX-RN Advisory Committee** – supports the implementation of ongoing strategies for NCLEX-RN success; supports the planning and delivery of practice examinations to improve student performance on the NCLEX-RN exam
- ❖ **Policy Review Committee (PRC)** – consider, develop, and review policies and guidelines to guide the faculty, staff, students, and administration of the NESAs BN Programs
- ❖ **Professional Development Committee (PD)** – surveying and assessing professional development needs of NESAs BN faculty in relation to NESAs BN Programs development; also to plan, coordinate and implement Professional Development activities in response to faculty and program development needs, and conduct evaluation of activities relevant to future professional development needs.
- ❖ **Program Evaluation Committee (PEC)** – oversees the development and coordination of NESAs BN Program evaluation processes, which provide evidence to support nursing program outcomes and to meet NEPAB approval requirements and CASN accreditation standards
- ❖ **Research and Scholarship Committee (RSC)** – acts as a resource to faculty and students, in order to support and help create a vibrant culture of research and scholarship in the collaborative NESAs BN programs
- ❖ **Transfer Applicant & Readmission Committee** – reviews applications and course transfer credit documentation for students wishing to transfer into the NESAs BN Programs from other nursing programs, and reviews application documentation from Special Case Admission applicants to ensure eligibility criteria are met

USEFUL RESOURCES

[Table of Contents](#)

There are a number of helpful supports in place to get you started as a new instructor. For full information on all services, please refer to the individual department pages on your institutional websites. The main resources you will be accessing are listed below.

Lethbridge College Resources	University of Lethbridge Resources
<p>Centre for Teaching, Learning & Innovation (CTLI)</p> <ul style="list-style-type: none"> • broad ranges of services to support faculty and students to pursue excellence in teaching and learning • https://lethbridgecollege.ca/departments/centre-for-teaching-learning-and-innovation • Location: College Centre (CE 1342) 	<p>Teaching Centre</p> <ul style="list-style-type: none"> • provides leadership and support to meet the needs of University teachers and graduate students; assist teachers in achieving the highest possible standards of teaching/ learning • http://www.uleth.ca/teachingcentre • Location: LINC (Library) Building (L1126)
<p>Information Technology Services (ITS)</p> <ul style="list-style-type: none"> • ITS Help Desk • helpdesk@lethbridgecollege.ca • 403-320-3333 • Location: Technologies Building (TE2208) 	<p>Information Technology (IT)</p> <ul style="list-style-type: none"> • IT Solution Centre • help@uleth.ca • 403-329-2490 • Location: Turcotte Hall (TH218)
<p>Buchanan Library</p> <ul style="list-style-type: none"> • faculty arrange independently for a tour • buchananlibrary@lethbridgecollege.ca • library.infodesk@lethbridgecollege.ca • 403-320-3352 • NESAs Program librarian – Corene Kozey • Location: College Center (CE1340) 	<p>U of L Library</p> <ul style="list-style-type: none"> • virtual tour available (rest cursor on “Help”) • http://www.uleth.ca/lib/ • 403-329-2265 • HLSC subject librarian – David Scott • Location: LINC Building
<p>MyHorizon</p> <ul style="list-style-type: none"> • access portal for students and staff for payroll, schedules, forms, policies, support services, student/class information, etc. • https://lethbridgecollege.ca/myhorizon 	<p>The Bridge</p> <ul style="list-style-type: none"> • access to employee information, expense claim reimbursements, student grade entry, parking services, tax forms, etc. • access through main web page or through http://www.uleth.ca/webtools
<p>CANVAS</p> <ul style="list-style-type: none"> • Learning Management System (LMS) • it is strongly advised that all instructors use CANVAS for course administration and delivery • allows instructors to connect with and assess students online; ability to create quizzes, discussion boards, and add resources and course content • Training, support, and CANVAS Instructor Guide can be accessed through http://www.eetlc.ca/canvas1.html 	<p>Moodle</p> <ul style="list-style-type: none"> • Learning Management System (LMS) • allows instructors to connect with and assess students online; ability to create quizzes, discussion boards, and add resources and course content • https://moodle.uleth.ca/ • Instructor tutorials are available through Moodle Answers (located at top of any Moodle page, or at http://moodleanswers.com)

FACULTY EXPECTATIONS AND TIME COMMITMENT

[Table of Contents](#)

The NESAs BN Programs are committed to delivering quality education, and as such require faculty to invest time in preparation, delivery, and evaluation of students. It is expected that faculty are active participants in all of the aforementioned areas to ensure consistency in the nursing education process.

Evaluation

- ❖ **Program Evaluation** – The NESAs BN Programs have been approved by the [Nursing Education Program Approval Committee](#) (NEPAC), and are accredited through the [Canadian Association of Schools of Nursing](#) (CASN). NESAs is required to submit periodic comprehensive reviews, evaluations, revisions and plans for all aspects of the BN and BN-AD Programs, addressing curricula, faculty, students and graduates. While the compilation of the reports is generally done by senior faculty and administration, you will be asked to contribute course-specific information. NEPAC approval and CASN Accreditation will be explained in more detail within the NESAs Curriculum information section.
- ❖ **Course Evaluation** – Near or at the end of each semester, you will be expected to participate in wrap-up meetings to discuss and evaluate the semester, and to begin planning for any necessary alterations to course delivery in the upcoming semester. It is important that all members of the teaching team are present at these meetings, to share information, provide support to one another, and share the work involved in program evaluation.
- ❖ **Student Evaluation** – As part of your teaching responsibilities, you will be required to adhere to institutional assessment policies as outlined in the Academic Calendar for each site. Specifically for clinical courses, you will be required to evaluate student progress, meet with students to provide written and verbal feedback, and submit final evaluation documentation to the Health Sciences office (U of L) for inclusion in student files, or on CANVAS (LC) as directed by the Practice Courses Coordinator. This process, when done properly, can be time and labour-intensive, often requiring work outside of office/practice hours to complete. However, it is a vital part of the educational experience of the student and must be completed entirely and in a timely manner. Student evaluations for practice experiences will be discussed in more detail later in this document.

Maintaining Practice Hours Externally

You may wish to maintain employee status within the health care system outside the NESAs BN Programs. If you are a full-time employee of LC or U of L, additional shifts and/or employment may be limited at the Dean's discretion.

Lethbridge College requires faculty to complete a disclosure of their work outside of the college. The University Faculty Handbook has specific requirements for conducting external professional activity that is *“of a substantial and continuing nature”* and *“does not interfere with the normal activities of the Member”* (Article 13.10.2). Further, *“a Member shall obtain the approval of the Dean in advance before accepting remuneration for external professional activities”* (Article 13.10.4, *U of L Faculty Handbook, 2016*).

Professional Development

[Table of Contents](#)

Professional Development Committee is a standing committee of the NESAs BN Programs. Full-time faculty are encouraged to attend Professional Development activities planned by this committee, to enhance teaching effectiveness and share teaching experiences with other faculty in the NESAs BN Programs. If you have suggestions for Professional Development activities, you are encouraged to forward them to the Committee for consideration and implementation. In accordance with CARNA standards, nurses are expected to engage in Continuing Competence activities annually.

Professional Activities / Professional Development Reports

❖ Professional Development Plan (PDP) – LC faculty

Full-time faculty and hourly clinical instructors are required to submit a current Curriculum Vitae and a Professional Development Plan on an annual basis, prior to September 15 of each year. Faculty members are also required (once past their two-year probationary period) to submit a 3-year PD plan from which the annual plan arises. Your PD will include experiences in teaching and learning, your 3-year plan, and how your plan aligns with the College's Comprehensive Institutional Plan (CIP) and goals. Templates for the PD Plans (Annual and 3-year plans) can be found at <https://lethbridgecollege.ca/document-centre/forms/faculty-professional-development/annual-pd-plan-template-full-and-part-time>. Your PD plan will be submitted along with other supporting evidence which the Associate Dean may use in the determination of continued employment (for probationary instructors) and for evaluation purposes.

❖ Professional Activities Report (PAR) – U of L faculty

Full-time faculty members and Instructors are required to submit a Professional Activities Report (PAR) to the Dean on an annual basis, prior to September 15 of each year. The report covers the time period of July 1 to June 30 of the previous year that the instructor has taught. In this report, you are required to describe your duties and responsibilities during that year. Some areas that will be covered are a) teaching or professional responsibilities undertaken; b) innovations in teaching or in the performance of other assigned duties; and c) service to the community, and other professional activities. A template for the PAR can be found in the U of L Faculty Handbook, Schedule F. Your PAR will be submitted along with other supporting evidence upon which the Dean will determine salary increments and may be used in the determination of continued employment or renewal of term contracts.

For either submission (PAR or PDP) you may wish to provide supplemental evidence of your effectiveness as an instructor. This may include letters of support from peers, examples of creativity in teaching, evidence of certifications and courses completed, service on committees, etc. As it will take some time to compile the information, you are encouraged to work on it throughout the year, adding new documents and information as it becomes available.

Voluntary Peer Review Process

There is an identified need for more support of faculty members teaching within NESAs BN Programs. The voluntary peer review process provides opportunities for faculty members to share ideas, engage in problem-solving, offer constructive feedback with colleagues in a supportive environment, and increases exposure of faculty members to other courses in the NESAs BN Programs curriculum. When peer review includes faculty and instructors from both campuses, collaboration within the NESAs BN Programs is reinforced and strengthened, and participants become more knowledgeable about course delivery across the curriculum. The [Voluntary Peer Review Process](#) document outlines the principles and processes involved, while the [Voluntary Peer Review Template](#) may be used to provide structured and constructive feedback to peers.

****NOTE:** The completed peer review is the property of the instructor being observed and may be used for any purpose that instructor deems relevant (i.e. PAR/PDP, self-reflection, etc.). The document is not to be distributed or used by the observer for any purpose other than providing peer feedback to the specific individual being observed.

Theory and Practice Course Schedules

You may be required to teach theory or practice courses outside of regular institutional business hours. Theory courses or labs may occasionally be scheduled for the evening, whether due to classroom availability or program timetabling. Every effort is made to accommodate instructors' desires and needs regarding work hours. However, it may be necessary to assign you to teach in the evening.

Practice course schedules for NESAs BN Programs are generated by the Clinical Placement Office. Practice courses typically are scheduled for a combination of day/evening or weekend shifts, with equitable distribution of those shifts among instructors. This may vary based on the location of the practice experience, the facility's capacity to accommodate student numbers, and the need for other nursing programs to access the same facility or site. Some locations may not have the capacity to accommodate the numbers of students requiring placement within the nursing programs in Southern Alberta. Should that be the case, instructors and students may be assigned to weekend shifts as part of the practice experience.

Practice courses take place in the city of Lethbridge and in rural hospitals and other community agencies suitable for student practice experiences. Every effort is made for equitable distribution of assignments. In the event that you are assigned a practice setting outside of the city of Lethbridge, you will be compensated for mileage when using your personal vehicle for student instruction purposes.

It is important to work collaboratively with the course instructors and facility staff to ensure the best possible practice experience for students. Remember that the experience will be as valuable for you and the students as your investment in it!

PREPARATION FOR TEACHING

[Table of Contents](#)

It will be important to begin preparation for your teaching experience as early as possible before the students arrive on campus or to the practice setting. As much as possible, teaching teams work together to prepare course materials and much of the course and clinical materials are utilized from previous semesters. However, there may be outstanding items that require completion prior to the start of the term. An outline of the activities that take place in preparation for each semester is listed below.

Course Outlines and Guides

- ❖ Theory and practice course outlines should be completed by the end of May when possible for the September semester, by the end of November for the January semester, and by the end of March for courses occurring between May and August. The course lead is responsible to ensure the syllabus is completed in a timely manner but should invite consultation and discussion from all team members.
- ❖ Once reviewed by the team and completed, syllabi should be sent to the Chair (LC) or Assistant Dean (U of L) to ensure consistency of language and accuracy of information.
- ❖ The Program Assistant (LC) and Administrative Support (U of L) will ensure consistent formatting and will upload the documents to their institution's shared drive and notify instructors that the document is ready for inclusion with the LMS (Moodle or CANVAS) course materials for each respective course.

Course Materials

- ❖ Course materials may have already been prepared from previous semesters; however, course materials will likely require updating of information and preparation of worksheets, etc.
- ❖ If using your institution's LMS for portions of course delivery, this must be updated as well
- ❖ If LMS content is to be updated, it is best to do this before the course is constructed and rolled over into multiple sections (particularly for practice courses).

Pre-Practice Placement Requirements (students)

- ❖ All pre-placement requirements can be accessed through the institutional LMS. *Pre-placement requirements are subject to change based upon ministerial and employer requirements and regulations*
- ❖ Students are required to have the following requirements completed *before* entering the practice setting:
 - current immunizations,
 - CPR-HCP,
 - Alberta Health Services – General Student Orientation (AHS-GSO) and/or Good Samaritans Society Orientation (GSS Orientation),
 - Medication math exam (posted on the LMS in each clinical section, each semester) – Must be successfully completed by students
 - Back Care – *It's Your Move* module to be completed online, and a return demonstration completed with instructors at the practice site during the first days of practice orientation.

Instructors are required to complete all of the above requirements as well, with the exception of the medication math exam. Immunization records are required upon hire.

Risk and Liability

- ❖ Practice courses delivered at the U of L must comply with Risk and Safety guidelines and policies established by the institution.
- ❖ Students will be required to submit both a [Driver Agreement](#) and a [NESA Practicum Placement Liability Waiver](#) for all practice courses. Instructors will submit these to the Health Sciences office at the beginning of the semester.

- ❖ For each acute care clinical site, instructors will obtain (from the unit) a copy of the Hazard Identification, Assessment, and Control (HIAC) form. These must be read and signed by each student, and then returned to the Placement Office (LC), or the Health Sciences Office (U of L)
- ❖ In the case of accident or injury sustained during a program course, a report must be generated for Worker's Compensation Board purposes. Both the student (worker) and instructor/practice site (employer) must complete the necessary forms and submit to their respective institution. At LC, forms are submitted to Risk Management in the Human Resources office. At U of L, a [Campus Accident Incident Report \(CAIR\)](#) form must be submitted online

Practice Courses Orientation

- ❖ Orientation days will be scheduled at the beginning of the semester to prepare students for the practice experience.
- ❖ Course Leads will arrange for on-campus room bookings through the Program Assistant (LC) or Administrative Support (U of L).
- ❖ Each practice/praxis area conducts orientation somewhat differently, to align with course expectations and practice sites. The Course Lead for your team will provide specific information as to how orientation is conducted for your practice area.

You will be responsible for orienting your group of students to the practice area and specific site:

- ❖ All instructors must complete and submit to the Practice Courses Coordinator (LC) or Assistant Dean (UofL) a signed copy of the [Practice Instructor-Manager Unit Orientation Checklist](#) for *each* clinical rotation for *each* term (even if working on the same unit, consecutive semesters). The most important aspect of this requirement is the face-to-face meeting with the manager. These meetings facilitate building relationships with our practice partners, which are essential to a successful student experience. The Checklist also provides documented evidence of your review of expectations with the practice partner.
- ❖ You must be familiar with how the area engages in patient care, where to locate clinical supplies and policies, and other site-specific details.
- ❖ It is vital that you familiarize yourself with the clinical setting in which you will be working with students if you have been assigned to teach in a location with which you are not familiar. You are responsible for scheduling a minimum of two orientation shifts on the unit to familiarize yourself with the routine and personnel. See the NESAs Guideline: [Orientation of Practice Instructors](#) for more details. If more than one new faculty member is to teach at an unfamiliar site, please arrange for tours to be conducted with all new instructors to be teaching at the site, to reduce time commitments for the agency.
- ❖ In preparation for instructing your individual clinical group(s), other important aspects to consider may include, but are not limited to:
 - how to track your students' progress throughout each shift;
 - setting up LMS sections specific to your communication/assignment submission preferences;
 - familiarize yourself with assignments and expectations for students.

NESA BN Programs Curriculum documents can be accessed through a shared Dropbox folder. Please request an invitation to the Dropbox through the Curriculum Committee (CC) Co-Chairs.

Academic Freedom

All faculty and instructors must adhere to *the prescribed NESA BN Programs Curriculum*. Institutional definitions of Academic Freedom are as follows:

❖ **Lethbridge College**

- *“As no freedom is absolute and no right is unlimited, those who claim the right to academic freedom also accept the concomitant responsibilities of being open-minded, respectful, ethical and honest*
- *Members of the academic staff are ‘free’:*
 - *to teach and discuss in their classes any **aspect**** of a topic pertinent to the understanding of the subject matter of the course which they are teaching;*
 - *to carry on research and publish the results subject to the adequate performance of their other academic duties; and*
 - *to act or speak in their capacity as a citizen”*
 - <https://lethbridgecollege.ca/document-centre/policies-and-procedures/research-and-copyright/academic-freedom-227>

****NOTE:** this does not mean that any topic can be introduced that is not part of the approved curriculum; rather, that any aspect of the curriculum topic may be discussed.

❖ **University of Lethbridge**

- *“Members are entitled to the freedom to carry out research and to publish the results, to the freedom to teach and discuss their subjects, and to the freedom from institutional censorship (ULFA Faculty Handbook, Preamble).*
- *“Academic freedom is generally understood as the right to teach, engage in scholarly activity, and perform service without interference and without jeopardizing employment (Article 11.01.1)*

Intellectual Property

As new members of faculty join the NESA BN Programs, or are assigned new courses to teach, it is expected that existing faculty will work collaboratively with new members to share program and course materials to assist the new member in orienting to their course. Intellectual property rights refer to original content (created by you) and are explained as per the LC policy and U of L Faculty Handbook statements below:

❖ **Lethbridge College**

- The Intellectual Property and Copyright Ownership Policy states, *“Lethbridge College will be the owner of Copyright and Works and the owner of Intellectual Property created by an Author in the course of their employment with the College, on behalf of the College, or with the assistance of Lethbridge College”* (<https://lethbridgecollege.ca/document-centre/policies-and-procedures/research-and-copyright/intellectual-property-and-copyright>)

❖ **University of Lethbridge**

- ❖ According to the ULFA Faculty Handbook, *“Members are the owners of the intellectual property rights in any invention, improvement, design or development that they create in the course of their employment, even if it was produced with the University’s facilities and resources”* (Article 29.03.1)

Instructor/Student Communication

Students rely on you to be a source of information as well as support. Some instructors set specific office hours; others prefer communication via e-mail or LMS. Whatever your preference, ensure that students have the correct contact information, as setting boundaries early will assist in maintaining your own mental health. Office, or meeting hours and times should be scheduled in attempt to maintain boundaries and provide regular and reliable times students can meet with you.

First Student Group Meeting

Whether this is your first teaching experience, or you are a seasoned instructor, each new group of students brings new opportunities for optimal learning environments to be formed. One way to ensure you start the semester off on a positive note, is to communicate openly with your students, and provide them with the opportunity to ask questions. Some suggestions for discussion items are included in the document [First Student Group Meeting Outline](#).

Electronic Communication

A majority of the communication within the NESAs BN Programs occurs through e-mail communications, generated from Administrative staff or between individual faculty members. Faculty and students alike are expected to check their institutional e-mail account regularly to remain informed about important information concerning the NESAs BN Programs, policies, internal notices, meeting announcements, funding, and research opportunities. Students are encouraged to send email messages only using their institutional e-mail address to ensure the security of the information and reduce the risk of cyber-infections. Please provide your communication preference for students during orientation. **For urgent matters, such as sick-calls or road travel safety concerns, phone call communication is recommended and preferred; text messaging should be avoided.**

Process for Student Concerns

One of the keys to ensuring consistency in information that is delivered to students is to understand the lines of communication and the processes for students to follow when wishing to address concerns about the program or their instructor. Please encourage students to follow protocols outlined here.

- 1) Student must first address areas of concern with the individual instructor
- 2) For *course-related issues*, if satisfactory resolution is not attained, then the student may bring concerns forward to the Chair (LC) or Assistant Dean (U of L), as applicable
- 3) For *instructor/faculty-related* issues, or if there is no resolution to an issue mediated in Step 2, then concerns may be addressed to the Associate Dean (LC) or Associate Dean (U of L) for nursing matters, or to the Dean for program and institutional related concerns

****NOTE:** if students do not address issues with the instructor prior to approaching the other individuals listed above, they will be directed back to the instructor to begin addressing the concern at that level.

Your institution also has policies in place to protect faculty and students from discrimination, harassment, and/or abuse. Refer to the following documents at your respective institution.

- ❖ **Lethbridge College:** [Respectful Campus Policy](#)
- ❖ **University of Lethbridge:** [Harassment and Discrimination Policy](#). U of L faculty may refer to the [Process and Rules](#) information if concerned that this policy has been breached.

EXPECTATIONS FOR PERFORMANCE AND CONDUCT

[Table of Contents](#)

NESA BN Program Policies and Guidelines

Policies and Guidelines can be accessed online at <http://www.uleth.ca/healthsciences/policies>. The following section contains brief summaries of the most frequently accessed policies, guidelines, and performance issues and conduct within the NESA BN Programs. The [NESA BN Programs Handbook](#) also contains information for faculty and students on professional conduct, academic and non-academic offenses, and general program information.

❖ **Professional Conduct**

- Students and instructors are expected to maintain professional conduct during interactions with patients, staff, agencies, faculty and peers, and in accordance with the [Canadian Nurses Association Code of Ethics](#) (2017) and the [CARNA Practice Standards for Regulated Members](#) (2013). A student's behaviour may be judged to constitute professional misconduct if it contravenes the Health Professions Act (Alberta, 2005).
- Within the context and scope of their responsibilities, students are expected to meet the standards of the profession and legislative requirements as outlined in the above documents.
- Students are encouraged to choose professional role models carefully, considering the impact this person may have on their own practice. In addition, students are role models for their peers.
- Instructors are expected to be role models in all aspects of professional life. This includes reflecting the values of the NESA BN Programs and CARNA, including professionalism in relationships with site staff and other faculty, appearance and communication.

❖ **Dress Code Policy**

- Clothing should allow students to participate in all aspects of nursing care, including CPR if necessary.
- Footwear must be clean, in good condition and be closed heel and toe in accordance with Workers' Compensation Board regulations.
- NESA BN Programs name tags must be worn and visible at all time in all clinical sites.

❖ **Attendance Policy (with Appendix for student CNSA Conference Attendance)**

- Attendance in all nursing orientations theory courses and assigned practice days is **required**
- If ill and unable to attend practice, students must notify the instructor AND nursing unit a minimum of 30 minutes prior to the start of the shift
- Repeated absences from theory or practice courses may impede the student's successful completion of course requirements. There is no "allowable" number of absences from practice.
- Students with repeated absences may be placed on a *Practice Enhancement Plan* (described further under the Student Evaluation section) at the discretion of the instructor
- Missed practice days due to instructor illness or absence will not reflect poorly on students' attendance but may contribute to a lack of available assessment time. If possible, teaching teams may make arrangements to cover another instructor's group, but if there is no one to cover the shift then it is just counted as "missed". No practice make-up days will be provided.
- Students may submit an application (see appendix to this policy) to attend the regional and/or national Canadian Nursing Students Association (CNSA) conference. Arrangements must be made with the instructor(s) for any theory course or practice time missed as a result, and the application must be submitted at least 30 days prior to the conference. Applications are submitted to the Chair (LC students) and the NESA Academic Advisor (U of L students)

Cell Phone Usage

- ❖ Cell phone use (including texting) must be limited to breaks, or before and after the clinical shift.
- ❖ Telephone contact information for the practice setting may be provided to individuals needing to contact instructors.

- ❖ Students and instructors are expected to adhere to institutional policies regarding electronic devices, electronic communication, and privacy policies at their clinical site. Instructors are to confirm with unit managers what applications/resources are available for student use on clinical units.

Fitness to Practice

- ❖ Students are responsible to disclose to their instructor anything that may cause them to be unfit for practice (e.g. physical or mental illness). Instructors then have a responsibility to determine whether Fitness to Practice protocols must be initiated.
- ❖ In the case of illness, students must report their intended absence to the instructor, but are not required to provide a physician's note or appear at the practice setting to "prove" they are ill.
- ❖ If students report a serious physical or mental issue that prevents them from carrying out the responsibilities of the practice course, the instructor must notify the Practice Courses Coordinator (LC) or Assistant Dean (U of L) to initiate the appropriate protocol.
- ❖ The practice site has the responsibility of making accommodations (as possible) to facilitate that student's timely return to the clinical setting.

Identification of Student Issues and How to Proceed

Occasionally issues associated with student behaviours, attitudes, conduct, performance, or breaches of policy may occur and these must be addressed as soon as they arise. This allows the student to formulate a plan (in collaboration with the instructor) to address the issue and for the student to demonstrate improvement. For academic-related issues, an [Enhancement Plan](#) should be initiated. For non-academic offenses, please consult with the Chair (LC) or Assistant Dean (U of L) to determine how best to proceed.

Your institution has specific information on dealing with both academic and non-academic offenses

- ❖ LC Policies <https://lethbridgecollege.ca/document-centre/policies-and-procedures/student-services-and-support/student-rights-and-code>
- ❖ U of L [Academic Calendar](#).

To support the student and other faculty in managing problem areas, you may feel the need to communicate with other instructors about the difficulty you are having. Please be mindful that students are entitled to confidentiality, and that any communication among instructors must abide by the guidelines set forth in the [Communication Among Instructors](#) policy.

When student performance negatively impacts patient care and safety in the practice setting, it may be necessary to remove the student from the setting immediately. This would occur in two instances: a) if the student's practice threatens patient/client safety or is disruptive to patient/client care; or b) the student's behaviour is judged to constitute professional misconduct. Consultation with the Practice Courses Coordinator (LC) or Program Coordinator (U of L) as soon as possible after removing the student from the setting is required.

****NOTE:** You are a role model for your students. They are encouraged to practice behaviours consistent with the standards and codes the nursing profession. Students typically will meet the level that is expected of them, and therefore it is important that you clearly communicate your high standard of nursing care and conduct. Expectations of a lower standard of performance are very easily met but are not sufficient for success in the NES A BN Programs.

STUDENT EVALUATION IN PRACTICE/PRAxis SETTINGS

[Table of Contents](#)

It is important to document all student progress in a timely and effective manner. This allows for: a) for student specific feedback that will promote performance improvement; b) for the instructor to have a complete record of assignments and skills demonstrated, so an appropriate pass/fail designation can be determined; and c) the instructor to have documentation which supports the feedback/grade given.

Practice Evaluation Tool

Ultimately, the NESa BN Programs are responsible for providing sufficient opportunities for students to demonstrate achievement of the course outcomes to prepare students for entry-to-practice. A student cannot successfully complete the program until all competencies have been met. The NESa BN Programs Practice Evaluation Tool standardizes the evaluation process across the nursing curriculum and serves two purposes:

1. It is a self-evaluation tool for students to reflect on their own practice performance and achievement of the course outcomes the behaviours and attitudes that indicate practice competence.
2. It is a tool for the instructor, preceptor and/or faculty advisor to evaluate and document students' practice performance and achievement of the course outcomes.

To be eligible to pass the practice course, students must achieve the course outcomes and demonstrate competent performance according to this Tool. Students must be evaluated on a regular basis for continuity and to provide a quality evaluation. Details that provide evidence for your assessment should be added in the space provided within the tool.

Practice instructors are required to complete at *minimum*, a face-to-face midterm and a final evaluation for each student using the NESa BN Programs Practice Evaluation Tool. Students are required to complete a self-evaluation using the NESa Practice Evaluation Tool for review at the midterm and final evaluation meetings which are to occur outside clinical practice time at a location mutually agreeable to the student and instructor. The final copy of the instructor's evaluation will be uploaded to CANVAS (LC) or submitted to the Health Sciences Office (U of L) at the end of the semester.

Enhancement Plan (Theory and Practice)

The purpose of the Enhancement Plan (EP) is to support students who in attaining competency in theory and practice. The EP fosters student growth and capacity within the practice and classroom setting and would be implemented should an instructor determine that a student is not consistently meeting expectations. You are strongly encouraged to consider an EP early in the course if you suspect the student is not performing adequately, and to discuss the situation with the Chair (LC) or Assistant Dean of Nursing (U of L). The student may need to make alternate arrangements, such as attending a nursing skills lab, to improve performance; allowing sufficient time for such remediation to be integrated into practice is important. The process entails completing the EP form, meeting with the student, and assessing the student's ability to meet the specific requirements as documented. Enhancement Plans are not submitted with the Practice Evaluation Tool at the end of the semester but will be submitted to the Practice Courses Coordinator/Chair (LC) or Program Coordinator (U of L) to ensure awareness of the student situation, and to provide support to the instructor and student. Once reviewed, the completed EP will be placed in the student's academic file at their respective institution.

Providing References for Students

Students may request references from their practice instructors as they enter the workforce, whether a Undergraduate or Graduate students. To request a reference, students must submit a [Reference Form](#) (as per NESa Guideline [Student Reference Request](#)) and send it to the instructor **prior** to any information about the student being released to an outside party.

Simulated Experiences for Students

Additional learning opportunities through simulation are provided at both institutions. The Simulated Patient Health Environment for Research and Education (SPHERE) at LC and the Simulation Health Centre (SHC) at U of L provide both group and individual learning opportunities for students to practice applying knowledge and skills. Low-, mid-, and hi-fidelity equipment provide students a range of experiential learning, and simulated patient scenarios enable faculty to assess student responses to patient health situations as they assess, interpret observations, plan, and implement care within a supportive learning environment.

Students will have the opportunity to interact in simulated environments as a part of the NESAs BN Programs curriculum but may also access services outside of scheduled courses. Students may be referred by instructors or may choose to access the service themselves. Referrals made by instructors may be as a component of a Practice Enhancement Plan or just to supplement the student learning experience in areas requiring support.

At LC, instructors should be familiar with the [SPHERE Responsibilities](#), [SPHERE Lab Guidelines](#), and [SPHERE Open Lab Referral Forms](#). At the U of L, instructors may refer students using the [Simulation Health Centre Referral Form](#) or students may self-refer using the [Student booking form](#)

PRACTICE/PRAxis EXPECTATIONS

[Table of Contents](#)

Students are required to attend practice/praxis fully prepared to assume care of their assigned patients. Students assessed to be competent in practice may be assigned additional and/or more complex patients as the semester progresses, at the discretion of the instructor, in order to promote learning. Students must demonstrate comprehensive and consistent performance.

Patient Assignments in Practice

Patient assignments will be determined in conjunction between the student and practice instructor. Student activities in preparing for clinical practice and patient care may vary based on the site location, acuity, clinical focus, and course outcomes.

Course Assignments

Students are expected to complete all course requirements and assignments as outlined in the course syllabus. Examples of the types of assignments required for practice courses are briefly described below. See appendices for templates and examples.

- ❖ **Learning Plans** – learning plans should be based on student learning needs and goals, and must be challenging, comprehensive and holistic.
- ❖ **Care Plans/Concept Maps** – each practice setting may have different preferences as to student involvement in construction of client care plans. Regardless of the site preferences, instructors should encourage students to develop care plans or concept maps for their clients based on specific needs assessed by the student
- ❖ **Journals** – students are encouraged to engage in critical practice, sharing how their practice experiences have influenced their evolving nursing practice. Students should also be encouraged to link theoretical concepts to their practice and reflect on how these concepts apply specifically to their patients. When referring to patients directly, students must observe patient confidentiality. Instructors may choose to have journals submitted as a hard copy, or electronically via LMS. Students have stated that feedback on journals, including questions requiring a critical response, has been beneficial to their learning.

Snow Days and Instructor Absences

- ❖ Due to the nature of our rural location, travel is an expectation for faculty and instructors in practice courses. Occasionally, weather conditions may result in unsafe driving conditions. Instructors have the responsibility of ensuring that they maintain safety for themselves and their students in adverse weather conditions. Please refer to the Government of Alberta 511 website for current road conditions <https://511.alberta.ca/#:Alerts>
- ❖ If the instructor deems that travel to a rural practice site is not feasible, they may: a) delay/adjust the starting time of the practice day (consult with the Practice Courses Coordinator at LC or Assistant Dean at U of L); b) cancel the on-site practice (notify the unit) and create a practice opportunity on-campus in a low-, mid-, or high-fidelity lab experience (contact SPHERE at LC or SHC at U of L for lab availability).
- ❖ It is the responsibility of the instructor to create learning opportunities for students in instances where access to the practice site is not feasible. Having a “back-up” activity that is relevant to the course will not replace practice hours but will supplement student learning through other means.
- ❖ If an instructor needs to cancel a practice shift due to illness, they must contact the site, the students, and the Practice Courses Coordinator (LC) or Assistant Dean of Nursing (U of L) to inform them of the cancellation. This is to ensure that there is a record of where students and faculty are, for risk management purposes.

Supplemental Practice-Based Experiences

- ❖ Any clinical experience in an area that is not part of the student's regularly scheduled practicum is considered an ad hoc job shadowing or practicum experience and thus needs to be arranged following the [Supplemental Practice-Based Experiences](#) policy.
- ❖ It is important to note that although these supplemental activities may be deemed worthwhile by the instructor, other factors must be taken into consideration when seeking approval:
 - Safety and legal implications – students must be tracked through HSPnet at all times
 - All course related activities must be directly relevant to the primary clinical practice assignment/setting AND contribute to achievement of course outcomes

Pre-Conference

All practice courses must include a brief pre-conference immediately or soon after shift report. This is a valuable learning experience, which:

- ❖ ensures that students have adequate knowledge to practice safely
- ❖ allows students to demonstrate having established a plan of care for the assigned patients
- ❖ allows students to share information about upcoming experiences
- ❖ allows students to ask questions, share concerns, seek clarification about plans of care
- ❖ creates an opportunity for faculty to correct student misconceptions, identify problem areas, assess student thinking and identify student's readiness to implement care

Post-Conference

Post-conference provides a forum in which students and instructors can discuss practice experiences, share knowledge and information, analyze clinical situations, identify problems and develop support systems. Instructors may exercise individual preference as to what to incorporate into the post-conference, including but not limited to:

- ❖ group discussion of clinical issues or concerns
- ❖ group problem solving
- ❖ group debate
- ❖ group and individual reflection
- ❖ peer review
- ❖ nursing rounds
- ❖ non-threatening clinical testing
- ❖ role playing
- ❖ case presentation by a student and discussion with the group
- ❖ mini lectures
- ❖ evaluation of successes and areas for improvement
- ❖ mini presentations by students covering topics not addressed in theory or clinical orientation to expand on knowledge
- ❖ presentation of videos that demonstrate various aspects of nursing care or procedures
- ❖ application of debriefing models

Challenges in Post-Conference Planning

Even seasoned instructors encounter challenges in conference settings. Some of these may include:

- ❖ potential for unstructured discussions to be seen as trivial or boring, just "putting in time"
- ❖ potential for low energy levels during post-conference, particularly on evening shift
- ❖ finding a location to hold conference
- ❖ getting everyone out of the practice area on time to participate in conference
- ❖ dealing with confidentiality issues when having conferences in public areas
- ❖ domination of the conference by one or two students

You may wish to address these issues with your student group and encourage them to develop solutions to the difficulties, particularly if they are participation related. Students may wish to suggest topics for conference discussion, and advance planning and notification of conference activities will assist in ensuring the best use of time.