



University of Windsor

Faculty of Nursing

Dear Baccalaureate Nursing Student:

On behalf of the faculty and staff of the University of Windsor's Faculty of Nursing, I congratulate you on your acceptance to the BScN program for Fall 2021! We look forward to meeting and working with you towards the achievement of your education and professional goals.

There are many unique opportunities for baccalaureate-prepared Registered Nurses to participate in providing quality health care. We are confident that the education you will receive at the University of Windsor will prepare you to become a competent and knowledgeable nurse, and trust that your career will bring you great satisfaction in whichever field of nursing you choose to practice.

This admission package includes important information you need to know to get prepared for the fall. Please read it carefully. Preparation for the upcoming year is exciting and I hope you will enjoy making your plans.

We are pleased to announce the implementation of a revised BScN curriculum starting Fall 2021 with your class. Please review the enclosed course sequence/schedule for details.

Feel free to contact us ([nurse@uwindor.ca](mailto:nurse@uwindor.ca)) if you have questions or concerns. We also encourage you to view our Nursing website ([www.uwindor.ca/nursing](http://www.uwindor.ca/nursing)) and follow us on Facebook ([www.facebook.com/UWindsorNursing](http://www.facebook.com/UWindsorNursing)) and/or Twitter (@UWinNursing) for information and updates.

A campus tour, advising, and shadowing day (where you attend theory classes with a 1<sup>st</sup> year student) are available to prospective students. To schedule this, please contact the Recruitment Office at: <http://www.uwindor.ca/studentrecruitment/319/schedule-visit>.

Please make every effort to attend "**Head Start 2021**", as it is very informative and will help prepare you for September. Dates and further information are available at [www.uwindor.ca/headstart](http://www.uwindor.ca/headstart).

I wish to take this opportunity to extend my personal wishes for your continued success.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dr. Sheppard - LeMoine'.

Dr. Debbie Sheppard-LeMoine, RN, PhD  
Dean, Faculty of Nursing

DSL/an

## What Makes the University of Windsor's BScN Program Special?

Our program offers 10 rotations of clinical practicum (placement) courses, including hands-on training and simulated training experiences. These include:

- Clinical practicum (placements) in the first year of the program
- 3 full-time "consolidated" clinical practicum courses in spring of 1st, 2nd and 3rd years, where you will reinforce skills learned in your theory and lab courses during the year
- 2 fourth year preceptorships, where you are placed one-to-one with a nurse or other health care professional; one in an acute care hospital setting and one in a community setting
- Potential for specialty placements in senior years (e.g. oncology, paediatrics, obstetrics, emergency, surgical, neurology, psychiatry, community, etc.)
- Simulation lab experiences in every year of the program, with standardized patients (people who act as "real" patients) and computerized, high-fidelity mannequins that behave and react like humans.
- Additional information about clinical practicum (placements) is available at: <http://www.uwindsor.ca/nursing/390/clinical-placements>

## Things Students and Parents Love...

- Award winning professors and instructors who are renowned experts in their fields
- Peer Mentors: senior level students in our labs who assist students to practice skills
- Student Success Coordinator available to provide academic support, advise students and assist with course planning
- Clinical Therapist specifically designated to support nursing students' mental health needs
- Residence floor (on campus housing) that is designated for nursing students only. See more details at: <http://www.uwindsor.ca/residence/>

## Interesting Facts:

- We are Canada's southernmost university and enjoy one of the warmest climates in Canada (we are located **south** of Detroit, Michigan, USA).
- We are nestled in between Lake St. Clair and Lake Erie on the banks of the Detroit River.
- We are one of the few nursing programs in Ontario that offers students the ability to complete an exchange semester abroad at one of our partner schools, either in Australia or Sweden.
- As we are a border city, graduates enjoy easy access to international employment opportunities in Michigan and other states. Many graduates live in Windsor and work in the Greater Detroit area.

## NURSING Course Sequence - Collaborative Four-Year BScN Program, University of Windsor

Effective Fall 2019

Year 1 – Fall Nurse as Professional	Year 2 – Fall Nurse as Collaborator	Year 3 – Fall Nurse as Change Agent	Year 4 – Fall/Winter* Nurse as Coordinator
<b>NURS 1110:</b> Professional Nursing I <b>NURS 1900:</b> Writing for the Professional Nurse <b>NURS 1210:</b> Human Anatomy & Physiology I (theory & lab) <b>NURS 1511:</b> Experiential Learning Lab I <b>BIOM 1073:</b> Introductory Medical Microbiology	<b>NURS 2130:</b> Professional Nursing III <b>NURS 2531:</b> Experiential Learning Lab III <b>NURS 2420:</b> Holistic Health Assessment II <b>NURS 2522:</b> Clinical Practicum II <b>NURS 2810:</b> Adult Health & Health Alterations I <b>NURS 2320:</b> Pharmacology & Medication Management II <b>PSYC 3390:</b> Health Psychology	<b>NURS 3551:</b> Experiential Learning Lab V <b>NURS 3542:</b> Clinical Practicum IV <b>NURS 3830:</b> Adult Health & Health Alterations III <b>NURS 3940:</b> Care of Children & Youth <b>NURS 3950:</b> Nursing Research <b>NURS 3960:</b> Community as Client	<b>NURS 4150:</b> Professional Nursing V <b>NURS 4571:</b> Experiential Learning Lab VII <b>NURS 4980:</b> Palliative Care <b>NURS 4990:</b> Global Health <b>NURS 4XXX:</b> Nurse specialty option course  <p style="text-align: center;"><i>OR</i></p> <b>NURS 4562:</b> Integrated Clinical Practicum: Community (192 hours) AND <b>NURS 4572:</b> Integrated Clinical Practicum: Hospital (192 hours) AND Integrated Rounds
Year 1 – Winter	Year 2 – Winter	Year 3 – Winter	
<b>NURS 1120:</b> Professional Nursing II <b>NURS 1220:</b> Human Anatomy & Physiology II (theory & lab) <b>NURS 1521:</b> Experiential Learning Lab II <b>NURS 1410:</b> Holistic Health Assessment I <b>NURS 1512:</b> Clinical Practicum I <b>NURS 1310:</b> Pharmacology & Medication Management I  <b>NURS 1612:</b> Consolidated Practicum I. 2 weeks daily full-time clinical placement – normally starts in June.	<b>NURS 2541:</b> Experiential Learning Lab IV <b>NURS 2532:</b> Clinical Practicum III <b>NURS 2820:</b> Adult Health & Health Alterations II <b>NURS 2920:</b> Maternal and Newborn Care <b>NURS 2520:</b> Psychiatric/Mental Health <b>SOSC 2500:</b> Basic Quantitative Methods in Social Science (theory & lab); <i>OR</i> <b>STAT 2910:</b> Statistics for the Sciences (theory & tutorial)  <b>NURS 2622:</b> Consolidated Practicum II. 2 weeks daily full-time clinical placement – normally starts in May.	<b>NURS 3140:</b> Professional Nursing IV <b>NURS 3561:</b> Experiential Learning Lab VI <b>NURS 3552:</b> Clinical Practicum V <b>NURS 3840:</b> Adult Health & Health Alterations IV <b>NURS 3970:</b> Care of the Older Adult <b>XXXX-XXXX:</b> Arts option course  <b>NURS 3632:</b> Consolidated Practicum III. 2 weeks daily full-time clinical placement – normally starts late April.	<p>*if theory courses taken in Fall, clinical practicum courses taken in winter, or vice-versa.</p>

### Clinical/Consolidated Practicum Courses - Additional Information:

Day, afternoon, evening, weekend, and/or night shifts will be required. Students must arrange their own transportation to and from placement sites.

## NURSING YEAR 1 COURSE DESCRIPTIONS

**Professional Nursing I:** This is the first in a series of five courses that address professional nursing practice. The learner is introduced to the roles and responsibilities of registered nurses and fundamental concepts of professional nursing practice. Emphasis is on exploring the concept of health and professional nursing skills (i.e. critical thinking, therapeutic communication, evidence-informed decision-making, teaching and learning) that promote patient/client and family-centred care.

**Writing for the Professional Nurse:** This course introduces the principles of effective written communication that are essential in the diverse roles of a nursing professional. The aim is to help the learner develop the skills to accurately and reliably communicate written information in a variety of forms: personal reflections, documentation in charts/records, and scholarly writings (e.g., educational materials, abstracts, posters, journal articles, project reports).

**Anatomy & Physiology I:** This is the first of two courses that introduce the learner to the foundations of anatomy and physiology within the context of nursing and health. Content includes an overview of the structure, function, and organization of the human body (from the cellular level, to tissues, organs, and organ systems) and review of selected organ systems such as the integumentary, nervous, endocrine, hematologic, and musculoskeletal systems. Review of systems will incorporate the anatomy and physiology of the system and its relevance, and importance to patient/client care.

**Experiential Learning Lab I:** This is the first in a series of seven onsite experiential learning labs in which the learner will apply theory to clinical practice through a variety of interactive and simulated activities. In this course, the learner is introduced to clinical and communication skills for the professional nurse.

**Professional Nursing II:** This is the second in a series of five courses addressing professional nursing practice. The learner will explore concepts that contribute to safer, high quality patient/client-centered health care systems. Examples include: leadership, collaboration, quality, and nursing informatics. The learner is introduced to the history and structure of the Canadian health care system. They explore the legal and professional roles and responsibilities of registered nurses in various care settings, and how nurses promote community and population health.

**Anatomy & Physiology II:** This is the second of two courses that introduce the learner to the foundations of anatomy and physiology within the context of nursing and health. Emphasis is on interrelationships among the cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. The learner will also examine the regulation of physiological functions involved in maintaining homeostasis.

**Experiential Learning Lab II:** This is the second in a series of seven onsite experiential learning labs in which the learner will apply theory to clinical practice through a variety of interactive and simulated activities. In this course, the learner will apply introductory holistic health assessment skills, and selected clinical and communication skills for professional nursing.

**Holistic Health Assessment I:** This is the first of two courses that introduce the learner to concepts and principles underlying the holistic health assessment of the well adult. In this introductory course, the focus is on the development of interviewing and history taking skills, and foundational health assessment skills (physical, psychosocial, cultural, and spiritual). The learner will recognize normal findings and deviations from normal, and communicate assessment findings to promote health.

**Clinical Practicum I:** This is the first in a series of clinical practica that provide the learner with the opportunity to apply knowledge and skills in clinical practice settings. The learner will practice professionalism, components of holistic health assessment, and communication skills with the adult population, in the context of family and community.

**Pharmacology & Medication Management I:** This is the first in a sequence of two pharmacology courses. This course introduces the learner to the fundamentals of the science of pharmacology and safe medication management. Selected herbal, over-the-counter, and major drug classifications are introduced.

**Consolidated Practicum I:** This course provides the learner with the opportunity to consolidate knowledge and skills in a clinical practice setting. The learner will practice professionalism, selected clinical and health assessment skills, and communication skills with the adult population in the context of family and community.

## BScN PROGRAM REQUIREMENTS

### SECTION A: MEDICAL/NON-MEDICAL CLINICAL PRACTICUM ENTRY REQUIREMENTS

**Important note:** All costs associated with fulfilling requirements are the responsibility of the student.

You are about to enter training for a profession in which you will be taking care of people in many different circumstances. Due to the sensitive and/or vulnerable nature of their circumstances, you must complete/obtain certain medical and non-medical requirements prior to starting your first clinical placement, and annually thereafter.

The Faculty of Nursing uses an outside agency (Bayshore Home Care Solutions) to clear students prior to their clinical practicum by verifying that they have completed the medical and non-medical requirements. **You will schedule your Bayshore clearance appointment to take place from October 4-October 29, 2021.** Details, instructions and forms to download are available at: <https://www.uwindsor.ca/nursing/375/pre-clearance-information-and-forms>

Please see the chart below, which will guide you with the timelines for obtaining the requirements:

<b>Requirements to work on once you confirm/accept your offer to the BScN program:</b>	<b>Requirements to work on <span style="color: red;">after August 1, 2021:</span></b>
Immunizations: Measles, Mumps and Rubella (MMR), Varicella, Diphtheria/Tetanus, Polio, Pertussis, Hepatitis B. Bloodwork to prove immunity to Hepatitis B is also required.	Vulnerable Sector Police Clearance (available to individuals who are 18 years or older*): <b>must be dated after August 1, 2021.</b>
Respiratory mask fit test/card. If you choose to have this test done by Bayshore, you may schedule it to take place with your Bayshore appointment.	2-step Tuberculosis Skin Test
Student Verification of Health Status form (download form from nursing website)	Standard First Aid
Attestation of Notification of Change in Criminal Record Status form (download form from nursing website)	CPR for Health Care Providers (HCP)
WSIB form (download form from nursing website)	Crisis Intervention online training (details will be provided in the fall)

#### **Important Information Regarding Vulnerable Sector Police Clearance:**

The vulnerable sector police clearance (available to individuals who are 18 years or older) may be obtained from your local police station, or via the Ontario Provincial Police (OPP) where you reside. The required forms to take to the police agencies may be downloaded from the nursing website ([www.uwindsor.ca/nursing/police-clearance](http://www.uwindsor.ca/nursing/police-clearance)), or obtained from the Faculty of Nursing office if the form for your city/region is not available on the nursing website (email [nurse@uwindsor.ca](mailto:nurse@uwindsor.ca)). You must take these completed forms to the appropriate police station/OPP office in time to be guaranteed a completed police clearance for your Bayshore appointment.

*\*Students who do not turn 18 years of age prior to January 1, 2022 – please contact the Clinical Placement Secretary at 519.253.3000 ext. 4918*

1. Depending on where you live, police clearances can take **several months** to obtain. Please contact your local police station or OPP station to determine the standard wait time to obtain your police clearance and be sure to you submit your forms in adequate time to obtain your police clearance in advance of your Bayshore appointment.
2. Out of town students (i.e. those whose permanent address is not Windsor) may obtain a police clearance from the Windsor Police by showing two pieces of valid, government issued identification (e.g. birth certificate, driver's licence, passport, citizenship, etc.). You must also provide a document (e.g. a bill or invoice) that shows a current address in Windsor **or** a valid UWindsor student identification card. For details, see:  
<http://www.police.windsor.on.ca/services/info-requests/Pages/Acceptable-Forms-of-Identification.aspx>.

## SECTION B: OTHER PROGRAM REQUIREMENTS

**Important note:** All costs associated with fulfilling requirements are the responsibility of the student.

### 1. Important Dates

**Orientations:** You will be required to attend orientations prior to the start of each term in every year of your BScN program. **These mandatory orientations are held before classes start each term. You must be available to attend the orientations, as make-up orientations will not be offered.**

**For 2021/22:** Nursing orientations will take place as follows:

- **Fall 2021: Thursday, September 9, 2021**
- **Winter 2022: Tuesday, January 6, 2022**

**Consolidated Practicum I (NURS-1612):** will take place from **May 23 to June 6, 2022**. You must be available for this entire period (days/afternoons/evenings), including weekends.

### 2. Uniform/Lab Coat – required for September

Students are responsible for purchasing their own uniforms (scrubs) and lab coat. Uniform and lab coat must be worn for **university sanctioned** clinical practicum courses and lab classes. For first and subsequent years of clinical practicum courses, you will require the following:

*i. Collaborative Uniform:* The Collaborative BScN program has a standard uniform (scrubs) for nursing students. First year students are required to purchase one uniform prior to starting the BScN program in September.

The collaborative uniform **must** be purchased via the **Work Authority**, which has several locations in southwestern Ontario and offers competitive pricing (see flyer included with this package). In order to ensure that students obtain their uniform in time for September, orders should be placed by **August 1**.

The uniform consists of a navy blue short-sleeve scrub top with "BScN Student" embroidered in white on the sleeve, and a navy blue pant. Work Authority will embroider the "BScN Student" wording on the scrub top once it is purchased. Prices vary depending on the style of pant and scrub top selected. Navy blue skirt options that may need to be worn for religious/cultural purposes are also available at Work Authority as a special order.

Any shirts worn under the uniform, or head coverings worn for religious/cultural purposes must be white, navy blue or black to match the uniform. Head coverings must be plain and unadorned for infection control purposes. Shirts are available for purchase at Work Authority; however, students

may also purchase them at any store.

*ii. White Lab Coat:* Lab coats are available for purchase at Work Authority; however, students may purchase them at any store.

### **3. Stethoscope**

A stethoscope is required and may be purchased at a medical supply store or through the Nursing Society at the start of the fall term.

*Stethoscope Requirements:* Students are required to have a good quality dual-headed adult stethoscope equipped with both a bell and a diaphragm. The head of the stethoscope must be 45 to 50 mm and made of stainless steel or aluminium. The ear pieces of the stethoscope should have an angle to align with the ear canal. The stethoscope should have a large internal diameter, shorter length of tubing and thicker walls to reduce external noise. An example is a Littman Classic II stethoscope.

If you are uncertain about the quality of a particular stethoscope, we recommend that you wait to purchase your stethoscope until you start your courses in September.

### **4. Watch**

A watch with second hand or digital display with seconds is required for monitoring vital signs. Smart watches are not permitted for exams.

### **5. Essential Requirements for Study in Baccalaureate Nursing Programs in Ontario**

Please read the enclosed document titled "Essential Requirements for Study in Baccalaureate Nursing Programs in Ontario." This document provides a comprehensive overview about the essential requirements necessary for successful program completion.

### **6. Use of Technology Requirements**

Students must possess a minimum technical skill-set that enables them to use the technology required in the BScN program. All students should be comfortable using a computer and basic software/programs listed below:

- Microsoft Office, Open Office or Google Docs - word processing (e.g. Word) and presentation application (e.g. PowerPoint)
- Email
- Web browsers: Firefox, Google Chrome, Safari or Internet Explorer
- Additional open educational resources, such as webinar platforms and professional social media sites

Adopting a flexible attitude towards digital technologies is highly important for this program, as technology requirements may evolve and change during the BScN program. If you do not know how to use a specific tool or software/program, it is your responsibility to educate yourself to these requirements.

### **7. Code of Conduct**

We strongly recommend that you read the College of Nurses of Ontario's Code of Conduct for Nurses, available at: <http://www.cno.org/codeofconduct>. It outlines the expectations of professional behaviour and conduct for all nurses, regardless of their role, job description or practice setting, and will help you to learn more about your future nursing accountabilities.

### **8. College of Nurses of Ontario Requirements**

The licensing body in Ontario is the College of Nurses of Ontario (CNO). While the CNO has no role in admission of students to nursing programs, upon graduation, students must apply to the CNO for registration to write the licencing exam in order to practice/work as a Registered Nurse (RN) in Ontario.

You will be required to provide proof of Canadian Citizenship, permanent resident status, or authorization under the Immigration and Refugee Protection Act (Canada) in order obtain your RN designation and practice nursing. For more details, please see the CNO website – [www.cno.org](http://www.cno.org).

"At the completion of their nursing educational program, all student nurses must demonstrate the capacity to meet the CNO's *Entry-to-Practice Competencies for Ontario Registered Practical Nurses or National Competencies in the context of entry-level Registered Nurse practice* and be able to practise within the context of CNO's nursing practice standards" (*CNO Requisite Skills and Abilities Fact Sheet* - <http://www.cno.org/globalassets/docs/reg/41078-skillabilities-4pager-final.pdf>). In order to meet these entry-to-practice competencies, certain skills and abilities are required.

If you have any questions, please contact our office at [nurse@uwindsor.ca](mailto:nurse@uwindsor.ca).



# Essential Requirements for Study in Baccalaureate Nursing Programs in Ontario

## Purpose

This document provides information for applicants to Ontario baccalaureate nursing programs, students, faculty, staff, accessibility service providers, health professionals, and the public about the essential requirements required for successful completion of these programs. The purpose of the Essential Requirements document is to:

- provide information to prospective baccalaureate nursing candidates so they can make an informed choice regarding applying to a program;
- assist prospective and current candidates in deciding if they should register with student accessibility services;
- assist candidates, student accessibility advisors, faculty, staff and health professionals in developing reasonable accommodations such that candidates may meet the essential requirements;
- help ensure the safety of learners during the education program; and
- help ensure the safety of patients/clients during student clinical encounters.

## Context for Learning in a Baccalaureate Nursing Program

Ontario baccalaureate programs in Nursing are responsible to society for providing their enrolled students with opportunities to develop the qualifications (academic knowledge, professional behaviours, attitudes and clinical skills) to enter the profession of Registered Nursing in Ontario. Learning moves from simple to complex in order to prepare graduates to meet entry-to-practice competencies set by the College of Nurses of Ontario (CNO).<sup>1</sup> Students learn in the academic classroom and simulation lab, and also engage with patients/clients in a range of settings from hospital and long-term care to home and community. Patients/clients may be individuals in isolation or with their families; clients may also be a community or a population.

The description of the essential requirements below is not intended to exclude individuals who may require reasonable accommodation to achieve competency development. It is advisable to discuss such accommodations and/or learning supports with the university's student accessibility services during the pre-admission or admission phase.

Requests for accommodation and/or learning supports are considered on a case-by-case basis, according to provincial laws and the educational institutions' applicable policies, regulations and procedures.

An offer of admission to a nursing program is not evidence that the nursing program has independently verified an applicant's ability to meet the essential requirements in the domains described below.

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<sup>1</sup> [http://www.cno.org/globalassets/docs/reg/41037\\_entrytopracticic\\_final.pdf](http://www.cno.org/globalassets/docs/reg/41037_entrytopracticic_final.pdf).

In addition to obtaining a Canadian nursing baccalaureate degree or equivalent, graduates must meet the additional seven requirements set by the CNO in order to become registered and practice as a Registered Nurse in Ontario.<sup>2</sup>

## **Description of the Essential Requirements for Students in Ontario Baccalaureate Programs in Nursing**

### **Cognition**

Students must be able to acquire and retain new information from various sources. Examples include reading and comprehending a range of written documents, including anatomical diagrams, digital displays, medication labels, textbooks, articles, and columns of numbers such as those recorded on flow charts. Students must be able to sustain prolonged attention, concentration and focus in various academic activities, as well as in stressful and distracting practice environments. They must be able to retain information as memory and apply and transfer information from one situation to another. Other cognitive skills that are required include: telling time; counting rates such as a pulse; accurately adding, subtracting, multiplying and dividing; computing fractions; using a calculator; writing numbers in records; identifying and differentiating sounds related to heart, lung or other body systems; and recognizing abnormal odours.

### **Information Gathering abilities**

Students must be able to participate in learning situations and client interactions for the purposes of gathering and recording information. This information may be gathered in a number of different ways, including but not limited to observing (using all relevant senses), listening, searching, reading, understanding and synthesizing. Students will learn to gather information through interviewing, auscultating (listening with a stethoscope), palpating, smelling, percussing, and reviewing documents (such as reading charts and electronic documents). In addition, a student must be able to use, observe and use diagnostic aids and/or instruments directly or in an adaptive form for the purposes of gathering information.

### **Critical thinking capabilities**

Students must be able to learn to use cognitive and information gathering skills to address individual patient/client needs by noticing, reasoning, interpreting, and responding in a safe, caring and appropriate manner. This requires problem solving and judgment in order to analyze, integrate, synthesize, and apply information to the patient/client situation or context. Students must be able to become familiar with clinical models, theoretical nursing frameworks, and scholarly evidence in order to critically appraise these, and interpret and apply them in a particular patient/client context.

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<sup>2</sup> <http://www.cno.org/en/become-a-nurse/registration-requirements/>

## Physical/motor abilities

To succeed in a nursing program, students must have sufficient fine motor skills, physical endurance, physical strength and mobility to learn the clinical skills required to safely care for clients.<sup>3</sup>

Examples include:<sup>4</sup>

- |                    |  |
|--------------------|--|
| Mobility           | <ul style="list-style-type: none"><li>• Move within small spaces</li><li>• Raise equipment above shoulders</li><li>• Bend and reach</li><li>• Walk, stand and maintain balance</li></ul>   |
| Fine Motor Skills  | <ul style="list-style-type: none"><li>• Manual dexterity to pick up, grasp and manipulate small objects with hands, with and without gloves</li><li>• Use a computer</li><li>• Perform complex sequences of hand/eye coordination, e.g., preparing and giving an injection</li></ul> |
| Physical Endurance | <ul style="list-style-type: none"><li>• Correctly sustain repetitive movements (e.g., Cardio-Pulmonary Resuscitation)</li><li>• Work for up to 12 hours, with occasional rest times</li></ul>  |
| Physical Strength  | <ul style="list-style-type: none"><li>• Support clients with position changes, e.g., bed to chair.</li><li>• Move, push, pull, and/or carry objects, e.g., computers, medication carts, lift machines</li><li>• Use upper body strength for Cardio-Pulmonary Resuscitation</li></ul> |

## Resilience

Students must be able to adapt to and manage a range of unexpected, changing, stressful, emotionally charged, and/or ethically challenging situations, for example respiratory arrest, bleeding, patient death, or disclosure of abuse. Students must be able to deal with academic requirements through prioritization of activities, effective time management, focus and discipline. Some examples of academic requirements may include: presentations to colleagues, oral examinations, practical examinations, debates, and assignment deadlines. Students must be able to receive, reflect on and integrate constructive feedback. Students must be aware of their own emotions and behaviours and develop the ability to further regulate these in order to focus on required program activities. They must have the ability to recognize their own stress, develop stress management abilities and self-care strategies, including being able to seek resources and assistance when needed.

## Ethics

Students entering a nursing program must have an interest in assisting individuals and their families and communities in achieving their goals, and to do so in ways that acknowledge ethical values. The CNO has identified the following values as being most important to providing

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<sup>3</sup> These abilities could be demonstrated with or without accommodations, as noted in the Context section above.

<sup>4</sup> Modified from, "Requisite Skills and Abilities for Becoming a Registered Nurse in Alberta," College & Association of Registered Nurses of Alberta [http://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn-requisite-skills.pdf?sfvrsn=5a937640\\_14](http://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn-requisite-skills.pdf?sfvrsn=5a937640_14)

nursing care in Ontario<sup>5</sup>: client well-being, client choice, privacy and confidentiality, respect for life, maintaining commitments, truthfulness, and fairness. To succeed in nursing, students must demonstrate integrity, sensitivity, compassion and concern for others including clients, peers and colleagues with whom they work collaboratively to build trusting relationships. They must be respectful of the individuality and diversity of others, regardless of their background characteristics such as age, health status, place of origin, race, culture, ethnicity, political or spiritual beliefs, socio-economic status, marital status, occupation, sex, gender identity, sexual orientation, lifestyle, mental ability, or physical ability.

### **Communication/Interpersonal abilities**

The ability to develop mature, sensitive, and effective relationships with patients, families and other members of the health care team is required. This includes the ability to communicate with and relate to other people in a caring manner.

Students must have the ability to develop excellent observational, listening, oral and written communication skills, as well as to develop the capacity to sensitively perceive and convey verbal and non-verbal information effectively and efficiently. Students must also be able to develop the ability to coherently summarize the patient/client condition, assessment, and intervention plan, both verbally and in text, in compliance with regulatory and organizational record-keeping standards and privacy and confidentiality legislation and standards.

Examples include:

- Hear, speak, write, and comprehend the principal language or languages of the program
- Learn to understand and respond to patient and colleague perspectives
- Become aware of and respond to the body language of oneself and others
- Develop an understanding and use of clinical terminology
- Learn to document pertinent patient findings in writing or in electronic format

*Approved by COUPN January 2019*

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<sup>5</sup> [http://www.cno.org/globalassets/docs/prac/41034\\_ethics.pdf](http://www.cno.org/globalassets/docs/prac/41034_ethics.pdf).

## **Statement on Accommodation of Students with Disabilities**

The University of Windsor's Faculty of Nursing is committed to ensuring that students are afforded an academic environment that is dedicated to the advancement of learning and that is based on the principles of equitable access and individual dignity; as such, they are committed to facilitating the integration of students with disabilities into the University community. The Faculty of Nursing also strives to preserve the academic integrity of the University and the program by affirming that all students satisfy the essential requirements of the program and program courses.

Each student with a disability is entitled to reasonable accommodation that will assist her/him to meet the program standards and academic requirements. Reasonable accommodation cannot compromise the essential requirements of a program or client/patient safety and well-being. The purpose of a reasonable accommodation is to ensure the student with a disability has the same opportunity as his/her student peers to attain the required operational level, but is not meant to guarantee success in the program.

Exploring reasonable accommodation options may involve the exercise of flexibility by both the University and the student with disability, while maintaining the academic and technical standards and requirements of the program. The student with a disability must be able to demonstrate the requisite knowledge and behaviours, and perform the necessary skills independently and safely. In rare circumstances an intermediary may be appropriate. Instances when an intermediary may not be appropriate include, for example, where the intermediary has to provide cognitive support; or is a substitute for cognitive skills; or is solely conducting an assessment or treatment; or supplements clinical reasoning or judgment. The appropriateness of an intermediary will be assessed on a case by case basis.

Before accepting an offer of admission, students who may require disability related accommodations are strongly advised to review the policies, procedures, and regulations regarding accommodations and consult with the University's Student Accessibility Services and the Faculty of Nursing making the offer. Please note that certain accommodations obtained in previous educational settings may not be appropriate, particularly with respect to clinical requirements. If admitted, students will be required to follow the policies and procedures of the University and Faculty of Nursing within which the program is located.

*NOTE: specific programs in Ontario may have additional program specific essential requirements.*

*Approved by the Council of Ontario University Programs in Nursing (COUPN), January 2019*



Nursing collaborative Dickies scrub tops must be embroidered on the left arm with "BSCN Student"



V-Neck Top

Classic Missy Fit, V-neck, features two patch pockets and side vents for ease of movement

XS-5XL



Empire Waist Top

Classic Missy Fit, mock wrap top features and empire waist, front darts, two slanted patch pockets and side vents for ease of movement

XS-3XL



Men's Utility Top

Men's Fit top with a chest pocket, set-in sleeves, back pleats, side vents and a center locker loop on the back yoke. The right patch pocket has a Velcro closure to keep items secure. The left pockets has a pencil pocket

S-5XL



Unisex Utility Pant

Unisex Utility Pant

XS-5XL



Elastic Waist Pant

Classic Missy Fit pant features full elastic waist, two cargo pockets and two slash pockets. Also, available in petite (shorter inseam)

XS-5XL

Long sleeve t-shirts, lab coats and white slip resistant footwear are also available

## **WORK AUTHORITY LOCATIONS**

Please visit or contact one of our four convenient locations in Southwestern Ontario to try on and order before **AUGUST 1**

### **Windsor**

2301 Tecumseh Road East  
Windsor, Ontario, N8W 1E6  
Ph: 519-971-9802  
Fax: 519-971-0982

2001 Provincial Road  
Windsor, Ontario, N9A 6J3  
Ph: 519-972-8376  
Fax: 519-972-9713

### **Sarnia**

The Cobbler Shop  
1143 Confederation Street  
Sarnia, Ontario, N7S 3Y5  
Ph: 519-542-0008  
Fax: 519-542-0302

### **Chatham**

The Work Authority mobile truck will visit the St. Clair Chatham campus for fitting.  
Dates and times TBD.

### **London**

1407 Dundas Street East  
London, Ontario N5W 3B7  
Ph: 519-451-4550  
Fax: 519-451-2230



# University of Windsor

Faculty of Nursing

*The University of Windsor is pleased to announce the*

## **Faculty of Nursing Entrance Award**

**Value: \$1,000**

**Criteria:** Open to students admissible into Year 1 of the Nursing (BScN) program directly from Secondary School.

**Application process:**

Please apply online by logging in to [student.uwindsor.ca](http://student.uwindsor.ca). If you are a first time user, click the 'First time here?' link to get yourself set up. You will need your student ID number and access code.

Once you are logged into [student.uwindsor.ca](http://student.uwindsor.ca):

- 1) Navigate to your 'Tasks' tile.
- 2) Follow the instructions to complete the on-line UWinAward Consideration Request form.
- 3) Within 24 hours, log back in to your 'Tasks' tile. If you indicated that 'yes' you would like to be considered for entering student awards in Step 2, another form will be available to you in your Tasks tile: uWinAward Application - Entering Undergraduate Student Profile.
- 4) Be sure to complete and upload Template ID: UWAENT095Q051 to be considered for this specific award.
- 5) You may also complete as many other questions that apply to you.

**Application package additional instructions:**

1. Submit a typewritten paper, not exceeding 1,000 words in length, double-spaced, 12 font size, describing what you feel your contribution to the nursing profession will be, based on: a) your understanding of the nursing profession and b) factors that influenced your decision to become a nurse.
2. The paper must follow proper essay format (e.g. Modern Language Association (MLA) format) and include a bibliography as needed.
3. Ensure that your name and University of Windsor Student ID number is included on your submitted paper.
4. Email your paper to [award1@uwindsor.ca](mailto:award1@uwindsor.ca) by **April 30, 2021** to be matched up with your on-line application.

**Deadline:**

The deadline to submit your application is **April 30, 2021**. The successful candidate will be notified by the end of May 2021. **Note:** Incomplete applications will not be considered.

The award payment will be applied as a credit to the successful applicant's fall tuition account on or after August 2, 2021.

If you have any questions about the on-line application process or how to submit your documentation to support your application, please contact the Student Awards & Financial Aid Office at 519-253-3000 Ext. 3300 or send an email to [award1@uwindsor.ca](mailto:award1@uwindsor.ca).