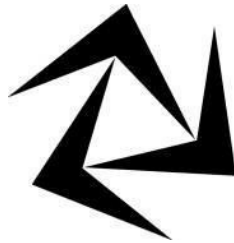


# **TORONTO METROPOLITAN UNIVERSITY, CENTENNIAL, GEORGE BROWN COLLABORATIVE NURSING DEGREE PROGRAM**



**Preceptor Information:  
Guiding, Teaching & Supporting**

**A PARTNERSHIP IN EXCELLENCE**



**Centennial College**



## About This Handbook

The information in this handbook is specific to the Toronto Metropolitan University (TMU), Centennial College, and George Brown College Collaborative Nursing Degree Program.

Students are required to adhere to the policies and procedures of TMU. While attending clinical placement, students must also comply with all applicable policies, procedures and requirements of the agency in which they are placed.

Information regarding academic policies and procedures is available through the University calendar and from relevant Student Organizations.

To access the most current version of this guide, please visit: <https://www.torontomu.ca/nursing/central-placement-office/>

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Dear Preceptor,

On behalf of everyone in the Daphne Cockwell School of Nursing, I would like to extend a warm welcome and express our sincere appreciation and gratitude for your willingness to support our nursing students in your role as a preceptor. The education of future nurses is truly a shared responsibility, and we are deeply grateful for the time, knowledge, experience and mentorship that you bring to our students' learning. It is through the generosity and dedication of nurses like you that we can provide meaningful, high-quality experiential learning opportunities that are so essential to our students' education and professional development.

We recognize that taking on the role of a preceptor requires a significant commitment, particularly amid the many demands and competing priorities within today's healthcare environments. Your willingness to share your experience and support a student during this important stage of their learning will make a meaningful difference in their learning experience and ultimately who they become as a nurse. Through your guidance a student not only develops their clinical knowledge and skills, but also has opportunities to strengthen their critical thinking, clinical reasoning, confidence and professional identity.

As a preceptor you are an important member of the student's learning team. Working together with the student and their Faculty Advisor, together you form a collaborative partnership that helps to maximize the students' learning opportunities. We want to ensure that both you and the student feel supported throughout the placement experience. We encourage you to communicate openly and work closely with the Faculty Advisor and reach out whenever questions or concerns arise.

Our team has prepared this Preceptor Handbook as a resource to support you in your role, and we hope that you find it helpful throughout the placement. Thank you again for taking on this important role and for the invaluable contribution you will be making. Your mentorship, guidance and willingness to invest in our students are sincerely appreciated and play an important role in preparing the next generation of nursing professionals and leaders.

If you have any questions, comments or suggestions please do not hesitate to reach out. We value your feedback and look forward to working with you throughout the placement.

Sincerely,

*Diane Pirner*

Diane Pirner RN MN PhD  
Director, Daphne Cockwell School of Nursing  
Faculty of Community Services  
Toronto Metropolitan University

# Introduction to Preceptorship

Thank you for supporting nursing education through your role as a preceptor. Preceptorship is an important component of nursing education, providing students with opportunities to integrate knowledge and skills within an authentic practice environment while learning alongside experienced nurses. A preceptor is an experienced and competent practitioner who guides and supports another learner in developing and demonstrating the knowledge, skills and professional attitudes needed to transition successfully within a healthcare practice environment (Ulrich, 2024).

Within the Collaborative Nursing Degree Program, preceptors play an important role in supporting students as they apply knowledge to practice, strengthen clinical judgement, develop confidence and progress towards increasingly independent nursing practice. Through the preceptor-student relationship, students benefit from meaningful learning opportunities, ongoing guidance and feedback, and exposure to the realities and responsibilities of professional nursing practice.

## The Many Roles of a Preceptor

The preceptor role extends beyond teaching and clinical skills. Preceptors take on several interconnected roles that support student learning, professional development and transition to the practice environment. These roles often overlap and evolve throughout the placement in response to the student’s learning needs, level of experience and progress (Ulrich, 2024).

| Preceptor Role             | Role Definition                                                                                                                                     |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Role Model</b>          | Models professionalism and role competence to positively influence the preceptee                                                                    |
| <b>Teacher/ Coach</b>      | Expands the knowledge, skills and competence of the preceptee with sensitivity to the preceptee’s individual strengths and learning needs           |
| <b>Facilitator</b>         | Finds, negotiates, and creates positive and rich experiential learning opportunities and environments                                               |
| <b>Protector</b>           | Ensures the safety of the preceptee and the patient by creating a safe and supportive learning environment and providing preceptee oversight        |
| <b>Socialization Agent</b> | Facilitates assimilation of the preceptee into the work environment and relationships by helping the preceptee understand social and cultural norms |
| <b>Leader/ Influencer</b>  | Inspires and guides the actions of others and conveys professional values in the practice setting                                                   |
| <b>Evaluator</b>           | Continuously assesses the preceptee’s performance and competence for job readiness with ongoing feedback for performance improvement                |

Figure 1. The roles of the preceptor. Adapted from Ulrich (2024, p. 15)

As students develop their knowledge, competence and confidence, the preceptor’s role also evolves. The balance between teaching, coaching, facilitating, supervising and providing feedback changes as the student progresses toward greater independence while continuing to practice safely and within their level of competence.

Preceptors are not expected to support student learning alone, within the Collaborative Nursing Degree Program, preceptored learning is supported through a collaborative partnership between the **Student, Preceptor and Faculty Advisor**. Each member of this partnership has distinct responsibilities and contributes to open communication, student development and a safe and meaningful learning experience.

The following section outlines the roles and responsibilities of the Student, Preceptor and Faculty Advisor and how they work together throughout the placement in a *Triad Model*.

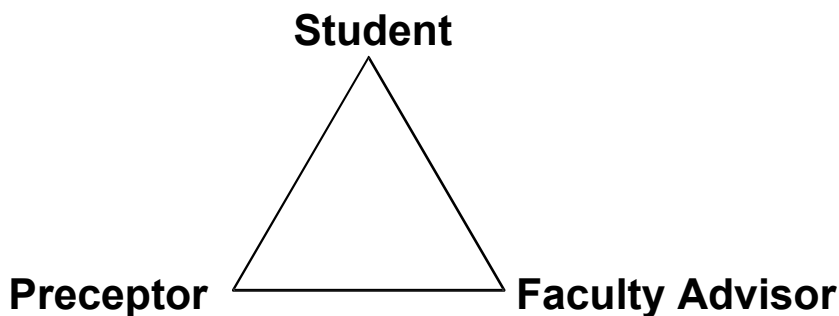
## The Preceptorship Triad Model

The Collaborative Nursing Degree Program uses a **triad model** to support students and preceptors throughout the practice placement experience. The triad brings together the **Student, Preceptor and Faculty Advisor**, each of whom contributes a different perspective and area of expertise to the student's learning experience. The purpose of this collaborative relationship is to support the student in meeting the course outcomes as identified in the course syllabus while promoting their ongoing development and safe nursing practice.

The student brings their developing knowledge, skills, learning goals and responsibility for their own learning. The preceptor brings their clinical expertise and knowledge of the practice environment, providing guidance, role modelling and feedback as the student develops in their practice. The Faculty Advisor provides academic guidance and oversight, supports the student progress in meeting course expectations and serves as a resource to both the student and Preceptor.

Central to the triad model is **open, ongoing and timely communication**. Communication between the student, preceptor and Faculty Advisor helps establish shared expectations, connect the practice experience to course outcomes, recognize student progress and identify and address learning needs or concerns as they arise. Although each member of the triad has a distinct role, student learning and progress are supported collaboratively.

The diagram below illustrates the Preceptorship Triad Model and the relationship among its three members:



### What does this mean to you as a preceptor?

- ❖ You are not expected to support the students' learning on your own. The Faculty Advisor is your primary academic contact and is available to support you throughout the placement experience. Connect with the Faculty Advisor whenever you have questions about course expectations or student progress or whenever concerns arise. Early communication helps the triad work effectively and ensures that students receive the support they need to progress toward meeting the course outcomes.

## Roles and Responsibilities

Each member of the Preceptorship Triad has distinct responsibilities that contribute to the student's learning experience. The following outlines key responsibilities of the student, preceptor and Faculty Advisor through the practice placement.

### Preceptor Roles & Responsibilities

The Preceptor provides practice-based guidance and supports the student in integrating knowledge into nursing practice. Preceptors serve as role models, teachers, coaches and resources while supporting the student's development toward increasingly independent practice.

Preceptors are expected to:

- ❖ Conduct and orientation to the practice setting and introduce the student to the team, relevant policies, procedures and resources.
- ❖ Negotiate mutual role expectations for both you and the student at the beginning of the placement. This might include expectations related to communication, preparation and supervision
- ❖ Assist the student in developing a learning plan that is relevant and feasible within the practice setting and aligned with available learning opportunities
- ❖ Collaborate with the student's Faculty Advisor throughout the placement and communicate questions and concerns as they arise.
- ❖ Share verbal and written feedback with the student and Faculty Advisor regarding the student's progress. This includes completing the mid-term and final evaluation forms.
- ❖ Assist the student in accessing resources and relevant learning opportunities
- ❖ Mentor and support the student as they develop competence, confidence, clinical judgement and increasing independence
- ❖ Provide appropriate guidance and supervision based on the student's knowledge, skills and judgement and the requirements of the practice setting
- ❖ Immediately communicate concerns related to unsafe nursing practice, professional behaviour or student performance to the student and the Faculty Advisor

### Student Roles & Responsibilities

Students are active participants in their learning and are expected to take increasing responsibility for their professional development throughout their placement. Their learning extends beyond the time spent in the practice setting and includes academic activities that support the integration of knowledge, reflection and practice. At the beginning of the semester, students develop a learning plan based on their individual learning needs, course outcomes and opportunities available within the practice setting. The learning plan is intended to guide the students' learning throughout the placement and may evolve as new learning needs and opportunities emerge. **Preceptor involvement is important in helping students identify realistic and relevant learning opportunities within their assigned practice setting**, while the Faculty Advisor provides the academic guidance and oversight.

Students are expected to:

- ❖ Be professional and responsible, seek assistance appropriately and develop effective professional relationships within the multidisciplinary healthcare team
- ❖ Actively engage in their learning and seek learning opportunities within the practice setting

- ❖ Develop and work toward a learning plan that reflects course outcomes, individual learning needs and opportunities within the placement setting
- ❖ Integrate knowledge, theory, evidence and ethical principles into their nursing practice
- ❖ Use critical thinking and reflective practice to continually develop their knowledge, skills and clinical judgement
- ❖ Develop and acquire psychomotor nursing skills appropriate to their level of learning, while recognizing their limitations and seeking guidance and supervision when required
- ❖ Communicate and coordinate practice hours with their preceptor in accordance with course and placement requirements
- ❖ Receive and incorporate feedback into their ongoing learning and practice
- ❖ Be accountable for their own actions and decisions within their level of preparation
- ❖ Know and adhere to applicable academic and placement agency policies, procedures and professional expectations

## Faculty Advisor Roles & Responsibilities

The Faculty Advisor provides academic guidance and support throughout the practice and placement and serves as a resource to both the student and preceptor. Faculty Advisors maintain communication with the student and preceptor, monitor the student's progress in relation to course outcomes and support the learning experience by providing guidance and addressing questions or concerns that may arise during the placement. **Preceptor input is an important part of this process.** The Faculty Advisor draws on observations and feedback from the preceptor, together with the student's academic and practice learning, to support ongoing evaluation of the student's progress.

Faculty Advisors are expected to:

- ❖ Be available to preceptors'/ agency staff for support, consultation and discussion throughout the placement semester
- ❖ Support the student in entering and participating in the practice setting in a professional manner
- ❖ Assist the student in building on their strengths and addressing identified learning needs
- ❖ Monitor student progress in relation to course outcomes and practice expectations
- ❖ Consult with the preceptor regarding the appropriateness of the student's learning plan, learning opportunities and progress in practice
- ❖ Support communication and help address concerns that may arise between the student, preceptor and placement setting
- ❖ Integrate feedback from the preceptor student and other relevant sources into the midterm and final evaluation process
- ❖ Discuss student progress and evaluation with the student and identify strategies to support continued development
- ❖ Determine the student's academic evaluation and final course outcome

## Getting Started with Your Student

Beginning a new practice placement can be both exciting and challenging for students. For many students, this may be their first experience within a particular area of nursing practice, organization or patient care population. A welcoming introduction and thoughtful orientation can help establish a positive learning environment and lay the foundation for a strong preceptor-student relationship. Creating a **psychologically safe learning environment** begins with these early interactions. When students feel welcomed, respected and comfortable asking questions, acknowledging what they do not know and seeking guidance when needed, they are better positioned to engage in learning and participate safely in practice. Taking time to get to know one another, establishing expectations and encouraging open communication can help build trust and create a supportive learning relationship from the outset.

Once a placement is assigned, students are provided with their preceptor's agency contact information and are expected to make contact prior to beginning their placement. This initial conversation provides an opportunity for the student to introduce themselves, begin establishing expectations and prepare for the first day.

### Initial Contact

During your initial conversation with the student, consider discussing the following:

- ❖ Share a little about yourself as a nurse, including your nursing experience, current area of practice, clinical expertise and professional interests
- ❖ Get to know the student, including their previous practice experiences, learning goals, strengths and areas they would like to develop
- ❖ Your practice setting and types of clients or population commonly cared for
- ❖ Common diagnoses, procedures, assessments or other information that may help the student prepare for the practice environment
- ❖ Your expectations for student preparation and participation
- ❖ Your typical schedule, anticipate shifts and any planned absences during the placement
- ❖ The student's academic schedule and placement hour requirements when planning the practice schedule
- ❖ Preferred methods of communication and how you will stay connected throughout the semester. This may include exchanging phone numbers and email addresses, as an example

### The First Day

The first day provides an opportunity to build on the relationship established during the initial contact and help the student feel welcomed and supported within the clinical practice setting. A thoughtful orientation can reduce uncertainty, clarify expectations and help the student begin to understand how they will participate as a member of the team. As you orient your student to the practice setting consider the following"

#### Orientation to the Practice Environment

- ❖ Welcome the student and introduce them to the members of the multidisciplinary team and other key individuals they may work with throughout the placement experience
- ❖ Orient the student to the physical environment, including important clinical and safety resources
- ❖ Identify where relevant policies, procedures, emergency information and educational resources can be accessed
- ❖ Review care delivery, documentation and communication practices relevant to the placement setting

- ❖ Discuss the roles and responsibilities of members of the interprofessional team
- ❖ Review any agency-specific expectations, policies or limitations that apply to nursing students
- ❖ Ensure the student knows how and when to seek assistance or supervision

### **Establishing Expectations for Learning**

Take some time during the first day or early shifts to:

- ❖ Review the student's learning goals and learning plan and discuss how these may align with opportunities available within the practice setting
- ❖ Discuss the student's previous practice experiences, strengths and areas they would like to develop
- ❖ Clarify expectations related to preparation, communication, professional behaviour and participation in patient care
- ❖ Discuss how supervision and increasing independence will be approached as the student progresses
- ❖ Establish how and when feedback will be shared throughout the placement experience
- ❖ Encourage the student to ask questions, identify when they are unsure and seek guidance whenever needed

## **Supporting Student Learning in Practice**

As the placement progresses throughout the semester, the preceptor's approach should evolve in response to the student's learning needs, demonstrate competence and growing confidence. Students may require more guidance and supervision early in placement, with opportunities for increasing independence as their knowledge, skills and clinical judgement develop.

Preceptors can support student learning throughout the placement experience by:

- ❖ **Reviewing the patient/ client assignment** with the student at the beginning of the shift and discussing priorities, learning opportunities and areas where guidance or supervision may be needed
- ❖ **Encouraging the student to take increasing responsibility for their practice**, including planning care, providing updates, identifying concerns and seeking assistance when needed
- ❖ **Assessing the student's knowledge and understanding** related to assessments, interventions, medications, procedures and the rationale underlying their clinical decisions
- ❖ **Using questions to encourage critical thinking and clinical judgement**, rather than immediately providing answers or solutions
- ❖ **Connecting theory and evidence to practice** by encouraging the student to explain the rationale for their assessments, priorities and nursing interventions
- ❖ **Role modelling professional nursing practice**, including communication, clinical decision making and judgement, organization, collaboration and person-centered care
- ❖ **Sharing strategies that support organization, prioritization and time management** as the student assumes greater responsibility for patient/ client care
- ❖ **Encouraging reflection** by asking students to consider what went well, what was challenging and what they might have approached differently in the future
- ❖ **Recognizing that students may require additional time** to complete activities and make clinical decisions as they develop competence and confidence
- ❖ **Providing regular feedback** that recognizes strengths and identifies specific areas for continued development

## Supporting Progressive Independence

As students demonstrate increasing knowledge, skill and judgment, preceptors should provide opportunities for greater independence while continuing to maintain the level of supervision appropriate to the student, the activity and the practice setting protocols. Progressive independence should be based on the student's prior **demonstrated competence rather than simply the amount of time they have spent in the placement setting**. Students should be encouraged to recognize their own limitations and communicate when they require guidance, assistance or supervision.

## Providing Feedback

Feedback is an essential and core part of the preceptorship experience and supports students in recognizing their strengths, identifying areas for development and progressing towards the nursing practice course outcomes. Effective feedback should occur throughout the placement and should not be limited to formal midterm or final evaluation periods.

Providing feedback within a psychologically safe learning environment encourages students to ask questions, reflect openly on their practice and identify areas where they need additional guidance or support. Feedback should be respectful, specific, timely and focused on supporting the students' continued learning and development.

### Principles for Effective Feedback

When providing feedback to students:

- ❖ Focus on observed behaviours and specific situations, rather than assumptions or personal characteristics
- ❖ Provide feedback in a timely manner, as close to the experience as appropriate
- ❖ Consider privacy and the placement environment when providing feedback. Whenever possible, discussions about individual performance or areas of improvement should be given in a private setting
- ❖ Recognize strengths as well as areas for development, helping a student understand both what is working well and what requires further development
- ❖ Be clear and specific about the behaviour or practice being discussed and why it is important
- ❖ Encourage student reflection by asking the student to share their perspective and consider what they might continue or approach differently
- ❖ Identify practical next steps so the student understands how they can apply the feedback to future practice
- ❖ Consider the amount of feedback provided at one time, focusing on priorities that the student can reasonably understand and act upon

### Making Feedback Part of Everyday Practice

Feedback does not always require a formal conversation or meeting. Brief discussions throughout the shift can help students recognize their progress and make adjustments to their practice as the learning occurs. Preceptors can encourage reflection by asking the following questions:

- ❖ *How do you think that went?*
- ❖ *What do you think went well?*
- ❖ *What was most challenging?*
- ❖ *What would you do differently next time?*
- ❖ *What support or learning do you need before doing this again?*

Giving the student an opportunity to reflect first can help the preceptor also understand the student's clinical reasoning and level of self-awareness before providing their own observations.

## Addressing Areas for Development

When an area of concern or development is identified, feedback should help the student understand what was observed, why it is important and what they can do differently moving forward. Whenever possible, invite the student to reflect on the situation before sharing your perspective. This can provide insight into the student's thinking and help make the discussion more collaborative.

A feedback conversation might include:

- ❖ **Begin with reflection:** Ask the student how they felt the situation went and what they noticed about their own practice
- ❖ **Share your observations:** Describe specifically what you observed, focusing on the student's actions or decisions rather than personal characteristics
- ❖ **Explore the student's thinking:** Ask questions to better understand the reasoning behind their approach
- ❖ **Clarify expectations:** Discuss what would be expected in a similar situation and why
- ❖ **Identify next steps together:** Agree on what the student will focus on or do differently when a similar learning opportunity arises
- ❖ **Follow-up:** Revisit and recognize progress. Important to also note that any additional support is still required

### **Example: Putting it into Practice:**

A preceptor might say:

***"I'd like to talk about what happened during that medication administration, but before I share what I noticed, how do you think it went?"***

*After hearing the students' perspective:*

***"I noticed that you began preparing the medication before completing your assessments. Can you walk me through what you were thinking at that point in time?"***

*After exploring the student's reasoning:*

***"Completing your assessment first is important because that information helps you determine whether it is appropriate to administer the medication. The next time we administer the medications, I'd like you to complete your assessments first and then talk me through your decision-making before you proceed. How does that sound?"***

- ❖ **Note:** The goal is not to follow the script but to create a respectful conversation that helps the student understand the feedback, reflect on their practice and identify a clear path forward.

Concerns should be communicated to the Faculty Advisor early, particularly when they relate to safe or professional practice, are recurring or the student is having difficulty progressing despite the feedback and support. Early communication allows the preceptor, student and Faculty Advisor to work together to clarify expectations, identify learning needs and determine appropriate strategies to support the student's progress.

## When to Contact the Faculty Advisor

The Faculty Advisor is the preceptor's primary contact and is available to provide guidance and support throughout the placement. Preceptors are encouraged to reach out whenever they have questions or concerns about the student's learning, progress or practice.

Early communication is important. Preceptors should not wait until a formal midterm or final evaluation to raise a concern. Connecting with the Faculty Advisor early provides an opportunity to discuss observations, clarify expectations and identify strategies to support the student.

Contact the Faculty Advisor when there are concerns related to:

### **Safe and Professional Practice:**

- ❖ Practice or behaviour that may place the patient/ client, student or others at risk
- ❖ Concerns related to professional behaviour, communication, accountability or judgement
- ❖ Situations in which the student does not recognize their limitations or seek assistance when needed

### **Student Progress and Learning:**

- ❖ Ongoing difficulty applying knowledge to practice or transferring learning from one situation to another
- ❖ Difficulty demonstrating expected clinical judgement, critical thinking or reflective practice
- ❖ Limited progress toward established learning goals or course expectations
- ❖ Repeated difficulty responding to or incorporating feedback
- ❖ Ongoing concerns related to preparation for practice

### **Attendance and Participation:**

- ❖ Repeated lateness or absences
- ❖ Concerns regarding communication about absences or changes to the student's schedule
- ❖ Difficulty completing required placement hours

### **Injury, Accident or Illness During Placement:**

- ❖ Contact the Faculty Advisor as soon as possible if a student experiences an injury, accident or illness while attending placement. Immediate care needs should be addressed and the policies and procedures of the placement organization must be followed.
- ❖ The Faculty Advisor will support the student in completing any required University reporting and follow-up. Additional information and required documentation are available through the [Central Placement Office Website incident reporting resources](#)

### **When You Need Support:**

Preceptors are also encouraged to contact the Faculty Advisor when they:

- ❖ Are uncertain about expectations for the student's level of practice
- ❖ Have questions about appropriate supervision or student learning activities
- ❖ Would like guidance in supporting a student who is experiencing difficulty
- ❖ Would simply like to discuss the student's progress

**Note:** You do not need to wait until there is a significant concern to contact the Faculty Advisor. Ongoing communication is an important part of the Preceptorship Triad and helps ensure that both the student and the preceptor are supported throughout the placement experience.

## Supporting Safe Student Practice

Students participate in nursing practice as learners and are expected to provide care safely, ethically and within their level of knowledge, skill and judgement. Preceptors play an important role in supporting safe student practice by providing appropriate guidance and supervision and helping students understand how legislation, professional standards, and placement agency policies apply within the practice environment.

Students and preceptors should be familiar with the professional and regulatory expectations that guide nursing practice in Ontario, including the ***Regulated Health Professions Act, 1991 (RHPA)***, ***Nursing Act, 1991*** and applicable ***College of Nurses (CNO) standards and guidelines***.

### Professional Standards and Expectations

Students are expected to conduct themselves in accordance with the professional and academic expectations of the TMU Collaborative Nursing Degree Program. Students are required to:

- ❖ Adhere to the [Student Code of Academic Conduct and the Student Code of Non-Academic Conduct](#) of the University
- ❖ Practice in accordance with applicable [CNO standards and expectations](#)
- ❖ Adhere to the policies, protocols and procedures of the placement agency

These expectations support professional, ethical and accountable student practice and apply throughout the placement experience.

**Note: If a preceptor has concerns that a student's conduct or practice may represent a breach of an academic or non-academic code of conduct, professional standard or placement organization policy, the Faculty Advisor should be contacted as soon as possible.** The Faculty Advisor will provide guidance regarding the appropriate next steps and any applicable University processes.

For current CNO standards and practice resources, please refer to:

- ❖ [CNO Code of Conduct and Standards of Practice](#)

### Regulated Health Professions Act (RHPA) and Controlled Acts

The ***Regulated Health Professions Act, 1991 (RHPA)*** provides the legislative framework for regulated health professions in Ontario and identify the activities that are considered controlled acts.

Students may perform procedures that are controlled acts authorized to nursing provided they have the knowledge, skill and judgement to perform the procedure and to manage the outcomes of performing the procedure. The ***Nursing Act, 1991*** identifies the controlled acts authorized to nursing as:

1. Communicating to a patient or to his or her representative a diagnosis made by the member where the purpose of that communication is for prescribing a drug as authorized under paragraph 5.
2. Performing a prescribed procedure below the dermis or a mucous membrane.
3. Administering a substance by injection or inhalation.
4. Putting an instrument, hand or finger,
  - i. beyond the external ear canal,
  - ii. beyond the point in the nasal passages where they normally narrow,
  - iii. beyond the larynx,

- iv. beyond the opening of the urethra,
  - v. beyond the labia majora,
  - vi. beyond the anal verge, or
  - vii. into an artificial opening into the body.
5. Prescribing drugs designated in the regulations.
  6. Dispensing a drug.
  7. Treating, by means of psychotherapy technique, delivered through a therapeutic relationship, an individual's serious disorder of thought, cognition, mood, emotional regulation, perception or memory that may seriously impair the individual's judgement, insight, behaviour, communication or social functioning.

### What does this mean to you as a Preceptor?

Before supporting a student to perform a controlled act, the preceptor should consider whether the student has the knowledge, skills, and judgment required to perform the procedure safely and manage the potential outcomes. The student's level of preparation, the complexity of the patient/ client situation, the supervision required and applicable agency organization policies must always be considered.

Students are responsible for recognizing the limits of their knowledge, skill and judgement and for seeking guidance and supervision when required. If there is uncertainty about whether a student is prepared or permitted to perform a particular procedure, the preceptor should always consult the Faculty Advisor before proceeding.

### Student Skill Competencies

Students may perform nursing skills for which they have received the appropriate theoretical instruction. Students are expected to recognize the limits of their knowledge, skill and judgment and seek guidance and supervision when required to ensure safe practice.

Before supporting a student to perform a nursing skill, the preceptor should consider the students' level of preparation, previous experience and demonstrated competence as well as the complexity of the patient/ client situation. The preceptor should provide the level of guidance and supervision necessary to support safe student practice. **Students should be encouraged to communicate openly when they have not previously performed a skill, require guidance, or do not feel prepared to perform the skill independently.**

### Additional Nursing Competencies

Throughout the clinical placement, students may encounter new learning opportunities that contribute to the continued development of their nursing practice. These opportunities may include nursing skills or competencies that have not yet been included in their formal nursing education program. When considering whether it is appropriate for a student to learn an additional nursing competency, the preceptor and student should consider the student's level of preparation (where are they in the program?), the learning opportunity available, the agency policies and whether teaching and supervision can be provided within the practice setting.

If the preceptor, in collaboration with the student determines that learning an additional competency is appropriate, the preceptor should:

- ❖ **Confirm that the placement agency policies permit students to perform the skill**
- ❖ **Contact the Faculty Advisor** to discuss the competency in relation to the student's level of learning, course outcomes and any limitations on student practice
- ❖ **Provide appropriate teaching, guidance and supervision** as the student learns and practices the skill
- ❖ **Assess and monitor the students' performance** and provide ongoing support as needed
- ❖ **Ensure the student understands when to seek assistance** and when additional supervision is required

The preceptor is accountable for the teaching, assessment and monitoring they provide when supporting a student to learn and additional competency. It is also important to consider whether the student will have sufficient opportunities during the placement to practice and develop the competency.

Starting an IV is a common example of an additional competency that may arise during placement. Starting an IV is a controlled act because it involves performing a procedure below the dermis. Although nursing students are not yet registered with the CNO, the RHPA permits students learning to become members of a regulated health profession to perform controlled acts under the supervision or direction of a member of the profession when the procedure falls within that profession's scope of practice ([Regulated Health Professions Act, 1991, S.O. 1991, c. 18](#)). A student may therefore have an opportunity to learn to initiate an IV when it is appropriate to their level of preparation, permitted by the placement agency and appropriate supervision can be provided. If there is uncertainty about whether the student may perform the procedure, the Faculty Advisor should be consulted before proceeding.

## Supporting Learners: Professional Accountability

The [CNO Code of Conduct](#) identifies supporting, mentoring and teaching learners as part of nurses' professional accountabilities. [CNO's Supporting Learners resource guide](#) further identifies nurses' responsibilities to provide orientation and direction, collaborate and share their expertise, support the development of safe practice, provide feedback and encourage learners to reflect on their practice. Most importantly, the CNO emphasizes that while nurses are accountable for supporting learners their **primary accountability is patient safety and well-being**.

**Note:** The [CNO Supporting Learners resource](#) provides guidance for nurses who support students and other learners in practice. It addresses the nurse's professional accountabilities when teaching, supervising and supporting learners and can be a helpful resource when questions arise about the preceptor's role.

## Placement Agency Policies

Students are required to follow the policies and procedures of the agency in which they are completing their placement. Placement agencies may have requirements or restrictions related to student practice that differ from, or are more restrictive than, those of the Collaborative Nursing Degree Program. Preceptors should also ensure that students are aware of the agency policies and procedures relevant to their practice

and understand the agency specific requirements or limitations that apply to students.

When a placement agency has policies that restrict or prohibit a student from performing a particular activity, the **policies of the placement agency must be followed**. If there is uncertainty about whether the student may participate in an activity, or questions arise regarding program expectations, the preceptor should contact the **Faculty Advisor for guidance**

## Medication Administration

Medication administration provides an important opportunity for students to develop safe medication practices under the guidance and supervision of their preceptor. Students are expected to follow the medication administration policies and procedures of the placement agency and seek guidance whenever they are uncertain or require assistance. **Note: Students must have all narcotics and controlled drugs co-signed by a Registered Nurse. Students may not carry narcotic keys or have access to narcotic codes until the final semester of Year 4**, and only when permitted by the placement agency policy.

Students and preceptors should be familiar with placement agency policies related to medication administration, in particular to high-risk medications:

- ❖ Anticoagulants
- ❖ Hypoglycemic agents
- ❖ Chemotherapeutic agents
- ❖ Experimental drugs

## Medication Errors

If a medication error occurs, including a delay in administration, the policies and procedures of the placement agency must be followed, and the Faculty Advisor must be notified. Any required documentation should also be completed in accordance with the agency procedures, including the [DCSN Incident Reporting Tool](#).

## Accompanying Patients/ Clients

Students may be presented with opportunities to accompany patients/ clients to appointments or outings as part of their placement experience. **Students should not accompany patients/ clients independently**. When accompanying a patient/client outside of the immediate practice area, the student must be accompanied by their preceptor or another appropriate regulated healthcare professional.

## Attendance and Placement Hours

Practice placement experiences are an essential component of the nursing program, and students are expected to complete the required hours as outlined in their course syllabus. Regular and punctual attendance is an important professional expectation and supports continuity in the student's learning experience. In the event of an absence or anticipated delay, the student is responsible for notifying the placement unit, preceptor and Faculty Advisor no later than two (2) hours prior to the start of the scheduled shift, whenever possible. Students must also be aware of their agency's procedures for reporting an absence or lateness.

Students are responsible for discussing any missed placement hours with their Faculty Advisor. **Where make-up hours are required, arrangements will be negotiated in consultation with the student, Faculty Advisor, Preceptor and the appropriate placement office representative from both the**

**placement agency and the University.** Make-up hours are subject to available placement capacity and must be appropriately coordinated and approved before being completed.

**Preceptors should contact the Faculty Advisor** if there are concerns regarding repeated absences, lateness or the student's ability to complete the required placement hours as soon as possible.

## **Professional Appearance and Identification**

All students are expected to maintain a professional appearance while attending their practice placement. If a specific dress code exists at the placement setting, students are expected to follow the established policy. Where a specific dress code is not in place, students are expected to dress professionally and appropriately.

Unless otherwise indicated by the placement agency, students are required to wear their **Collaborative Nursing Degree Name Badge** while attending placement. For additional information regarding student expectations for professional appearance and dress code, please refer to the Collaborative Nursing Degree Student Handbook, available on the TMU Daphne Cockwell School of Nursing website.

## **Privacy and Confidentiality**

Students are expected to always maintain privacy and confidentiality of patient/client information and to follow the privacy and confidentiality policies of the placement agency. While attending placement, students are required to comply with applicable privacy legislation, including [Ontario's Personal Health Information Protection Act, 2004 \(PHIPA\)](#) which governs the collection, use and disclosure of personal health information within healthcare settings. Students are also subject to the [Freedom of Information and Protection of Privacy Act \(FIPPA\) through TMU](#).

**Any actual or suspected breach of privacy or confidentiality must be reported immediately in accordance with the placement agency policy, and the Faculty Advisor must also be notified.** Students may also be required to complete additional reporting or follow-up through the University.

## **Harassment, Abuse and Discrimination**

The Collaborative Nursing Degree Program is committed to supporting a safe and respectful learning environment for students during their placement. The Program recognizes that students, preceptors and patients/ clients may encounter situations involving harassment, abuse or discrimination. Students and preceptors are responsible for becoming familiar with the policies and procedures of the placement organization regarding these issues.

Harassment, abuse and discrimination within the placement setting will not be tolerated. If you or the student believe that such conduct is occurring or has occurred, whether involving a patient/client or another individual, the Faculty Advisor is available to provide support and guidance, in addition to the appropriate individuals within the placement agency. Any related concerns or occurrences should be discussed with the Faculty Advisor as soon as possible.

Students and preceptors must also recognize their responsibility to maintain a respectful and professional interactions with patients/ clients and others and must not engage in conduct that constitutes harassment, abuse or discrimination. Where concerns arise regarding a student's conduct, the appropriate University and/or placement agency processes will be followed. For guidance regarding the appropriate lines of communication, please refer to **Appendix D: Placement Concerns Decision-Making Tool**. Additionally, for university specific information, please refer to the [Toronto Metropolitan University Discrimination and](#)

[Harassment Policy](#) available on the University's website.

## Monitoring Student Progress

Monitoring student progress is an important part of the practice placement experience and provides an opportunity to recognize the student's development, identifying learning needs and address concerns as they arise. Student progress is considered in relation to the course outcomes, expected practice competencies and applicable professional standards. Expectations for student performance will vary according to the nursing practice course and its identified course outcomes. Specific practice expectations and evaluation requirements are communicated at the beginning of the placement.

As the student works towards meeting these expectations, the preceptor plays an important role in observing their practice and providing ongoing feedback about their progress. Preceptors are encouraged to recognize and discuss the student's progress and identify areas where additional development or support may be needed. If concerns arise about the student's ability to meet course expectations or demonstrate safe and professional practice, these should be communicated to the Faculty Advisor as early as possible. The Faculty Advisor will work with the student and preceptor to clarify the concerns identify learning needs and determine appropriate strategies to support the student's progress. The student is expected to actively participate in this process, respond to the feedback and incorporate recommendations into their ongoing practice.

Where concerns persist and a student may be a risk of not successfully meeting the course expectations, the Faculty Advisor is responsible for initiating the appropriate academic process and determining the student's course outcome. The preceptor's observations and feedback are an important contribution to this process.

### **Mid-Term and Final Feedback- Refer to Appendix C: Preceptor Feedback & Samples**

A key responsibility of the preceptor is to provide formal feedback on the student's practice at mid-term and at the end of the placement semester. Preceptors work closely with students in the placement setting and are well positioned to observe their performance and development over time. Their feedback provides valuable practice-based evidence that contributes to the Faculty Advisor's overall evaluation of the students' progress towards meeting course expectations.

At the **mid-term**, preceptor feedback helps identify the student's strengths, progress and areas requiring further development, providing an opportunity to establish priorities for the remainder of the placement. At the **end of the placement** experience, feedback reflects on the students' overall performance and development, including their response to feedback and progress over the course of the placement. Preceptors are encouraged to provide specific examples from practice to support their feedback. This helps the student and Faculty Advisor understand what the student is demonstrating in the practice setting and where further development may be required.

**Note: While preceptor feedback is an important component of the evaluation process, the Faculty Advisor is responsible for determining the student's final course outcome.**

## References

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## **Appendix A: Program Overview & Curriculum**

## **Toronto Metropolitan University, Centennial, George Brown Collaborative Nursing Degree Program**

### **Vision And Mission**

**Vision:** To deliver a transformative undergraduate program to meet student and societal needs through distinctive and innovative scholarly, research and creative activities and community engagement to promote inclusion and equity and embrace diversity.

**Mission:** We promote the development of the evolving professional nurse who is a competent, ethical, caring & collaborative partner for health. Our innovative approach to nursing education is student-centred, supporting learners to grow to their full potential as leaders. Utilizing the skills of critical inquiry and relational practice, graduates are prepared to partner with individuals, families, and communities, to foster health and address diverse local and global health needs.

### **Our Values**

- Creativity
- Compassion
- Adaptability
- Collaboration
- Social Justice
- Integrity

### **Philosophical and Theoretical Foundations of the Curriculum**

In July 1996, the Nursing programs from Ryerson (now Toronto Metropolitan) University and Centennial and George Brown Colleges of Applied Arts and Technology began the development of a collaborative, integrated baccalaureate nursing program. This innovative venture was a response to the 1982 position taken by the Canadian Nurses Association that by the year 2000, a baccalaureate degree would be the educational requirement for entry to the practice of nursing. Changes in the health status of Canadians, the health care delivery system, technology, the nature of nursing practice and societal expectations have laid the groundwork for changes in nursing education. These changes necessitate that nurses' function in a broader spectrum of practice than the traditional hospital environment. There is a need to educate beginning practitioners to provide and coordinate care for individuals, families, groups and communities, in a variety of settings. By building on the strengths of each partner institution, a collaborative program offers a creative and unique mode of nursing education that can develop the critical thinking skills and competencies required of future practitioners.

Program development work was undertaken by a Planning Group, composed of a faculty member from each institution, and a series of faculty Task Groups. While the Curriculum Task Group spearheaded curriculum development, there was continual consultation with a variety of stakeholders (i.e. Students, Faculty, Advisory Group) to reach agreement on a curriculum that reflects the values and beliefs of all. The collaborative program began in September 2001 with the admission of students at the three partner sites. A revised curriculum was implemented in Fall 2020.

## **Philosophy and Theoretical Foundations of The Curriculum**

The purpose of the program is to educate nurses to work with persons and communities of diverse backgrounds, ages, degrees of health/illness and in a variety of contexts. Therefore, it is important that it has a philosophical foundation that addresses the unique way in which experiences inform our practice. Through their participation in the learning process as students, graduates will become active participants in the provision of care and achievement of health for all. The philosophical beliefs defined below form the foundation of the collaborative nursing program.

Optimal nursing care is advanced by using philosophical underpinnings and multiple methods of inquiry to address complex and diverse nursing questions. Within the empirical paradigm, for example, controlled trials are crucial in the establishment of effective interventions and best practices. Empiricism encompasses an array of research approaches ranging from randomised controlled trials to phenomenological studies. The constructivist paradigm, on the other hand, enables nurses to make professional judgments that incorporate expert opinion and sensitivity to unique individuals within particular family and cultural contexts. Different inquiry methods are adopted by nurses according to the work to be accomplished. Interdisciplinary research is a continuing challenge for the nursing profession during the 21st Century because it serves to maximise the benefits of complementary health care services and resources.

### **Phenomenology**

A central tenet of phenomenology is understanding the meaning of lived experience. Within the curriculum, phenomenology is actualized through the nurse-client relationship, with the primary focus being on the exploration of the meaning of clients' experiences of health and healing.

### **Critical Social Theory**

Integral to critical social theory is a commitment to penetrate the world of objective appearances in order to expose the underlying social relationships that are often concealed. Within the curriculum, critical social theory addresses the unequal social, economic and power relations that often exist within health care and society. (Adapted from the University of Victoria Collaborative Nursing Program.) The beliefs that underpin the nursing program are based on Phenomenology and Critical Social Theory and together they resonate with Toronto Metropolitan University's Mission to advance "applied knowledge and research to address societal need".

These beliefs provide the normative basis of the program:

1. The nurse understands health, well-being and quality of life from the client's perspective.
2. The nurse affirms that every human being deserves equal concern, respect and consideration and therefore challenges systems that oppress the health status of some people while privileging others.

In order to realise these normative beliefs, nurses pursue evidence through data-gathering processes that are used to inform professional nursing practice. However, the means of actualizing these beliefs remains broad and varied, ranging from works of art to scientific trials. The aims of this philosophy are to assist students to acquire the knowledge, skills and dispositions needed to enhance the health of the people in the global community, as well as to promote a progressive, dynamic and inclusive learning community for students, faculty and staff.

With these philosophical approaches underlying the foundation of the curriculum, five Program Themes have been identified. These themes serve to organise the content of the curriculum and are reflected in all years of the four-year program in varying degrees of depth:

**Primary Health Care/Health Promotion** Primary Health Care encompasses a philosophy of care as well as the services provided. Incorporation of all aspects of the care necessary to achieve health for all, with appropriate nursing implications is a focus for each year.

- **Reflective Practice/Critical Thinking** Central to all aspects of a nurse's practice are the skills of reflection and critical thinking. These are central elements in the student's way of learning as well as an outcome for all graduates.
- **Meaningful Relationships/Caring/Communication** The nurse-patient relationship is one of understanding the other, communicating effectively, and emphasising the meaning of the experience from the client's/patient's perspective. Only through caring meaningful relationships with self and others can this be achieved.
- **Political/Social Justice** Knowledge of the political, social and economic context of health care is essential to the current study of the nursing profession. Awareness and understanding of the roles of the nurse in social and political arenas is a requirement of the graduate.
- **Personal/Professional Development** Students are self-directed learners in the pursuit of knowledge for personal and professional purposes. Personal perceptions and meaning-making as they relate to self and others are encouraged throughout the curriculum.

With this philosophy underlying the Toronto Metropolitan, Centennial and George Brown collaborative baccalaureate nursing program, the metaparadigm of the discipline can be described as follows:

## **Nursing**

Nursing is a humanitarian and caring profession, guided by ethical and legal standards. It is viewed as a systematic, theory-based process, with its own body of knowledge, consisting of both independent and collaborative roles. Its members are held accountable for their professional competence and for the advocacy of clients, peers and the discipline itself. Nursing is a social force within the total context of the health care system. As a practice discipline, nursing requires its members to have a strong professional identity, be politically informed and involved, and advance public policy that improves the health of individuals and society. Nursing acknowledges that political activities, consumerism and changing health/illness patterns influence health care policy and health care delivery patterns. The professional recognizes the value of innovative multidisciplinary relationships as an effective approach to health care. Nursing is both a science and an art. The science of nursing examines the relationships among person, health and environment. The art of nursing is embedded in the caring relationship between nurse and client. Nurses work in partnership with clients, learning from them the personal meanings of their health situations. Client-specific situations and meanings direct the selection of a theoretical base to guide nursing practice with the goal being a fostering of client wellbeing. The art and science of nursing develop through, and are informed by, the dynamic interaction of theory, practice, education and research.

## **Health**

Health is a concept that has multiple meanings. It is related to quality of life, is individually defined and is in dynamic interaction with the environment. Individuals, families, groups, communities and society share responsibility for health. The major principles of primary health care: health promotion, accessibility, public participation, appropriate use of technology and multi-disciplinary collaboration, are seen as fundamental in achieving health for all.

## **Person/Individual**

Person is viewed as an individual, a family, group or community. Persons have their own subjective experiences of the world, the freedom to choose values and to develop potential and aspirations that give meaning to living and reflect well being.

## **Environment**

Environment is the context within which an individual exists. It is integral with the person, comprehensive and unique.

## **Teaching-Learning Beliefs and Principles**

Learning is an interactive, lifelong process, which involves the development of the learner as a person. Nursing students are adult learners, accountable for their own learning. Multiple teaching/learning approaches facilitate that process.

Learning comes from those interactions in personal and social situations that have continuity and connection to a person's unique experience in life. Learning also occurs in educational experiences where positive growth in personal, moral, ethical, aesthetic and professional aspects of life develop.

Learning is facilitated by a caring collaborative student-faculty member relationship based on mutual trust and respect, where both student and faculty members are learners. Both bring diverse capabilities and experiences to the learning environment and these are valued as enhancing learning for all. The environment reflects evolving equality through the fostering of interactive relationships, and the attributes of trust, self-awareness and dialogue. Strong collaborative relationships between nursing education and nursing practice also foster a rich learning environment.

The teaching/learning process is integral to providing a climate conducive to the development of intellectual pursuits. A supportive and challenging learning environment contributes to the development of a reflective practitioner, who is capable of creative and critical thought, sound problem solving and ethical decision-making.

Faculty involvement in scholarly activity and professional development is viewed as an important factor in enhancing the teaching/learning environment and maintaining teaching expertise. Scholarly activity includes nursing practice, research, publication and community involvement. The educational preparation and professional expertise of faculty members also enrich the learning environment.

## **Curriculum Content Themes & Course Descriptions**

### **Curriculum Content Themes**

#### **Year 1**

Year 1 of the program focuses on **knowledge of self in the context of health**. At this time the learner increases his/her awareness of self, the importance of wellness, and the relationship of health promotion in supporting and maintaining wellness.

The individual also develops an appreciation of the cultural diversity within the social and political context of the existing society. Within this environment, meaningful relationships are established and demonstrated by effective communication and reflective practice. Students' practice experiences focus on the establishment of relationships with people who define themselves as healthy. Learning experiences are structured to facilitate interaction between the learner and the environment.

#### **Year 2**

Year 2 of the program continues to develop a health promotion perspective based on **knowledge of others in the context of illness**.

The student further develops his/her role as a professional in building a therapeutic relationship with clients and families as they deal with acute and chronic illness. The focus of illness during this year addresses medical-surgical health related problems and concepts related to the individual's illness management, in addition to learning the skills of therapeutic care. Skills with research methodology are developed and incorporated in theory and practice courses. Students also gain an introductory understanding of the broad systems of health care delivery.

#### **Year 3**

Year 3 of the program further develops the theme of health with an emphasis on **knowledge of community in the context of Primary Health Care**. The student continues to develop the professional role by developing leadership skills. The Primary Health Care approach facilitates the use of advocacy and social activism in an interdisciplinary milieu. Learning experiences are provided in community settings that further enhance communication skills in the professional role. Students acquire knowledge and skills in areas of maternal/child health, paediatrics and mental health.

#### **Year 4**

Year 4 focuses on the **integration of the professional self into the health care system**. During this year the students explore a variety of ways in which they can influence and create their future as professionals. The students explore, in depth, issues related to professional practice and demonstrate leadership skills in the context of progressive advanced professional and therapeutic relationships.

The learning experiences foster the growth of the student as a professional nurse who is critically reflective and an active agent for change within nursing, health care and society at large. Nursing practice learning opportunities are enhanced through learning/teaching relationships with expert

practitioners.

### **Program Conceptualization**

#### **YEAR/FOCI CONTENT THEMES**

| Year 1                                     | Year 2                                        | Year 3                                                       | Year 4                                                           |
|--------------------------------------------|-----------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------|
| Knowledge of Self in the Context of Health | Knowledge of Others in the Context of Illness | Knowledge of Community in the Context of Primary Health Care | Integration of the Professional Self into the Health Care System |

#### **TEACHING METHODS**

#### **PROGRAM THEMES**

Experiential ⇔ Primary Health Care/Health Promotion

Emancipatory ⇔ Political/ Social Justice

Reflective ⇔ Reflective Practice/ Critical Thinking

Cooperative/Collaborative ⇔ Meaningful Relationships/Caring/Communication

Situation Based/Inquiry/Integrative Practice ⇔ Personal/Professional Development

### **Opportunities for Graduates**

Graduates from this program are eligible for employment in a variety of settings, utilising a variety of skills developed through the curriculum. Nursing practice experiences in institutional and community-based settings, acute and long-term care, and primary and tertiary levels of prevention, will afford the graduate opportunities to develop a career path in many contexts. Graduates of baccalaureate nursing programs are engaged in community development, program planning, health teaching, leadership positions, research utilisation, policy evaluation and analysis, in addition to frontline practitioner roles.

The knowledge and skills gained through this program will provide opportunities for graduate study. Graduates of the four- year Collaborative Nursing Degree program are eligible for admission to programs leading to Master's degrees in Nursing, and other related fields. The potential for doctoral work is also available to our graduates who demonstrate advanced leadership, research and practice potential.

**Toronto Metropolitan, Centennial, George Brown Collaborative Baccalaureate Nursing Curriculum Overview Courses**  
**Implemented September 2020**

| Year 1                                                                                                            |                                                                                                                        | Year 2                                                                                                 |                                                                                                                              | Year 3                                                                                                         |              | Year 4                                                                                                                         |                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Semester 1                                                                                                        | Semester 2                                                                                                             | Semester 3                                                                                             | Semester 4                                                                                                                   | Semester 5 *                                                                                                   | Semester 6 * | Semester 7                                                                                                                     | Semester 8                                                                                                                             |
| <b>PPN 101</b><br><i>Professional Practice in Nursing 1: Introduction to the Nursing Profession</i> 3 hr., 1 term | <b>PPN 102</b><br><i>Professional Practice in Nursing 2: Health, Wellness, and the Role of the Nurse</i> 3 hr., 1 term | <b>PPN 201</b><br><i>Professional Practice in Nursing 3: Living with Chronic Illness</i> 3 hr., 1 term | <b>PPN 202</b><br><i>Professional Practice in Nursing 4: Experiencing Acute &amp; Life-Threatening Illness</i> 3 hr., 1 term | <b>PPN 301</b><br><i>Professional Practice in Nursing 5: Promoting Maternal and Child Health</i> 3 hr., 1 term |              | <b>PPN 401</b><br><i>Professional Practice in Nursing 8: Transition to the Profession, Leadership and Change</i> 3 hr., 1 term | <b>PPN 402</b><br><i>Professional Practice in Nursing 9: Preparation for Independent Practice</i> 3 hr., 1 term                        |
|                                                                                                                   | <b>NSE 103</b><br><i>Introduction to Health Assessment</i> 2 hr. class, 1 term 2 hr. lab, 1 term                       | <b>NSE 203</b><br><i>Advanced Health Assessment</i> 2 hr. class, 1 term 2 hr. lab, 1 term              | <b>BLG 131</b><br><i>Microbiology for Nursing</i> 3 hr., 1 term                                                              |                                                                                                                |              |                                                                                                                                |                                                                                                                                        |
| <b>NSE 111</b><br><i>Foundations for Nursing Practice</i><br><br>1hr. class, 1 term<br>2hr. lab, 1 term           | <b>NSE 121</b><br><i>Clinical Practice I</i><br><br>4 hr. 1 term (8hours every other week)                             | <b>NSE 211</b><br><i>Clinical Practice II</i><br><br>1hr.class,1 term<br>14hr.,clin/lab, 1 term        | <b>NSE 221</b><br><i>Clinical Practice III</i><br><br>1hr.class,1term<br>14 hr., clin/lab,1 term                             | <b>NSE 311</b><br><i>Clinical Practice IV</i><br><br>1 hr. class, 1 term<br>14 hr., clin, 1 term               |              | <b>NSE 411</b><br><i>Clinical Practice VI</i><br><br>1 hr. class, 1 term 23 hr., clin, 1 term<br>GPA weight: 2                 | <b>NSE 421</b><br><i>Clinical Practice VII</i><br><br>1 hr. class, 1 term<br>35 hr., clin, 1 term<br>Course count: 2<br>GPA weight:: 3 |
| <b>BLG 101</b><br><i>Anatomy and Physiology</i><br><br>1 3 hr., 1 term                                            | <b>BLG 111</b><br><i>Anatomy and Physiology 2</i><br><br>3 hr., 1 term                                                 | <b>PAT 201</b><br><i>Pathotherapeutics 1</i><br><br>3 hr., 1 term                                      | <b>PAT 202</b><br><i>Pathotherapeutics 2</i><br><br>3 hr., 1 term                                                            |                                                                                                                |              | <b>PAT 401</b><br><i>Advanced Pathotherapeutics 3</i><br>3 hr., 1 term                                                         |                                                                                                                                        |

|                                                                                     |                                            |                                                                                                                     |                                                                                                       |                                                                                                                                                                               |                                               |                                               |                 |
|-------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------|
| <b>NSE 101</b><br><i>Communication for the Nursing Professional</i><br>3hr., 1 term |                                            | <b>NSE 212</b><br><i>Quantitative Methods, Design and Statistical Analysis in Nursing Research</i><br>3 hr., 1 term | <b>NSE222</b><br><i>Qualitative Methods, Design and Analysis in Nursing Research</i><br>3 hr., 1 term | *For year 3 50% of students will do semester 5 content first in the fall semester, while the other 50% will do semester 6 content. They will rotate in the winter semester. * |                                               |                                               |                 |
| <b>PSY 102</b><br><i>Introduction to Psychology I</i><br>3 hr., 1 term              |                                            |                                                                                                                     |                                                                                                       |                                                                                                                                                                               |                                               |                                               |                 |
| <b>Liberal Studies (LLL)</b><br>3 hr., 1 term                                       | <b>Liberal Studies (LLL)</b> 3 hr., 1 term |                                                                                                                     | <b>Liberal Studies (LLL)</b><br>3 hr., 1 term                                                         | <b>Liberal Studies (ULL)</b><br>3 hr., 1 term                                                                                                                                 | <b>Liberal Studies (ULL)</b><br>3 hr., 1 term | <b>Liberal Studies (ULL)</b><br>3 hr., 1 term |                 |
|                                                                                     |                                            |                                                                                                                     |                                                                                                       | <b>Open Elective</b><br>3 hr., 1 term                                                                                                                                         | <b>Open Elective</b> 3 hr., 1 term            |                                               |                 |
|                                                                                     |                                            |                                                                                                                     |                                                                                                       | <b>Open Elective</b><br>3 hr., 1 term                                                                                                                                         | <b>Open Elective</b> 3 hr., 1 term            |                                               |                 |
| <b>18 hours</b>                                                                     | <b>17 hours</b>                            | <b>28 hours</b>                                                                                                     | <b>30 hours</b>                                                                                       | <b>27 hours</b>                                                                                                                                                               | <b>30 hours</b>                               | <b>33 hours</b>                               | <b>39 hours</b> |

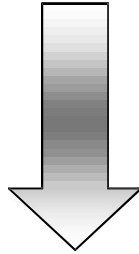
## **Appendix B: Lines of Communication & Contact Information**



### 1<sup>st</sup> Line of Communication and Contact Information

- Student's Faculty Advisor

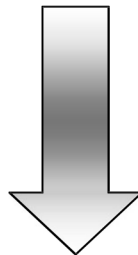
Contact information will be provided upon your student starting



### 2<sup>nd</sup> Line of Communication and Contact Information

- 3<sup>rd</sup> or 4<sup>th</sup> Year Lead Teachers  
(Dependent upon your student's home site)

For contact information for the current Year Lead Teachers, please refer to  
<https://www.torontomu.ca/nursing/central-placement-office/> under Faculty/Staff



### 3<sup>rd</sup> Line of Communication and Contact Information

- Central Placement Office

To contact the Placement Manager or  
Year Coordinator:  
Phone: 416-979-5000 ext. 554956  
E-mail: [cpo@torontomu.ca](mailto:cpo@torontomu.ca)  
Website:  
[https://www.torontomu.ca/nursing/central-](https://www.torontomu.ca/nursing/central-placement-)  
[placement-](https://www.torontomu.ca/nursing/central-placement-)

## **Appendix C: Preceptor Feedback& Samples**





**Toronto Metropolitan, Centennial, George Brown  
Collaborative Nursing Degree Program**

**NSE 311 Preceptor Feedback Form**

**Students, please complete the below information and submit this form to your preceptor to complete**

|                             |  |
|-----------------------------|--|
| <b>Student Name</b>         |  |
| <b>Student Number</b>       |  |
| <b>Preceptor Name</b>       |  |
| <b>Placement Name</b>       |  |
| <b>Dates of Placement</b>   |  |
| <b>Total Practice Hours</b> |  |

**Overview of Performance Appraisal Process**

- Performance appraisal (PA) is a collaborative process and is comprised of both the student's self-assessment and the faculty advisor's evaluation as well as feedback from the student's preceptor.
- *While the preceptor's feedback, along with the student's self-assessment are necessary and integral components of the process of evaluation, it is the faculty advisor who makes the ultimate decision regarding whether the student passes or fails NSE 311.*
- Faculty Advisors will evaluate the student according to the [College of Nurses of Ontario \(CNO\) Code of Conduct](#) (2023) and will assess each principle as Satisfactory or Unsatisfactory.
- Faculty Advisors will provide additional comments for standards that are evaluated as Unsatisfactory. Evaluation includes but is not limited to the indicators listed in this performance appraisal (refer to the course outline or Student Handbook for the CNO Code of Conduct and a complete list of all core behaviours).

**Instructions for Preceptors**

- We suggest that you work on completing this form during the term, rather than waiting to complete it at the END of term. Areas of concern should be discussed with students during the term, so that students may take steps to improve.
- Indicate if the student has met or not met each indicator that applies to the student's performance, for each CNO (College of Nurses of Ontario) Code of Conduct principle.
- Summary of Principle: After assessing the core behaviours, please provide your perception in summary of whether the student is "Meeting Expectations" or "Not Meeting Expectation's, for each CNO Principle.
- In the "Comments" section, we encourage you to provide written examples of how students met each core behaviour, whenever possible.
- Areas of Strength/ Areas for Growth: Please complete this as an overall summary of suggestions for students.
- Overall Performance: Please indicate at the end of this performance appraisal (PA), whether student performance is "Meeting Expectations", or "Not meeting expectations".
- Preceptors should discuss this final written feedback form with student at or near the end of term. Be sure to sign and date the form (by checking the box)

***Thank you for taking the time to share this valuable feedback with students!***

**Preceptors: Please place an x in the appropriate box**  
**Met = Meeting Expectations; Not met = Not meeting Expectations; N/A – Not Applicable**

### 1. RESPECT CLIENTS' DIGNITY

*Includes working together with clients with respect and sensitivity to client needs*

| Met                                                     | Not met | N/A | Expectations                                                                                                                                                            |
|---------------------------------------------------------|---------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         |         |     | Treats clients with respect, empathy and compassion                                                                                                                     |
|                                                         |         |     | Prioritizes clients' health and well-being during nurse-client relationships                                                                                            |
|                                                         |         |     | Listens and responds to clients' concerns by collaborating with clients                                                                                                 |
|                                                         |         |     | Maintains clients' privacy and dignity                                                                                                                                  |
|                                                         |         |     | Identifies if personal beliefs conflict with a client's care, and provides safe, compassionate and timely care to those clients, until other arrangements are in place. |
|                                                         |         |     | <b>OVERALL SUMMARY OF STANDARD</b>                                                                                                                                      |
| Please provide comments with examples (as appropriate): |         |     |                                                                                                                                                                         |

### 2. PROVIDE INCLUSIVE AND CULTURALLY SAFE CARE BY PRACTICING CULTURAL HUMILITY

*Includes demonstrating cultural humility through self-reflection and evaluating their own behaviour; advocating for equitable and culturally safe care that is free from discrimination; understanding how personal attributes and societal contexts, such as disabilities, sexual identity, anti-Indigenous and anti-Black racism, influence client care*

| Met                                                     | Not met | N/A | Expectations                                                                                                                                                                        |
|---------------------------------------------------------|---------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         |         |     | Self-reflects on and identifies how their privileges, biases, values, belief structures, behaviours and positions of power may impact relationships with clients and/or communities |
|                                                         |         |     | Seeks feedback from clients, team members, and others to evaluate their own behaviour and culturally safe practice.                                                                 |
|                                                         |         |     | Assesses and strives to meet clients' language, cultural and communication needs in ways clients understand.                                                                        |
|                                                         |         |     | Actively listens to and seeks to understand the client's and/or community's lived experiences                                                                                       |
|                                                         |         |     | Assesses clients and/or communities to determine their risk for health inequities                                                                                                   |
|                                                         |         |     | Takes proper action to prevent and/or address discrimination against a client and/or community                                                                                      |
|                                                         |         |     | <b>OVERALL SUMMARY OF STANDARD</b>                                                                                                                                                  |
| Please provide comments with examples (as appropriate): |         |     |                                                                                                                                                                                     |

### 3. PROVIDE SAFE AND COMPETENT CARE

*Includes working within the legal scope of practice, education, knowledge, skill and judgment to ensure safe and competent nursing care*

| Met                                                     | Not met | N/A | Expectations                                                                                     |
|---------------------------------------------------------|---------|-----|--------------------------------------------------------------------------------------------------|
|                                                         |         |     | Attends placement orientation                                                                    |
|                                                         |         |     | Attends placement two days per week and maintains a clinical hours log                           |
|                                                         |         |     | Develops a Learning Plan in consultation with preceptor that meets agency or community needs     |
|                                                         |         |     | Takes responsibility for own actions                                                             |
|                                                         |         |     | Seeks out assistance appropriately and in a timely manner                                        |
|                                                         |         |     | Prepares and shares knowledge appropriate to the student/client/target population                |
|                                                         |         |     | Recognizes and works within the limits of their knowledge, skill and judgment                    |
|                                                         |         |     | Seeks and uses the best available evidence to inform their practice                              |
|                                                         |         |     | Modifies plan of care /program plan together with clients, team members and/or community members |
|                                                         |         |     | <b>OVERALL SUMMARY OF STANDARD</b>                                                               |
| Please provide comments with examples (as appropriate): |         |     |                                                                                                  |

| 4. WORK RESPECTFULLY WITH THE TEAM MEMBERS                                                                              |         |     |                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Includes being accountable to one another and building or maintaining respectful relationships with team members</i> |         |     |                                                                                                                                                  |
| Met                                                                                                                     | Not met | N/A | Expectations                                                                                                                                     |
|                                                                                                                         |         |     | Self-reflects on how privileges, biases, values, belief structures, behaviours and positions of power may impact relationships with team members |
|                                                                                                                         |         |     | Demonstrates professionalism and treats all team members with respect in all contexts, including on social media                                 |
|                                                                                                                         |         |     | Provides and accepts feedback from the team members to support positive client outcomes and effective team performance                           |
|                                                                                                                         |         |     | Contributes to a safe organizational culture                                                                                                     |
| Please provide comments with examples (as appropriate):                                                                 |         |     |                                                                                                                                                  |

| 5. ACTS WITH INTEGRITY IN CLIENTS BEST INTEREST                                                              |         |     |                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------|---------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Includes being honest and fair; strives to build trustworthy, therapeutic, nurse-client relationships</i> |         |     |                                                                                                                                                    |
| Met                                                                                                          | Not met | N/A | Expectations                                                                                                                                       |
|                                                                                                              |         |     | Protects the privacy and confidentiality of clients' personal health information including social media                                            |
|                                                                                                              |         |     | Identifies, prevents and does not practice in situations that cause a conflict of interest                                                         |
|                                                                                                              |         |     | Initiates, establishes and maintains professional boundaries with clients                                                                          |
|                                                                                                              |         |     | Displays truthfulness in all practice encounters                                                                                                   |
|                                                                                                              |         |     | Identifies moral or ethical situations and proactively addresses conflict, dilemmas and/or distress of clients in their care.                      |
|                                                                                                              |         |     | Promotes healthy relationships with clients, their caregivers, advocates and team members by managing and resolving conflict for best client care. |
|                                                                                                              |         |     | <b>OVERALL SUMMARY OF STANDARD</b>                                                                                                                 |
| Please provide comments with examples (as appropriate):                                                      |         |     |                                                                                                                                                    |

| 6. MAINTAINS PUBLIC CONFIDENCE IN THE NURSING PROFESSION                                                                       |         |     |                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------|---------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Includes promoting dignity and respect for the nursing profession by portraying professionalism and showing leadership.</i> |         |     |                                                                                                                                                   |
| Met                                                                                                                            | Not met | N/A | Expectations                                                                                                                                      |
|                                                                                                                                |         |     | Being accountable for their own decisions, actions, omissions and related outcomes                                                                |
|                                                                                                                                |         |     | Takes accountability for their errors and learns from them                                                                                        |
|                                                                                                                                |         |     | Participates and advocates for improving the quality of their practice setting to support safe client care                                        |
|                                                                                                                                |         |     | Self-reflects on health and seek help if their health affects their ability to practice safely                                                    |
|                                                                                                                                |         |     | Demonstrates self-direction in the development and implementation of health promotion activities.                                                 |
|                                                                                                                                |         |     | Provides leadership through formal and informal roles                                                                                             |
|                                                                                                                                |         |     | Collaborates with preceptor, team members, community members and clients/ students in the development and delivery of health promotion activities |
|                                                                                                                                |         |     | <b>OVERALL SUMMARY OF STANDARD</b>                                                                                                                |
| Please provide comments with examples (as appropriate):                                                                        |         |     |                                                                                                                                                   |

| Areas of Strength/ Areas for Growth:                                           |  |
|--------------------------------------------------------------------------------|--|
| <i>Please complete this as an overall summary of suggestions for students.</i> |  |
| Areas of Strength:                                                             |  |

|                                                                                                                         |  |
|-------------------------------------------------------------------------------------------------------------------------|--|
| <b>Please provide details</b>                                                                                           |  |
| <b>Areas for Growth:</b><br><i>Please provide details</i>                                                               |  |
| <b>Overall Performance:</b><br><b>Meeting Expectations OR</b><br><b>Not meeting Expectations</b><br><b>(SELECT ONE)</b> |  |

|  |                                                                                                                                                                                                                          |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>PRECEPTOR:</b> In lieu of a signature, by marking an x in this box, <b>the Preceptor</b> confirms that the information provided in this document is accurate and complete.                                            |
|  | <b>STUDENT:</b> In lieu of a signature, by marking an x in this box, <b>the student</b> confirms that the information provided in this document is accurate and complete, that they have reviewed it with the preceptor. |
|  | <b>FACULTY ADVISOR:</b> In lieu of a signature, by marking an x in this box, confirms that <b>the Faculty Advisor</b> has reviewed this document with the student                                                        |

4<sup>th</sup> Year Theme: *Integration of Professional Self into the Health Care System*  
Connecting Theory and Practice across NSE411, NSE421, PPN 401, PPN 402, PAT  
401

**NSE 411/421– Preceptor Feedback Form Mid-Term**  
**\_\_\_\_\_Final \_\_\_\_\_**

**Student Name:**

**Preceptor Name:**

**Faculty Advisor Name:**

**Clinical Practice Setting:**

**Term:**

This Student Feedback Form is to be completed by the preceptor in collaboration with their student. Please refer to the Collaborative Program Preceptor Handbook for the CNO Standards of Practice and related indicators for further details re: each identified standard. If you have any questions or concerns, please contact your student's faculty advisor directly.

Satisfactory progress is defined as demonstrating a level of performance consistent with the midterm/final expectations for NSE 411/421 course, as per syllabus.

**Professional Learning Goals for the Term**

**Evidence of Progress towards Learning Goals**

|                                                                                                                                                                                                                                                                                                                                                                                    |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Accountability</b><br><i>Students are accountable to the public and responsible for ensuring that their practice and conduct meets legislative requirements.</i>                                                                                                                                                                                                                |  |
| <b>Continued Competence</b><br><i>Students must assume responsibility for their ongoing professional development in the practice setting (progressive improvement in knowledge, skills and judgment).</i>                                                                                                                                                                          |  |
| <b>Ethics</b><br><i>Students must understand, uphold and promote the values and beliefs described in the ethical framework (1999). For example, identification of ethical issues in the practice setting and identifying strategies, in consultation with the health care team, to resolve ethical issues.</i>                                                                     |  |
| <b>Knowledge</b><br><i>Students possess through basic education and continuing learning knowledge relevant to their professional practice. For example, being informed about nursing and its relationship to the health care system.</i><br><i>Students demonstrate the ability to provide theoretical and evidence-based rationale for all decisions in the practice setting.</i> |  |

|                                                                                                                                                                                                       |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Knowledge Application</b><br><i>Students continually improve their application of professional knowledge. Ensures practice is based in theory, evidence and meets all standards and guidelines</i> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                      |  |
|--------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                      |  |
| <b>Relationships</b><br><i>Students establish and maintain respectful, collaborative, therapeutic and professional relationships</i> |  |

|                                                                                                                                                    |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Leadership</b><br><i>Students demonstrate leadership by providing, facilitating and promoting the best possible care service to the public.</i> |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                         |  |
|-----------------------------------------|--|
| <b>Areas for Growth and Development</b> |  |
|                                         |  |

Clinical Hours to date: \_\_\_\_\_

Preceptor has reviewed Student's self-evaluation \_\_\_\_\_Yes\_\_\_\_\_No

Preceptor Signature: \_\_\_\_\_Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_Date: \_\_\_\_\_

Faculty Advisor Signature: \_\_\_\_\_Date: \_\_\_\_\_

### SAMPLE FEEDBACK NSE 411/ 421

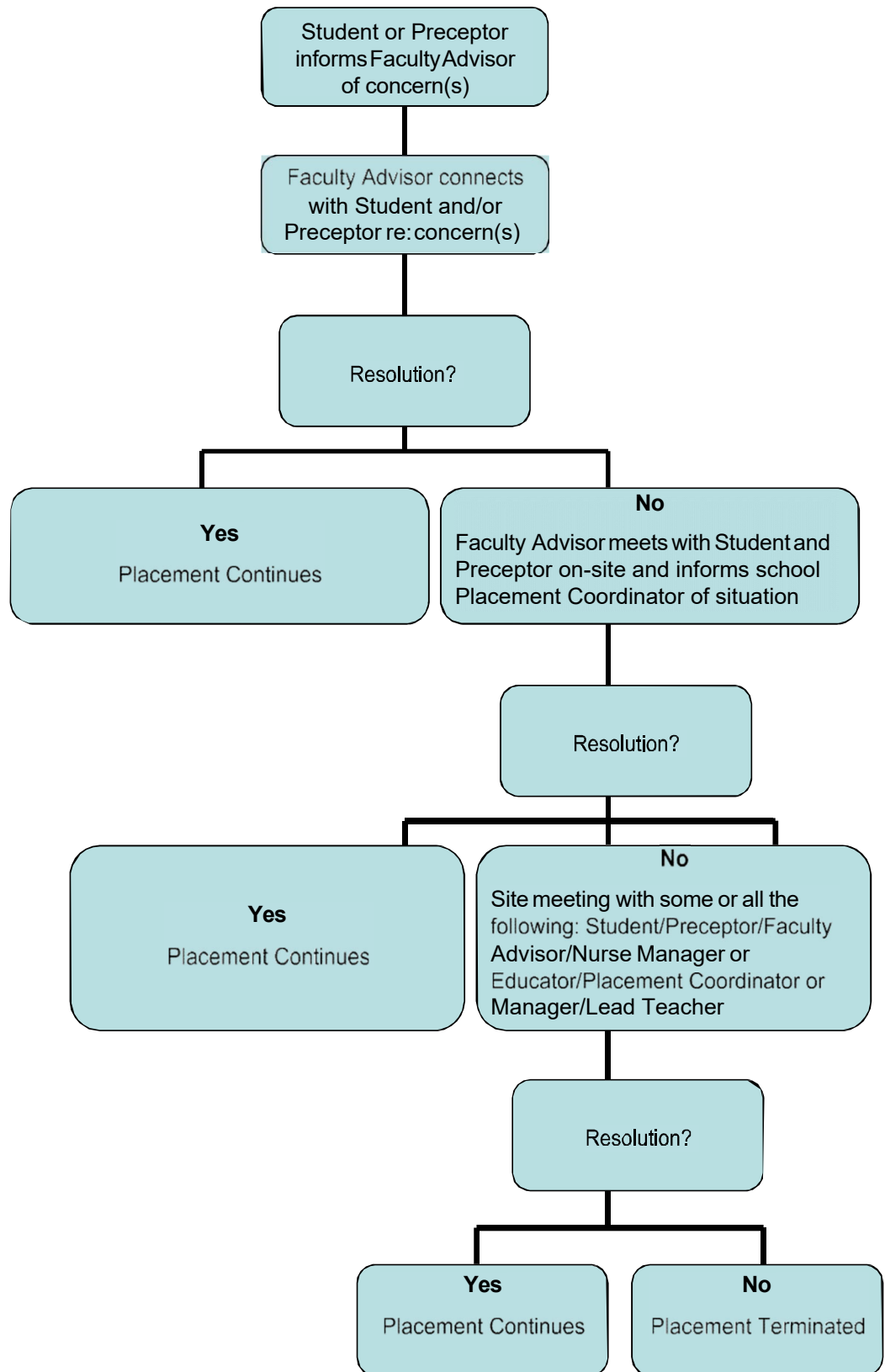
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Professional Learning Goals for the Term</b><br/>         [Carmen's] learning objectives for this pediatric experience were to: a) improve communication skills, particularly with parents of children on the cardiology unit, and b) to work on teaching skills with parents and children who were being discharged from the cardiology unit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Evidence of Progress towards Learning Goals</b><br/>         [Carmen] made progress with each objective during their placement on this unit. [Carmen] developed a very effective communication style with both children and parents. By the end of the placement, [Carmen] was able to care for a full stable client load with minimal direct supervision. [Carmen] recognized their limitations and would seek me out if they needed help. With supervision s/he was developing confidence and skill in working with children with complex physical needs. [Carmen] identified a need to have a more organized and methodical approach to discharge planning. In light of this [Carmen] developed a useful, unit-based discharge-planning checklist for use by student and novice nurses. Use of this checklist helped her/him to cover what was necessary for the discharge, as well as to remind her/him to address the individual needs of the families. [Carmen] was very willing to help out on the unit.</p> <p>At times [Carmen] reacted to, or interpreted, client situations/experiences based on their own past experiences and values, rather than attempting to look at it from the perspective of the parent or child. For example... This is an area where [Carmen] can work on developing.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Accountability</b><br/> <i>Students are accountable to the public and responsible for ensuring that their practice and conduct meets legislative requirements.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>[Carmen] was accountable and responsible during the time on the unit. S/he worked well as a team member and with the children and families. S/he maintained confidentiality and was professional in their manner. S/he performed her/his daily tasks in a timely and appropriate manner at all times. Yet, when unsure about a task, s/he would seek assistance from her/his colleagues or me immediately. On the occasion that [Carmen] made an error, s/he took responsibility for her/his actions and took the appropriate measures to maintain client safety.</p> |
| <p><b>Continued Competence</b><br/> <i>Students must assume responsibility for their ongoing professional development in the Practice setting (progressive improvement in knowledge, skills and judgement).</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>[Carmen] is in the process of developing confidence and skill in the care of children and families admitted to the cardiac unit. However, s/he has a limited knowledge base of cardiac medications and their implication on client care. [Carmen] also needs to prepare more adequately for clinical experience while keeping the client as the focus of her/his learning at all times.</p>                                                                                                                                                                           |
| <p><b>Ethics</b><br/> <i>Students must understand, uphold and promote the values and beliefs described in the ethical framework (1999). For example, identification of ethical issues in the practice setting and identifying strategies, in consultation with the health care team, to resolve ethical issues.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>[Carmen] practiced within the ethical guidelines appropriate to entry-level nurses put forth by the College of Nurses of Ontario. S/he makes every effort to meet her/his specific learning needs and to seek resources as needed. S/he is sensitive and responsive to children and their families and makes every effort to work with them. Carmen needs to be aware of how her/his personal values impact client care. For example...</p>                                                                                                                           |

|                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Knowledge</b><br/> <i>Students possess through basic education and continuing learning knowledge relevant to their professional practice. For example, being informed about nursing and its relationship to the health care system. Students demonstrate the ability to provide theoretical and evidence based rationale for all decisions in the practice setting.</i></p> | <p>[Carmen] was generally well-prepared for caring for the clients with whom s/he worked. S/he used a number of resources both on the unit and from her/his own research to help her/him to understand the conditions of her/his patients. At times s/he tended to focus only on her/his specific learning objectives, without looking more broadly at the needs of the client. When this was mentioned to [Carmen], s/he made effort to ensure that s/he was also researching other areas of practice that were of importance to the care of her/his patients.</p> <p>[Carmen] was very receptive to any feedback given to her/him regarding her/his clinical performance. Once s/he had been shown a procedure and received feedback, s/he was usually able to do it correctly.</p> |
| <p><b>Knowledge Application</b><br/> <i>Students continually improve their application of professional knowledge. Ensures practice is based in theory, evidence and meets all standards and guidelines.</i></p>                                                                                                                                                                   | <p>[Carmen] was skilled in practice-based critical thinking and problem solving for her/him level of practice. S/he was able to perform assessments of children and their families experiencing cardiac problems, and develop appropriate plans of care. Continued attention to psychosocial assessments and including psychosocial goals in her/his care plans is encouraged. [Carmen] willingly shared articles from her/his classes and her/his research with the nursing staff. S/he was a respectful and contributing team member.</p> <p>[Carmen] progressed well in terms of her/his documentation and was able to document independently by the end of the term.</p>                                                                                                          |
| <p><b>Relationships</b><br/> <i>Students establish and maintain respectful, collaborative, therapeutic and professional relationships.</i></p>                                                                                                                                                                                                                                    | <p>[Carmen] was very respectful of clients and demonstrated a profound interest in their care. S/he understood and maintained the boundaries between professional, therapeutic relationships and non-therapeutic, personal relationships. Also s/he was able to develop a collaborative relationship with her/his clients and their families in order to respect their needs, values, wishes and beliefs. S/he worked well as a member of the interdisciplinary team as evidenced by [Jane's/John's] participation in meetings, accessing the team for knowledge development and interest in attending optional lectures which were outside required hours.</p>                                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Leadership</b></p> <p><i>Students demonstrate leadership by providing, facilitating and promoting the best possible care service to the public.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>[Carmen] was an excellent model of professionalism. S/he collaborated well with health team members, clients and their parents. S/he contributed a great deal to health team meetings and posed many beneficial questions. [Carmen] also demonstrated excellent conflict resolution skills. S/he was able to solve any misunderstandings with her/his colleagues or clients in a</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>non-defensive manner and s/he was able to develop innovative solutions. [Carmen] was a great role model to the second year nursing students who were also on the unit. S/he offered students sound advice and willingly assisted them when they were in need of some guidance.</p>                                                                                                   |
| <p><b>Areas for Growth and Development</b></p> <p>Ongoing value clarification would be important for [Carmen]. S/he has made a good start in working with the parents of children admitted to the cardiology unit. Making a point of always including the parents as part of the health care team will help her/him to keep their needs in mind. [Carmen] needs to invest more time in preparation for clinical, with a particular emphasis on medications. As s/he is soon to enter the profession as a graduate nurse, I encourage her/him to become an active member of our professional organizations.</p> |                                                                                                                                                                                                                                                                                                                                                                                         |

## **Appendix D: Placement Concerns and Clinical Incident Reporting Process**

### Placement Concerns: Decision Making Tool



## Collaborative Clinical Incident Reporting Process

