FACULTY OF NURSING
UNDERGRADUATE STUDENT
HANDBOOK
2020-2021

Specific to:

4 Year Option students in Years 1, 2 and 3
Accelerated Option students in Years 1 and 2

Please retain this book for reference during your nursing program.
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1.0 PURPOSE OF THE HANDBOOK

This handbook was developed to provide students of the Faculty of Nursing with relevant information that will foster participation in the life of this Faculty and the university. It contains information that will facilitate positive learning experiences and professional growth and development. It also provides a concise reference source for both students and faculty.

The primary reference of academic policies, rules, and regulations of the Faculty of Nursing is the current university calendar. When seeking such information, always consult the appropriate calendar. If further information is required, consult the Associate Dean of the Undergraduate Nursing Program.

2.0 FACULTY OF NURSING

2.1 Vision Statement

We will be responsive and engaging leaders in nursing education and research provincially, nationally, and internationally by developing quality teaching, learning, and research environments. Our graduates will be skillful, caring, knowledgeable nurses who have a clear vision of the nursing discipline. They will strive for excellence in health care and the health and well-being of individuals, groups and communities, be prepared to collaborate with others, and be responsive to human diversity and equity in an effort to improve health for all.

2.2 Mission Statement

The Faculty of Nursing provides leadership in teaching and learning in nursing, nursing research, and public engagement with the goal of promoting health and well-being.

2.3 Accreditation Status and Approval Status

2.3.1 Accreditation Status

The Faculty of Nursing’s Bachelor of Nursing [BN] (Collaborative) Program is accredited to 2022 by the Canadian Association of Schools of Nursing (CASN). This seven year award is the highest award given to Schools of Nursing in Canada.

2.3.2 Approval Status

The BN (Collaborative) Program is also approved by the Association of Registered Nurses of Newfoundland and Labrador (ARNNL) to 2022. This approval designation assures both the public and our students that this program prepares ethical entry-level practitioners who provide safe quality health care. The program graduates meet the requirements for licensure and professional practice as registered nurses in Newfoundland and Labrador.
2.4 Characteristics of the Degree Graduate

The BN (Collaborative) Program is designed to prepare graduates who will function as beginning practitioners within a variety of health care settings. The graduate is prepared to assume the roles of direct care giver, educator, counsellor, advocate, facilitator, coordinator of care, researcher, leader, and member of the nursing profession. The program prepares the graduate to develop the competencies which include knowledge, values, attitudes, and skills required to:

1. Integrate in-depth knowledge of the health related need of diverse clients in the provision of promotive, preventive, curative, rehabilitative, and end-of-life nursing care.

2. Develop approaches to care of diverse clients which reflect synthesis of concepts and theories of sciences, humanities and nursing.

3. Critically appraise a broad range of evidence, methodologies, and practice observations within the profession and across disciplines and relevance to nursing practice.

4. Integrate critical inquiry in nursing as a profession, discipline and health science.

5. Practice holistic nursing care within a variety of settings, by collaborating with individuals, families, groups and communities with complex health needs to assist them to achieve health and well-being through promotive, preventive, curative, rehabilitative, and end-of-life nursing care.

6. Coordinate and provide safe, competent, compassionate, ethical and culturally sensitive nursing care in response to the diverse and dynamic needs of individuals, families, groups and communities.

7. Communicate and collaborate with clients, nursing colleagues and other members of the health care team to establish and maintain therapeutic, caring and culturally sensitive relationships within diverse and evolving practice situations.

8. Integrate information and communication technologies to plan, and provide evidence-informed nursing care.

9. Practise nursing within the context of professional standards of practice, ethical, regulatory and legal codes.

10. Incorporate strategies for self-directed personal and professional growth to keep abreast of advancements in technology, knowledge and cultural
diversity.

11. Critically appraise and assume appropriate leadership roles to coordinate client health care needs in diverse healthcare environments.

12. Advocate for change within health care systems and across sectors to address issues of safety, social justice, health equity and other disparities affecting the health of clients.

3.0 BACHELOR OF NURSING (COLLABORATIVE) PROGRAM

3.1 Educational Framework

Mission Statement

The Bachelor of Nursing (Collaborative) program will prepare entrants to become competent and compassionate nurses to meet health concerns of individuals, families, groups and communities within a rapidly evolving health care system. Through active engagement in a cohesive, integrated, contextually relevant, learner centered curriculum, graduates will demonstrate competence in the delivery of nursing care, including professional accountability, leadership, critical reasoning, communication and self-directed learning.

Educational Philosophy

Three philosophical pillars (learning in context, professionalization and self-direction) will guide all aspects of the Bachelor of Nursing (Collaborative) Program. The first pillar, learning in context, refers to the opportunity afforded students to develop nursing expertise while addressing real life situations. A comprehensive, integrative design with coordinated clinical, laboratory, and classroom experiences will enable students to actively apply developing knowledge and skills within relevant patient/client care learning environments. Professionalization is the second pillar, and key component from day one. Professionalism (including professional demeanor, conduct and communication) will be consistently demonstrated by program faculty, staff and students, in all classroom, clinical and laboratory settings. The third pillar, self-direction, speaks to the student’s responsibility to negotiate his or her own path to success in collaboration with nurse educators.

Conceptual Framework

The BN (Collaborative) Program is based on the four Metaparadigm Concepts of Nursing (Person, Health, Environment, and Nursing) and

**Metaparadigm Concepts**

**Person**

A person is an integrated, distinct, and unique whole with biological, psychological, social, cultural, and spiritual dimensions. Each person has inherent value, worth and dignity, and possesses the potential for self-determination and self-reliance within that person’s own ability. A person has the right to be fully informed and to make decisions and choices. Persons include clients/individuals, families, groups, communities, and populations.

**Health**

Health is a dynamic process of physical, mental, spiritual, and social well-being. It is a resource for everyday living and is influenced by a person’s beliefs, values, attitudes, and the determinants of health. Wellness and illness are dimensions of health. Health is a separate and distinct entity that coexists with illness or injury such that regardless of the seriousness of a person’s disease/injury, health is always present in some form.

Health involves the development of person’s capabilities, capacities, special gifts and competencies (Gottlieb, 2013).

**Environment**

Environment is dynamic, complex, and multidimensional. It is inclusive of social and physical components; and it is the context, surroundings, setting, foci or backgrounds within which individuals interact. Persons have a relationship with ever changing internal and external environments. These environment systems interact in the ecological, societal, cultural, historical, spiritual, ethical and legal realms and influence the health of person(s).

**Nursing**

Nursing is an evidence-informed practice profession that uses clinical judgement in the provision of care to enable people to improve, maintain, or recover health, to cope with health problems, and to achieve the best possible quality of life. Nurses work autonomously and in collaboration with others to focus on the dynamic interrelationship between persons, environment, and health in achieving health outcomes.
**Curriculum**

Nursing curriculum is defined as: “the totality of the philosophical approaches, curriculum goals, overall design, courses, strategies to ignite learning, delivery methods, interactions, learning climate, evaluation methods, curriculum policies, and resources” (Iwasiw & Goldenberg, 2015 p. 6)

The BN (Collaborative) Program is a student-centered concept-based curriculum built around an educational philosophy which promotes contextually relevant, learner-centered programing toward professional practice, and the nursing metaparadigm concepts of person, health, environment, and nursing. These concepts provide the foundation and structure of the undergraduate curriculum. The program focuses on foundational principles and concepts that students must apply in the classroom, the skills lab, and during clinical experiences. Students acquire a deep understanding of nursing practice by making connections between concepts and practice across patient settings, the lifespan, and the health-illness continuum.

While nursing knowledge is a major emphasis, the theories of science and humanities enhance the broad knowledge base required. It is informed by evidence and grounded in nursing values, knowledge, theories, and practice. The curriculum also fosters commitment to life-long learning.

The curriculum addresses health issues that affect persons across the lifespan and in a variety of practice settings. The initial focus is on the wellness continuum, beginning with health promotion and health protection, then progressing to include health maintenance, rehabilitation, restoration, and palliation. The curriculum prepares the student to understand and work within the dynamic relationships among person, health, environment, and nursing.

Contextually relevant, learner-focused opportunities are provided to enable students to acquire the competencies (knowledge, values, attitudes, and skills) required for entry-level practice. Critical inquiry skills including reflection, self-evaluation, ethical decision-making, and clinical judgment are facilitated progressively throughout the curriculum. Technological competence is enhanced through use of information technologies. The curriculum emphasizes the collaboration among students, educators, and others, e.g., healthcare professionals, throughout the educational process. Interprofessional learning is facilitated through the development of professional relationships with other health team members and other sectors of society.

The program prepares students to apply beginning research skills
and utilize knowledge informed by evidence. Students are prepared to advance the profession and to provide leadership in a changing system of health care.

Students will learn to identify and respond to emerging nursing and health issues through advocacy and policy development.

**Teaching and Learning**

Teaching and learning are dynamic lifelong growth processes. They are reciprocal and interactive, characterized by creativity and flexibility, and meet the diverse and changing needs of the students, the nursing profession, and health needs of society.

Students, educators, and others are partners in the educational process. The educational climate fosters caring, respect for self and others, cultural sensitivity, critical thinking, professionalism, self-direction, and a spirit of inquiry.

Throughout the program students are active participants, are responsible for the discovery of knowledge, and are accountable to communicate this with others. Further student responsibilities include availing of learning opportunities, seeking and utilizing feedback throughout their learning process, and integrating competencies required for entry-level practice in nursing. Students internalize the values, ethics, and behaviors endorsed in the CRNNL Standards of Practice, and understand that continued learning is essential for professional nursing practice.

Educators facilitate knowledge discovery and professional socialization by guiding, mentoring, role modeling, and challenging students to be self directed, reflective, and creative. Educators respect student diversity and support individual learning styles. A variety of strategies and supportive structures are used to foster teaching and learning and professional development of the student.

**Nursing Practice**

The goal of nursing practice is to assist persons across the lifespan in a variety of practice settings to achieve their perceived optimal health on the wellness continuum. Nurses assist persons to recognize and develop their capacity for self-determination and self-reliance. The provision of safe holistic care to persons requires clinical reasoning, critical thinking, technological competence, effective communication skills, and a commitment to lifelong learning.

Nursing practice requires collaborative relationships and partnerships with persons, health team members, and other sectors of the community in the performance of nursing roles. Nurses also
collaborate with persons in the mobilization of communities toward healthy development and capacity building. Nursing roles include direct caregiver, educator, counsellor, advocate, facilitator, coordinator of care, researcher, and leader. These roles require the nurse to be aware of the changing cultural, economic, technological, environmental, and political contexts of health care in Canada and globally. The presence of role models is essential to the professional socialization of students.

Professional standards and competencies, legal standards, and the Canadian Nurses Association code of ethics guide nurses’ practice. Nurses are accountable to society for safe, ethical, competent, and effective nursing care. Nurses advocate for quality work environments and patient safety. Nurses practice independently and interprofessionally, advancing the profession of nursing and influencing changes in health care.

3.1 Course Sequencing - BN (Collaborative) Program

3.1.1 Table 1. Course Sequencing 4-Year Option - MUNFON Site

<table>
<thead>
<tr>
<th>Term</th>
<th>Required Courses - 4-Year Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td><strong>NURS 1002</strong> Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>Year 1</td>
<td><strong>NURS 1003</strong> Developing Therapeutic Relationships</td>
</tr>
<tr>
<td>Academic Term 1</td>
<td><strong>NURS 1004</strong> Nursing Foundations</td>
</tr>
<tr>
<td></td>
<td><em>NURS 1017 Fundamental Psychomotor Competencies</em></td>
</tr>
<tr>
<td></td>
<td>Biochemistry 1430</td>
</tr>
<tr>
<td></td>
<td>3 credit hours in English</td>
</tr>
<tr>
<td>Winter</td>
<td><strong>NURS 1012</strong> Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>Year 1</td>
<td><strong>NURS 1014</strong> Health Assessment</td>
</tr>
<tr>
<td>Academic Term 2</td>
<td><strong>NURS 1015</strong> Health Promotion</td>
</tr>
<tr>
<td></td>
<td><strong>NURS 1016</strong> Caring for the Older Adult : Theory</td>
</tr>
<tr>
<td></td>
<td><strong>NURS 1017</strong> Fundamental Psychomotor Competencies&lt;sup&gt;2020-2021 Only&lt;/sup&gt;</td>
</tr>
<tr>
<td>Fall</td>
<td><strong>NURS 1520</strong> Caring for the Older Adult : Practice</td>
</tr>
<tr>
<td>Year 2</td>
<td><strong>NURS 2002</strong> Care of Childbearing Family: Theory</td>
</tr>
<tr>
<td>Academic Term 3</td>
<td><strong>NURS 2003</strong> Pathophysiology</td>
</tr>
<tr>
<td></td>
<td><strong>NURS 2004</strong> Pharmacology</td>
</tr>
<tr>
<td></td>
<td><strong>NURS 2502</strong> Care of Childbearing Family: Practice</td>
</tr>
<tr>
<td></td>
<td>Psychology 1000</td>
</tr>
<tr>
<td>Winter</td>
<td><strong>NURS 2015</strong> Health Alterations I: Theory</td>
</tr>
<tr>
<td>Term</td>
<td>Required Courses - 4-Year Option</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Year 2 Academic Term 4</td>
<td>NURS 2515 Health Alterations I: Practice</td>
</tr>
<tr>
<td></td>
<td>NURS 2520 Extended Practice (at end of semester)</td>
</tr>
<tr>
<td></td>
<td>Microbiology 3053</td>
</tr>
<tr>
<td></td>
<td>3 credit hours in English CRW</td>
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<tr>
<td></td>
<td>Statistics 1510 or 2500, or equivalent, or Education 2900</td>
</tr>
<tr>
<td>Fall Year 3 Academic Term 5</td>
<td>NURS 3015 Health Alterations II: Theory</td>
</tr>
<tr>
<td></td>
<td>NURS 3104 Nursing Research</td>
</tr>
<tr>
<td></td>
<td>NURS 3113 Professional Development I</td>
</tr>
<tr>
<td></td>
<td>NURS 3515 Health Alterations II: Practice</td>
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<tr>
<td></td>
<td>3 credit hours chosen from Philosophy, or Religious Studies 2610</td>
</tr>
<tr>
<td>Winter Year 3 Academic Term 6</td>
<td>NURS 3000 Community Health Nursing Theory</td>
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<tr>
<td></td>
<td>NURS 3001 Nursing Concepts for Mental Health: Theory</td>
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<tr>
<td></td>
<td>NURS 3500 Community Health Nursing Practice</td>
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<tr>
<td></td>
<td>NURS 3501 Nursing Concepts for Mental Health: Practice</td>
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<tr>
<td></td>
<td>3 credit hours in any one of Sociology, Anthropology or Archaeology</td>
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<tr>
<td>Spring Year 3 Academic Term 7</td>
<td>NURS 3523 Preceptorship</td>
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<td></td>
<td>NURS 4512 Community Health Practicum *Term 7 or Term 8</td>
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<tr>
<td>Fall Year 4 Academic Term 8</td>
<td>NURS 4100 Advanced Concepts and Skills</td>
</tr>
<tr>
<td></td>
<td>NURS 4103 Professional Development II</td>
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<tr>
<td></td>
<td>NURS 4512 Community Health Practicum *Term 7 or Term 8</td>
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<td></td>
<td>*Elective</td>
</tr>
<tr>
<td>Winter Year 4 Academic Term 9</td>
<td>NURS 4516 Consolidated Practicum</td>
</tr>
</tbody>
</table>
### 3.1.2 Table 2. Course Sequencing Accelerated Option - MUNFON Site

Students in the Accelerated Option are reminded that the same non-nursing course requirements apply to both options. Six credit hours in Critical Reading and Writing (CRW) designated courses in English; three credit hours in Sociology, Anthropology, or Archeology; and Psychology 1000 or equivalent are included as part of the Bachelor of Nursing (Collaborative) Program Accelerated Option but not listed in the table below. If necessary, non-nursing course(s) listed in bold and successfully completed prior to admission shall be replaced in the scheduled sequence with any remaining non-nursing course requirements.

<table>
<thead>
<tr>
<th>Term</th>
<th>Required Courses – Accelerated Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Year 1 Academic Term 1</td>
<td>NURS 1002 Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td></td>
<td>NURS 1003 Developing Therapeutic Relationships</td>
</tr>
<tr>
<td></td>
<td>NURS 1004 Nursing Foundations</td>
</tr>
<tr>
<td></td>
<td>NURS 1015 Health Promotion</td>
</tr>
<tr>
<td></td>
<td>NURS 1017 Fundamental Psychomotor Competencies</td>
</tr>
<tr>
<td></td>
<td>*Moved to Winter for 2020-2021</td>
</tr>
<tr>
<td></td>
<td>Biochemistry 1430</td>
</tr>
<tr>
<td>Winter Year 1 Academic Term 2</td>
<td>NURS 1012 Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td></td>
<td>NURS 1014 Health Assessment</td>
</tr>
<tr>
<td></td>
<td>NURS 1016 Caring for the Older Adult : Theory</td>
</tr>
<tr>
<td></td>
<td>NURS 1017 Fundamental Psychomotor Competencies</td>
</tr>
<tr>
<td></td>
<td>*2020-2021 Only</td>
</tr>
<tr>
<td></td>
<td>NURS 1520 Caring for the Older Adult : Practice</td>
</tr>
<tr>
<td></td>
<td>Microbiology</td>
</tr>
<tr>
<td>Spring Year 1 Academic Term 3</td>
<td>NURS 2003 Pathophysiology</td>
</tr>
<tr>
<td></td>
<td>NURS 2004 Pharmacology</td>
</tr>
<tr>
<td></td>
<td>NURS 2015 Health Alternations I: Theory</td>
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<tr>
<td></td>
<td>NURS 2516 Health Alternations II: Practice</td>
</tr>
<tr>
<td>Fall Year 2 Academic Term 4</td>
<td>NURS 3015 Health Alterations II: Theory</td>
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<td></td>
<td>NURS 3113 Professional Development I</td>
</tr>
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<td></td>
<td>NURS 3515 Health Alterations II: Practice</td>
</tr>
<tr>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td>Philosophy, or Religion 2610</td>
</tr>
<tr>
<td>Winter Year 2 Academic Term 5</td>
<td>NURS 3000 Community Health Nursing Theory</td>
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<td></td>
<td>NURS 3001 Mental Health: Theory</td>
</tr>
<tr>
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<td>NURS 3104 Nursing Research</td>
</tr>
<tr>
<td></td>
<td>NURS 4502 Nursing Care in Community and Mental Health Settings</td>
</tr>
<tr>
<td>Term</td>
<td>Required Courses – <strong>Accelerated Option</strong></td>
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</tr>
<tr>
<td>Spring</td>
<td>NURS 2002  Care of Childbearing Family: Theory</td>
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<tr>
<td></td>
<td>NURS 2502  Care of Childbearing Family: Practice</td>
</tr>
<tr>
<td>Year 2</td>
<td>NURS 3523  Preceptorship</td>
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<tr>
<td>Academic Term 6</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>NURS 4100  Advanced Concepts and Skills</td>
</tr>
<tr>
<td></td>
<td>NURS 4103  Professional Development  II</td>
</tr>
<tr>
<td></td>
<td>NURS 4512  Community Health Practicum</td>
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<tr>
<td>Year 3</td>
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<td>Academic Term 7</td>
<td></td>
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<tr>
<td>Winter</td>
<td>NURS 4516  Consolidated Practicum</td>
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<tr>
<td>Year 3</td>
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<tr>
<td>Academic Term 8</td>
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### BN (Collaborative) Program Levelled Objectives

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifies foundational knowledge of the health related needs of diverse clients in the provision of promotive, preventive, curative, rehabilitative, and end-of-life nursing care.</td>
<td>Explains and applies knowledge of the health related needs of diverse clients in the provision of promotive, preventive, curative, rehabilitative, and end-of-life nursing care.</td>
<td>Applies in-depth knowledge of the health related needs of diverse clients in the provision of promotive, preventive, curative, rehabilitative, and end-of-life nursing care.</td>
<td>Integrates in-depth knowledge of the health related need of diverse clients in the provision of promotive, preventive, curative, rehabilitative, and end-of-life nursing care.</td>
</tr>
<tr>
<td>2</td>
<td>Identifies and describes approaches to care that can be applied to diverse clients which reflect an understanding of concepts and theories of sciences, humanities and nursing.</td>
<td>Demonstrates application of relevant concepts and theories of sciences, humanities and nursing in the approaches to care of diverse clients.</td>
<td>Appraises and modifies approaches to care of diverse clients which reflect synthesis of concepts and theories of sciences, humanities and nursing.</td>
<td>Develops approaches to care of diverse clients which reflect synthesis of concepts and theories of sciences, humanities and nursing.</td>
</tr>
<tr>
<td>Research Methodologies, Critical Inquiry and Evidence</td>
<td>Seeks, locates, and discusses information relevant to nursing practice.</td>
<td>Selects and applies relevant evidence to support nursing practice.</td>
<td>Critically appraises a range of evidence, methodologies and practice observations within the profession and relevance to nursing practice.</td>
<td>Critically appraises a broad range of evidence, methodologies, and practice observations within the profession and across disciplines and relevance to nursing practice.</td>
</tr>
<tr>
<td>3</td>
<td>Identifies the principles of critical inquiry in relation to nursing as a profession, discipline and health science.</td>
<td>Applies the principles of critical inquiry to nursing as a profession, discipline and health science.</td>
<td>Analyzes the principles of critical inquiry skills to support evidence-informed nursing practice.</td>
<td>Integrates critical inquiry in nursing as a profession, discipline and health science.</td>
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<td>4</td>
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<td>Year 1</td>
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<td>Year 3</td>
<td>Year 4</td>
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<tr>
<td><strong>Nursing Practice</strong></td>
<td><strong>Nursing Practice</strong></td>
<td><strong>Nursing Practice</strong></td>
<td><strong>Nursing Practice</strong></td>
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<tr>
<td>5 Practices holistic nursing care by collaborating with individuals to</td>
<td>Practices holistic nursing care by collaborating with individuals and</td>
<td>Practices holistic nursing care within a variety of settings, by</td>
<td>Practices holistic nursing care within a variety of settings, by</td>
<td></td>
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<tr>
<td>assist them to achieve health and well-being through health</td>
<td>families with health alterations to assist them to achieve health and</td>
<td>collaborating with individuals, families, groups and communities to</td>
<td>collaborating with individuals, families, groups and communities with</td>
<td></td>
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<td>promotive and protective nursing care.</td>
<td>well-being through promotive, preventive, curative, rehabilitative,</td>
<td>assist them to achieve health and well-being through promotive,</td>
<td>complex health needs to assist them to achieve health and well-being</td>
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<td></td>
<td>and end-of-life nursing care.</td>
<td>preventive, curative, rehabilitative, and end-of-life nursing care.</td>
<td>through promotive, preventive, curative, rehabilitative, and end-of-</td>
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<td></td>
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<td></td>
<td>life nursing care.</td>
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<td>6 Participates in the provision of safe, competent, compassionate,</td>
<td>Provides safe, competent, compassionate, ethical, and culturally</td>
<td>Plans and provides safe, competent, compassionate, ethical, and</td>
<td>Coordinates and provides safe, competent, compassionate, ethical</td>
<td></td>
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<tr>
<td>ethical, and culturally sensitive nursing care to individuals.</td>
<td>sensitive nursing care to individuals and families.</td>
<td>culturally sensitive nursing care for individuals, families, groups,</td>
<td>and culturally sensitive nursing care in response to the diverse and</td>
<td></td>
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<td></td>
<td></td>
<td>and communities.</td>
<td>dynamic needs of individuals, families, groups and communities.</td>
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<tr>
<td><strong>Communication and Collaboration</strong></td>
<td><strong>Communication and Collaboration</strong></td>
<td><strong>Communication and Collaboration</strong></td>
<td><strong>Communication and Collaboration</strong></td>
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</tr>
<tr>
<td>7 Demonstrates beginning competence in communication through self-</td>
<td>Applies effective communication and collaboration strategies to</td>
<td>Adopts and adapts strategies to establish and maintain therapeutic,</td>
<td>Communicates and collaborates with clients, nursing colleagues and</td>
<td></td>
</tr>
<tr>
<td>awareness, use and monitoring of strategies to participate in</td>
<td>engage in therapeutic, caring and culturally sensitive relationships</td>
<td>caring and culturally sensitive relationships through effective</td>
<td>other members of the health care team to establish and maintain</td>
<td></td>
</tr>
<tr>
<td>therapeutic, caring and culturally sensitive relationships with</td>
<td>with clients, nursing colleagues and other members of the health</td>
<td>communication and collaboration with diverse clients, nursing</td>
<td>therapeutic, caring and culturally sensitive relationships within</td>
<td></td>
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<tr>
<td>clients and nursing colleagues.</td>
<td>care team.</td>
<td>colleagues, other members of the health care team, and community</td>
<td>diverse and evolving practice situations.</td>
<td></td>
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<td>partners.</td>
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<td>Year 1</td>
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<tr>
<td>8</td>
<td>Discusses the purpose and demonstrates appropriate use of information and communication technologies to provide nursing care.</td>
<td>Uses appropriate information and communication technologies to support engagement with clients and the interprofessional team.</td>
<td>Uses and integrates information and communication technologies to engage with clients and the interprofessional team.</td>
<td>Integrates information and communication technologies to plan, and provide evidence-informed nursing care.</td>
</tr>
<tr>
<td>9</td>
<td>Identifies and applies the professional standards that guide nursing practice.</td>
<td>Articulates the significance of professional standards that guide nursing practice and applies these across a variety of health care settings.</td>
<td>Consistently applies professional standards to the delivery of nursing care in a variety of health care settings</td>
<td>Practises nursing within the context of professional standards of practice, ethical, regulatory and legal codes.</td>
</tr>
<tr>
<td>10</td>
<td>Demonstrates with guidance self-directed learning to keep abreast of advancements in technology, knowledge and cultural diversity.</td>
<td>Demonstrates professional growth through self-directed learning to keep abreast of advancements in technology, knowledge and cultural diversity.</td>
<td>Demonstrates responsibility for self-directed learning to keep abreast of advancements in technology, knowledge and cultural diversity.</td>
<td>Incorporates strategies for self-directed personal and professional growth to keep abreast of advancements in technology, knowledge and cultural diversity.</td>
</tr>
<tr>
<td>11</td>
<td>Recognizes the significance of leadership in nursing.</td>
<td>Demonstrates beginning leadership skills to meet client health care needs.</td>
<td>Demonstrates effective leadership skills to meet client health care needs.</td>
<td>Critically appraises and assumes appropriate leadership roles to coordinate client health care needs in diverse healthcare environments.</td>
</tr>
<tr>
<td>12</td>
<td>Explores the role of the nurse to advocate for and influence change.</td>
<td>Demonstrates beginning skills as an advocate for change within the context of nursing practice.</td>
<td>Advocates for change within the context of nursing practice.</td>
<td>Advocates for change within health care systems and across sectors to address issues of safety, social justice, health equity and other disparities affecting the health of clients.</td>
</tr>
</tbody>
</table>
4.0 STUDENT ORGANIZATIONS

4.1 Nursing Society

Office: H2867       Phone: (709) 864-6710

There is an internal mailbox for the Nursing Society. Mail can be dropped at the General Office of the Faculty of Nursing.

The objectives of the Nursing Society are:

- to unify the nursing student body
- to liaise between nursing students, faculty, and other organizations, e.g., Canadian Nursing Student Association (CNSA) a national body
- to provide a medium through which students can express their opinions.

The Nursing Society is also a way to enjoy your years as a nursing student by attending extra-curricular activities sponsored by the society, e.g., socials, mini-conferences, fund-raising, and community activities.

Each student can become a member of the society on admission to the Faculty of Nursing. A membership fee is required each year. Meeting times are posted on the Nursing Society bulletin board. Everyone is welcome and encouraged to attend.

The key punch combination to enter/access the Nursing Society office will be provided to all members of the society through their Executive. The Society Room is for the convenience of members.

Phones for general use are located in the Nursing Society office and in various areas of the Health Sciences Centre (HSC). Telephones in the general office are for official school business only.

4.2 Canadian Nursing Students Association (CNSA)

CNSA represents all students registered in nursing programs across Canada. The purpose of the organization is to promote professionalism among nursing students, to advance the nursing profession, and advocate for students all across Canada. CNSA aims to bring issues relevant to nursing to the attention of student nurses and to foster added awareness of the legal, moral, professional, and educational problems in nursing, and avenues for change as applicable.

There are two CNSA representatives at MUNFON: the Official Delegate and one Associate Delegate. These students are elected annually by their peers to represent MUN at regional and national assemblies where key issues are voted on by representatives from nursing schools across Canada. The 2020-21 CNSA provincial and national conference dates are yet to be determined.
and will be announced by your class rep.

**How does CNSA fulfill its purpose?**

- Provides a communication link among nursing students across Canada.
- Acts as the official voice of nursing students.
- Provides a medium through which members can express their opinions on nursing issues.
- Encourages participation in professional and liberal education.
- Maintains a direct link with other organizations concerned with nursing, including:
  - Canadian Nurses Association
  - Canadian Association of Schools of Nursing
  - Provincial Nursing Associations
  - National Student Nurses Association in the U.S.
  - International Council of Nursing
- Enhances the awareness of need for nursing research.

**You are the voice of nursing’s future! CNSA can work for you, but only if you get involved!**

### 5.0 STUDENT REPRESENTATION ON ACADEMIC COUNCIL/COMMITTEES

The Nursing Society annually elects students to serve on Standing Committees of the Faculty Council of the Faculty of Nursing. The faculty members value student participation on these committees, which are useful forums for promoting channels of communication among students and faculty. The committees and provisions for student representation are:

- **Faculty Council:**
- **Undergraduate Studies Committee:** (Two representatives share this role)
- **Awards and Scholarships Committee**
- **BN (Collaborative) Program Advisory Committee**
6.0 GENERAL POLICIES

6.1 Student Representation in the Public Sector

Students planning to identify themselves as representatives of this Faculty at public events require prior permission from the Dean of the Faculty via the Associate Dean for Undergraduate Programs. Such events might be career days, blood pressure clinics, health fairs, public speeches, etc.

Any students who plan fundraisers of any type MUST have these activities sanctioned by the Nursing Society or the Associate Dean for Undergraduate Programs. Any group planning fund-raisers MUST abide by guidelines established by Memorial University, and by city and provincial regulations. This information may be obtained through the Council of the Students’ Union. The Director of Enterprise Risk Management is available to discuss ways of reducing risks associated with events. See https://www.mun.ca/risk/

Fundraising activities conducted for non-charitable or non-professional purposes (e.g., fundraisers for graduation celebrations) shall be governed by regulations set forth by Nursing Society and the Council of Students' Union (CSU) (the latter being the higher authority). Please keep in mind all such activities you are, in your appearance and behaviour, representing not only yourself, faculty, university, and cohort of beginning nurse professionals.

6.2 Policy and Procedures Related to Purchase, Sale, Service or Consumption of Alcohol

It is the responsibility of all students to follow university policies regarding events where alcoholic beverages are available/may be served. Please consult https://www.mun.ca/policy/site/policy.php?id=217 for further information.

6.3 Smoking Policy

In accordance with the Smoke Free Environment Act, smoking is prohibited in any indoor and other enclosed space. Additionally, smoking is prohibited on property occupied by Memorial University.

This policy is in effect 24 hours a day.

The entire University community is responsible to ensure the implementation of, and compliance with, this policy

6.4 Scent Free Awareness Policy

Many perfumes and scents make people ill or uncomfortable. Faculty, staff, students, and some visitors have asthma, allergies, and other serious medical conditions that are made much worse with perfumes, colognes, hair products, or other strong scents. Please do not wear scented products to
clinical placements, lab, in the classroom, or in any shared public spaces at Memorial.

Become part of the solution by promoting effective hygiene and cleanliness without chemical scents to smell clean and be scent-sensitive to others – in other words, use your sense but no scents as we respect the needs of everyone on campus. Please practice this courtesy. If you have any questions, please contact the Department of Health and Safety health.safety@mun.ca or 864-3659.

7.0 IDENTIFICATION CARDS/BADGES

During the Fall semester of Year 1, students get a name tag and two photo IDs (a MUN Campus card and a Clinical ID badge for Eastern Health Agencies) [Note: this may be delayed for 2020-2021]. For all students, the Campus Card ID will be needed for exams and for access to student resources. The Clinical ID badge and name tag should be worn at all times during clinical related activities in Eastern Health agencies. ID must be readily available in all areas of Eastern Health and the Health Science Complex, including the Faculty of Nursing, especially between the hours of 5 p.m. and midnight.

If a Clinical ID is misplaced/lost, the student must notify their instructor and the Clinical Program Administrator immediately. The Faculty’s procedure for lost IDs must be followed in order to obtain a replacement.

Students are usually asked to return the Clinical ID to their clinical instructor during their N4516 final evaluation. Students will be advised if alternate arrangements have been made.

In the event that a student is away from clinical for more than one semester (e.g., leave of absence, program delay or withdrawn from the program), the student is required to return the Clinical ID to the Clinical Program Administrator.

8.0 CONTACT INFORMATION

8.1 E-mail Address:

Information Technology Services has a single e-mail policy for students. All students are provided with a @mun.ca e-mail account. For information re: MUN email accounts see http://www.mun.ca/cc/services/email/)

Only the official @mun.ca e-mail account will be used for correspondence to and from students. Personal accounts such as hotmail, yahoo, etc., will not be accepted as valid addresses for our email to you. We ask that you check this e-mail frequently and respond as applicable in a timely manner. Email is our means of communicating with you on a regular basis, letting you know of any opportunities available to you, and providing important information
to help you through the program. The Registrar’s Office also sends out important information to help you with registration, important dates, and financial information.

If students have any questions or problems with setting up or using their @mun.ca e-mail accounts, they should contact the service desk for Information Technology Services at (709) 864-4595.

### 8.2 Updating Contact Information

It is important that the Faculty has current and accurate contact information of students. All students must keep their contact information (mailing address and phone number) current on MUN self-service. Students’ local telephone/cell numbers will also be requested on the first day of classes in September. The information is strictly for internal, administrative use only and will not be released without written permission of the student.

### 9.0 RESOURCES FOR STUDENTS

#### 9.1 Learning Resources Centre (LRC)

The Learning Resource Centre (LRC) is located in room H2909 of the Faculty of Nursing. The LRC staff and faculty conduct regularly scheduled instructional sessions. These scheduled sessions are posted on the doors to the lab each semester.

The LRC is also normally opened for practice during evening and weekend hours under the supervision of student assistants (*access for 2020-21 will be determined by COVID-19 precautions in place during the year*). Students are strongly encouraged to attend these extra sessions. These hours will be posted in the LRC and are dependent upon student demand and staffing resources. Room 2911 is normally available to students on a sign-in basis during weekday hours 9-5. During weekdays, the LRC is available for independent practice only when formal teaching, demonstration, set-up, or evaluation sessions are not in progress and with the permission of the lab instructors.

#### 9.1.1 LRC Policies

The following policies have been developed to ensure a safe and productive learning environment for all students and facilitators. These policies apply during lab and practice sessions.

[NOTE: The normal LRC policies listed below are subject to change with implementation of additional precautions to avoid COVID-19 transmission]

- Students are expected to be respectful and professional toward self, peers, student assistants, instructors, and faculty.
• Students are expected to come to the lab sessions fully prepared to participate with all assigned readings and videos completed.
• Students must arrive on time for their scheduled lab session.
• Students must notify their LRC instructor and/or course leader if any labs will be missed.
• No coats, knapsacks, cell phones or personal items are to be brought into the LRC at any time.
• School color uniforms and name tag must be worn for final practicums unless otherwise notified.
• For weekly nursing lab sessions, students will wear yoga or sweat pants and a short sleeved T-shirt which allow for comfortable movement and activity without skin exposure at the torso during movement.
• Proper footwear must be worn in the LRC at all times (socks and sneakers).
• Food, drink, and gum chewing are prohibited in the LRC at all times.
• All students are to wash their hands before and after all lab sessions.
• Students are permitted to sit or lie on beds for instructional purposes only.
• Students must respect the LRC equipment (including mannequins) and report any malfunctioning or broken equipment to the LRC instructors.
• Students must bring their lab kits as applicable for lab and practice sessions.
• Practice stations must be kept tidy at the end of lab sessions and practice times.
• All students must sign the attendance book when practicing.
• Every effort will be made to provide extra practice time during the week prior to skill testing sessions. To avoid congestion in the LRC during these times students are encouraged to practice skills throughout the semester and not wait until the week of skills testing. Required set-up of the LRC for testing will reduce the hours for practice in the week(s) of testing.
• Equipment is not to be removed from the LRC and requests to borrow equipment will only be granted under special circumstances for course related projects and presentations.
Please see lab instructors for special requests. If equipment is lost, damaged or stolen, the student will be financially responsible for its repair or replacement.

Remember that the LRC is a scent free environment.

9.2 Lockers

- Lockers are available to all full time students. They are distributed on a first-come first-served basis. First year students will be assigned lockers during the first week.
- All returning students can request lockers during the first two weeks of classes.
- Lockers are available for double use on the second floor and single use on the third floor which are assigned to Accelerated Option. If you request a locker on the second floor, you may choose your locker partner or one will be assigned. All students are responsible for purchasing their own locks and your locker should remain locked at all times. Lockers which do not have locks in place will be reassigned. For 4-Year Option student, locks must be removed at the end of the winter semester. Accelerated Option students must remove their locks at the end of the summer semester or they will be removed by security and maintenance services. Certain exceptions may apply - please check with the General Office.

9.3 Computer Lab

Students will receive information on the computer labs during orientation week. The Health Science Library has two computer labs, accessible during library hours. Wireless access is available, please visit http://www.mun.ca/cc/services/network/wireless/index.php

9.4 Study Rooms

Seminar rooms can be booked out from the General Office for studying or group-work meetings. Rooms can be booked for only two-hour blocks and reservations will only be taken a day in advance. The study room must be vacated by 4:30 pm unless otherwise arranged.

9.5 Libraries

Students are expected to supplement textbook information with materials from other sources. Sources of these materials are located at:

- the Health Sciences Library
- the Queen Elizabeth II Library (Main Library)
- agency libraries – (e.g., Department of Health & Community Services).
A broad collection of books, periodicals, journals, audio-visual, and other reference materials are available on-site and on-line. Facilities for photocopying and computer services are available at cost. Individual consultation with librarians is available on request.

9.6 Writing Skills Services

The Writing Centre is located in SN2053, Science Building; telephone (709) 864-3168. The Centre will assess a student's writing skills and provide guidance for improvement on a one-to-one basis. The Centre does not offer a course in writing, but offers individual assistance. Please note that the Writing Centre works on an appointment basis in order to reduce wait times and guarantee that tutors are available to work with students. Appointments can last up to 45 minutes. Students are asked to print off a copy of the paper prior to the session. Students are welcome to attend at any time during the semester. The Centre has online resources to help with writing at [http://www.mun.ca/writingcentre/resources/](http://www.mun.ca/writingcentre/resources/)

9.7 Chaplaincy Services

These services provide students with spiritual and social enrichment. Chaplains representing most of the major denominations are available. Their offices are located in the University Centre, Room. (UC-3006). ([http://www.mun.ca/chaplaincy/](http://www.mun.ca/chaplaincy/))

9.8 Student Wellness and Counselling Centre

The Student Wellness and Counselling Centre is available to help students maintain physical and mental wellness and thrive at university. A full service on-campus clinic [located in Room UC-5000, telephone (709) 864-8500], is available to current registered students of Memorial University and its affiliated institutions (eg. Marine Institute). Children of students are welcome. Spouses of international students are also welcome.

The clinicians working at the Wellness and Counselling Centre have expertise in the diagnosis and management of health concerns common to university students. These include: acute illness and injury, chronic disease, mental wellness, individual counselling on various aspects of health and wellness, referral to specialists, reproductive health, sexually transmitted infections, immunizations, TB skin testing, etc.

The Centre offers several counselling services; some of these are listed below. See [http://www.mun.ca/counselling/home/](http://www.mun.ca/counselling/home/) for more information:

- Developing Healthy Relationships
- Mood & Anxiety 101
- Career Planning
- Fourpack group (Harm reduction group)
- Body Acceptance Class
- Healthy Lifestyles program
- Mindfulness Skills Training
- Cognitive Skills Group
- Improving Health: My Way. Chronic Disease Self-Management Program
- Study Skills
- Anxiety & Depression sessions

Check the Centre website for hours of operation and information regarding appointments and walk-in clinics - [http://www.mun.ca/health/Hours](http://www.mun.ca/health/Hours).

All requests for IMMUNIZATIONS given at MUN, titles performed by the MUN clinic and IMMUNIZATION FORMS to be completed are to be requested through the following email: [immunize@mun.ca](mailto:immunize@mun.ca)

### 9.8.1 Student Health Insurance Plans

All full-time undergraduate students must have health insurance. Students are expected to purchase health insurance with the MUNSU national student health plan, which covers medications as well as other services. If you can prove that you are covered by an alternative insurance plan, you may opt out of the MUNSU plan by contacting MUNSU. For details call the MUNSU Information Centre at (709) 864-7942 or (709) 864-7633 or [www.mun.ca/csucsu/](http://www.mun.ca/csucsu/).

### 9.9 Centre For Career Development and Experiential Learning

The Centre for Career Development & Experiential Learning is a leader in innovative career programs and services. The primary goals of this multidisciplinary team of career planners, advisors, administrative staff, and peer educators are to prepare students for the world of work, to provide experiential learning opportunities, to connect students with employers, and to provide resources for career exploration.

The three units which comprise the Centre of Career Development & Experiential Learning are:

- The Centre for Career Development
- The Co-operative Education Services Centre
- The Student Volunteer Bureau.

The Centre for Career Development and Experiential Learning has an office in Smallwood Centre (University Centre), room UC4002. To obtain more information, telephone (709) 864-2033 or see [https://www.mun.ca/student/about/career-development-contact.php](https://www.mun.ca/student/about/career-development-contact.php)
9.10 **International Students**

International students are welcomed to join the Host Family program and visit a local family. Also, they may join the English Conversation program, which helps students learn English in a friendly atmosphere.

For more information regarding either of these and other programs, contact International Student Advising Office at ISA@mun.ca.

9.11 **Student Groups**

There are many student groups on campus. Information can be obtained at the MUN Student Centre or from the MUNSU Handbook.

9.12 **Sexual Harassment Office**

If you believe or someone you know may be a victim of sexual harassment, please telephone or see the sexual harassment adviser to discuss your situation in confidence [telephone (709) 864-2015. Earth Science Building room ER-6039, www.mun.ca/sexualharassment/home/].

9.13 **Glenn Roy Blundon Centre**

The mission of the Blundon Centre, a division of the University Counselling Centre, is to provide and co-ordinate programs and services that enable students with disabilities to maximize their educational potential, and to increase awareness of inclusive values among all members of the university community. Visit the website at www.mun.ca/blundon/about/index.php.

9.14 **Financial Assistance**

9.14.1 **Student Loans**

Financial assistance is awarded to students, on the basis of demonstrated financial need, through the Canada Student Loan program and provincial government grants.

The Faculty of Nursing does not deal with individual loans for those students who are in student loan program(s) of Memorial University. It is the student’s responsibility to know current policies governing funds for which they are eligible.

For full information consult the Student Aid Division, Coughlan College or on the Internet at www.edu.gov.nf.ca/studentaid.

9.14.2 **Other Sources**

9.14.2.1 **Scholarships, Bursaries, and Awards**

A full list of scholarships, bursaries, and awards can be found in the *University Calendar*. A listing of those
pertinent to nursing may be obtained from the University Calendar at  https://www.mun.ca/regoff/calendar.php
The criteria for eligibility are included in the list. Application forms may be obtained from the Registrar’s Office, the Awards Office, the sponsor, and in some instances the Faculty of Nursing.

9.14.2.2 CRNNL

BN (Collaborative) students can also contact the CRNNL for information about scholarships.

9.14.2.3 Government Bursaries

The Department of Health and Community Services/Government of Newfoundland and Labrador support nursing students and nurses by offering the BN Bursary program and grant for practice courses for 3rd and 4th year students. Further the Government of NL offers a small bursary to 3rd and 4th year students who complete their practice courses (e.g. NURS 3523, NURS 4516) in the province of NL.

9.15 Support for Professional Development - Guidelines for Students

The Faculty of Nursing supports the professional development of students and encourages them to seek opportunities to attend and present at local, national, and international conferences (e.g., participation in the Canadian Nursing Students’ Association [CNSA] activities).

The following guidelines have been approved by faculty and students of the Faculty in an effort to clarify how support of nursing students, will be demonstrated.

9.15.1 Policy for Funding of Student Professional Development Activities

1. Subject to annual budget, funding may be available to support the following students’ professional development activities:
   
a. Travel by the official delegate and the associate delegate to the CNSA regional and national conferences.

b. Travel or reimbursement of costs for paper/poster production, for students who have a paper/poster accepted for presentation at a peer-reviewed conference, and

c. Requests for travel and conferences will be reviewed by the Dean and Senior Administrative Officer. Students are encouraged to submit requests in writing with supporting documentation and rationale for the conference.
2. Each year, the Nursing Society will determine how the available funds will be allotted to support student travel to participate in conferences.

3. Requests for funding support of travel or paper/poster production costs must be submitted to the Associate Dean [Undergraduate Programs] at the Faculty of Nursing at least 30 days prior to commencement of the travel and prior to incurring any related expenditures.

4. Since seat sales are normally available well in advance of most travel dates, it is strongly encouraged that airfares are checked frequently and booked well in advance of meeting dates.

5. In accordance with the policy and procedures of Memorial University, travel advances must be submitted to the Senior Administrative Officer at the Faculty of Nursing in sufficient time to be processed and at least 10 working days prior to the date of travel.

6. Travel claims must be filed and advances accounted for/repaid within 10 working days after completion of the trip.

9.15.2 Policy for Obtaining Faculty Support of Student Professional Development Activities

1) Students will inform their professors/instructors, in writing, of their desire to attend a conference/activity, no later than four weeks prior to the conference/activity. (It is recognized that the student may not be able to identify the exact date of the conference in the letter of intent, therefore, it is important to inform faculty of intent as early as possible in the semester).

2) Students attending the conference will normally be excused from clinical during the time period of the CNSA conference/activity without that time being considered missed time. Faculty have the right to refuse a request for excused time from clinical if the faculty member has determined that the student’s clinical performance is not strong and would be impacted by the absence. Faculty refusing a request for excused clinical time must provide the student with written documentation which supports this refusal.

3) In collaboration with faculty, the learning experience gained by the student as a result of attending such conferences/activities, may be incorporated as an evaluation component of the course for that student.
4) It is the student’s responsibility to ensure that content from missed classes and/or lab’s is acquired independently.

5) Students will collaborate, as necessary, with LRC instructors for the purpose of rescheduling lab testing/re-testing.

Students will collaborate, as necessary, with professors/instructors to determine appropriate rescheduling of dates for the completion of assignments and/or exams. Rescheduled exams will normally occur in advance of the student’s departure for the conference/activity.

10.0 EXPECTATIONS OF STUDENT ACCOUNTABILITY

As a student in the Faculty of Nursing, you will be expected to display many competencies to demonstrate that you are ready for entry to the profession of nursing. Among the many documents that set the standards for the practice of nursing is the Code of Ethics for Registered Nurses. This code sets out values that the CNA, the CRNNL, and the faculty members of the Faculty of Nursing have endorsed as essential to professional practice. [https://cna-aiic.ca/en/nursing-practice/nursing-ethics](https://cna-aiic.ca/en/nursing-practice/nursing-ethics)

Students are expected to display the values set down by the Code of Ethics in the practice setting as well as classroom, seminar, and laboratory settings. To promote the professional development of some of these values (such as accountability, support, and respect for all persons, equity, and fairness) within the classroom, seminar, and laboratory settings the Faculty of Nursing has developed the following expectations of students.

10.1 Expectation: Assignments, Exams, Tests

Students are provided course outlines that identify the evaluation components of the course, as well as due dates for assignments and approximate dates of exams, tests, quizzes, and lab practicums. Faculty members expect students to organize their personal commitments so that they do not interfere with students’ abilities to meet the due dates or course obligations.

10.2 Expectation: Learning Resources Centre (LRC)

Some nursing courses within the BN (Collaborative) program have laboratory components. Most of these courses will test student acquisition of particular competencies through lab practicum exams. It is an expectation of the program that every student participates in the lab practicum on the scheduled date and at the scheduled time.

10.3 Expectation: Writing

Students of Memorial University are expected to demonstrate reasonably
sophisticated and effective communication skills (University Regulation 6.9.3 in 2020-2021 *University Calendar*). For students in the nursing profession, this is particularly relevant. Honest presentation of your own work is also an expectation of any assignment submitted by a student (see Appendix A for specific guidelines regarding expectations for writing, and Appendix B for guidelines regarding penalties for plagiarism).

10.4 **Expectation: Reserve Materials**

Some professors of nursing courses place reserve materials on file in the HSC Library for the benefit of the students in their course. Such reserve materials are the property of the professor and/or the library. When the effort is made by professors to put material on reserve, it is expected that students will respect the right of access to this material for all classmates.

10.5 **Expectation: Use of Brightspace / Desire 2 Learn (D2L)**

Brightspace (often referred to as D2L) is a learning management system managed by the Centre for Innovation in Teaching and Learning (CITL) to support both on campus and off campus courses. The Brightspace system is used by nursing faculty as a means of providing PowerPoint presentations, discussion forums, copies of readings, e-mail, etc., for their on-campus students. Orientation to this system is available at [https://www.citl.mun.ca/](https://www.citl.mun.ca/).

Please be aware that materials posted on Brightspace are not to be disseminated beyond use in each respective course.

11.0 **POLICIES AND PRACTICES FOR CLINICAL EXPERIENCES**

The Faculty of Nursing depends on the cooperation and involvement of a large number of organizations and professional personnel in providing quality clinical placements and instruction to its students. The Faculty has developed several guidelines to assist students in their clinical placements. Please also note that each organization\clinical agency has policies to guide its functioning and many have specific student policies and regulations. If you have any questions about these policies and practices, consult your clinical instructor for clarification.

11.1 **Clinical Hours**

Because of the importance of clinical experience in the nursing program, and the number of students accessing clinical placements in these agencies, clinical hours may occur at any time during the 24 hour day, seven days a week including statutory holidays. It is the student’s responsibility to identify when the hours for their clinical experience will occur. This information is usually available from the clinical course leader/instructor at the beginning of the semester.
11.2 Policy Guidelines in Clinical Agencies

- Faculty and students follow the policies and procedures of the agency in which clinical experience is being obtained.

- Glucometer Use:
  
  - When performing a glucometer reading/check, a MUN student is to enter the operator ID-student# as their access code.
  
  - The student needs to understand the significance of remaining active users with the system. All students should be diligent in completing controls and patient tests on a regular basis. However, it is imperative that in addition to regularly doing controls and patient tests, that they be completed sometime in the last three months of their yearly access in order to remain active users from one year to the next.

- Personal Medications in the clinical area:
  
  - If students must carry ‘rescue meds’ for personal use in case of an emergency, they must be carried on the student’s person during clinical times. We ask that the instructor(s) be notified of the medications, and where to find them if needed.

11.3 Student Pre-Clinical Requirements

The Faculty of Nursing has an obligation to protect the safety and well-being of both its students and the public. There are several criteria the clinical agencies require of students who are in clinical placements in those agencies, such as a Certificate of Conduct/Vulnerable Sector Check, immunizations, TB skin testing, and certification in CPR. Students unable to meet agency requirements may be delayed in their program or prevented from completing their program of studies. All students are required to complete these requirements as per the timelines indicated in the Student Pre-Clinical Requirements document.

The Student Pre-Clinical Requirements document provides nursing students with a concise and organized way of collecting and maintaining all of the basic requirements necessary for entry into the clinical setting. We recommend you use this document as a guide for you to meet these requirements.

Important points to note:

- Students are responsible for completing all pre-clinical requirements as outlined in the document and at their own expense.

- Students unable to meet these requirements may be delayed or prevented from completing the Nursing Program.
- All students must have the relevant documentation submitted to the Faculty of Nursing as per timelines indicated in the document.
- Students are responsible for keeping copies of any documents submitted to the Faculty of Nursing to prove that all requirements are met.
- All documents submitted to the Faculty of Nursing must be in English.

11.3.1 Cardiopulmonary Resuscitation – Health Care Provider (CPR-HCP) Policy

New Student Admissions

All students who have been admitted to the BN (Collaborative) Nursing Program (in either option) must provide proof of current certification in completion of a CPR (Level-HCP or BLS) Course.

The student must submit a copy of their current certificate to the Clinical Program Administrator as per the dates in the Student Pre-Clinical Requirements document.

Re-Certification

CPR (Level HCP or BLS) re-certification will be required for all nursing students every 12 months while they are registered in the nursing program.

- Students are accountable to ensure they have completed the CPR re-certification before or during the month of expiration.
- The student must submit a copy of the CPR re-certification certificate to the Clinical Program Administrator before or during the month of expiration.
- Students will not be allowed to attend clinical practice if they do not complete the above requirement.

Approved at Academic Council, June 15th, 2012

If a student does not submit the documentation required prior to the deadline, a note will be added to the applicable Nursing Practice Appraisal Form(s) documenting the delay.

11.3.2 Standard First Aid

Students are expected to have completed a standard first aid course before entering the BN (Collaborative) Program. This course is valid for three years. The Faculty of Nursing usually does not require you to update your First Aid certification, after admission.
11.3.3 **Immunizations and TB Testing**

Please see [Student Pre-Clinical Requirements Document](http://www.mun.ca/nursing/undergraduates/Stud_PreClinic_Requests_2017_final_doc.pdf) for specific information on immunizations, titres, and testing for tuberculosis (TB), including:

- Hepatitis B
- Measles, Mumps & Rubella (MMR)
- Tetanus/Diphtheria/Polio/Pertussis
- Varicella
- Titre/Serology Reports
- TB skin testing

11.3.4 **Mask Fit Testing (N95 Respirator)**

Eastern Health requires all students to be tested for a special face mask to be used during specific procedures and outbreak of airborne illnesses. This testing will be arranged by the Faculty of Nursing before your first clinical course. Retesting is usually completed every 2 years. Students will be charged a fee for this testing. It is the responsibility of the student to respect appointment times assigned.

11.3.5 **Certificate of Conduct and Vulnerable Sector Check**

Most agencies require students to have a Certificate of Conduct and Vulnerable Sector Check. Students **MUST** submit the original documents **and keep a copy for their records**. These documents are required for every student, in both the 4-Year and accelerated options.

After admission, and any time prior to completing the program, students charged with or convicted of a criminal offence, or listed on the Child Abuse Registry, are required to report this information to the Dean or the Associate Dean of the Faculty of Nursing.

Failure to report a criminal offence may result in dismissal from the program. Criminal offences will be reviewed by the Administrative Team of the Faculty of Nursing for implications of the conviction in view of the professional and ethical mandate to protect the public and the requirements of health agencies and CRNNL re: conduct standards. A listing on the Child Abuse Registry, or failure to report the listing, will result in dismissal.

*Keep a copy of all Pre-clinical Requirement documents for your records (for example, immunization, PHIA, CPR, Certificate of Conduct, vulnerable Sector*
11.3.6 Allergy Testing

Students who indicate they have an allergy to any drug or to a material such as latex, and have not been previously referred to an allergist, should request a referral from their health care provider. If the student has not been referred, they will need to contact Student Health to request a referral to an allergist. Students are expected to follow all recommendations made for their own safety. Students are accountable to inform their instructors if they have allergies to any drug and/or material such as penicillin and/or latex.

The Student Health Nurse can be reached at: (709) 864-8500. She is located in UC-5000

11.3.7 Duty to Report

It is the responsibility of the student to notify the course instructor, and preceptor as applicable, of any restrictions imposed by:

- Allergies
- Mask Fit status
- Hepatitis B immunization status
- Nonreactive and/or indeterminate titres

11.4 Privacy and Confidentiality

As a nursing student, you are expected to maintain privacy and confidentiality in clinical practice at all times. Students in the undergraduate nursing program complete Personal Health Information Act (PHIA) 1000-Health Privacy Law Training in order to gain knowledge in relation to the Act, and how it applies to the access, use, and security of personal health information in Newfoundland and Labrador.

11.4.1 Personal Health Information Act (PHIA)

The Personal Health Information Act (PHIA) 1000 - Health Privacy Law Course is mandatory and is required to be completed prior to beginning any clinical placements in Newfoundland and Labrador. This course is offered in the Fall semester through online learning Brightspace (D2L) at MUN.

Students have to register for this course through MUN Self-Service. Please see the course offerings for the course reference number (CRN). Students should review the Home Page on Brightspace before completing the 45 minute track for health care providers. Following the completion of the course, print the Record of
Achievement form and the Oath/Affirmation of Confidentiality form. [Please make sure your name prints on the form when printed]

The Oath/Affirmation of Confidentiality form has to be signed in the presence of a Commissioner for Oaths. During the Fall semester, a time will be arranged for witnessing your documents. The Commissioner for Oaths is required to view your Memorial University Student Identification card. Upon completion of the form, you will be required to submit the PHIA Record of Achievement and the signed original Oath of Confidentiality form. Original documents to be sent to the Clinical Program Administrator, MUN Faculty of Nursing.

Please keep a copy of the PHIA Record of Achievement

11.4.2 Management of Privacy & Confidentiality in the Clinical Setting

The responsibility for the protection of confidential information entrusted to you is described in the following SON policy.

*Note*: For this document, patient refers to patient, client, and resident

**Overview:**

- During clinical courses, students will have access to private and confidential information, for example, a patient’s health record. This information must be held in the strictest confidence.

**Preparation for Patient Assignments:**

- Students will be required to obtain patient information for the purpose of providing quality care and meeting course objectives. Students will obtain information directly related to their patient assignment. With some exceptions, this information will be only shared with their clinical instructor and/or any health care team member involved in the patient’s care; the exception to this rule is that, relevant information from clinical practice may be discussed for learning purposes with the clinical group during clinical conference.

- If a student wishes to speak with the clinical instructor about his/her patient information, the discussion must be conducted in a private and confidential area, such as a report room or a nursing station.

- When preparing for the patient assignment in a clinical area, no identifiable information should be written on paper that will be taken out of the agency. This may include, but not limited to, patient name, initials, age, hospital number, area of residence, and next of kin.
• This also applies to any nursing care plans or other assignments submitted to the clinical instructors.

• If identifiable information is written on paper during clinical, for example, the patient census sheet, it must be disposed in the confidentiality bin located in the agency prior to the student going home.

**Meditech Usernames and Passwords**

• In Year 1, students will receive two computer usernames and passwords to be used in their clinical placements during the program: one for long term care agencies, and the second for acute care agencies in Eastern Health. Note that you may not be using the second username and password until N2502 in Year 2. **Do not lose these usernames and passwords. All usernames and passwords must be kept confidential and not shared with anyone.**

• Students should ensure they are correctly logged out of a computer system when they have completed charting or reviewing patient information.

• Students who require re-issuing of usernames or passwords will be required to complete a MUNFON Incident Report in order to have their access to Meditech re-instated. One copy will be kept by the Associate Dean, Undergraduate Nursing Programs, and a copy will be placed on the student’s file with the course Nursing Practice Appraisal form. The following process will be followed:
  
  • Student notifies clinical instructor that they need a new meditech password
  
  • Student initiates request for a new meditech password - request goes to the Clinical Placement Coordinator.
  
  • The student and clinical instructor complete a clinical incident report (see Appendix C). The instructor will submit a copy to the Secretary to the Associate Dean, Undergraduate Programs and will keep a copy to submit with the student’s Nursing Practice Appraisal Form for that particular course.

**Electronic Devices**

• Electronic devices can be used in the clinical areas, but must be turned off if not being used for learning purposes.

• Students are not permitted to use electronic devices in patient’s rooms or in the hallways unless given permission by their
clinical instructor.

- Time will be limited on electronic devices and usage will be closely monitored.

- If a student is found text messaging, making a phone call or using an application not intended for learning purposes, they will meet with the clinical instructor to discuss the situation.

- If a student demonstrates inappropriate use of electronic devices in clinical practice despite due process from the clinical instructor, then they have the potential to fail the clinical course on the grounds of unprofessional behavior.

Social Networking Sites and Discussion Groups

- Students are not to post or discuss any information related to clinical on any social networking site.

- Topics related to clinical will only be discussed in clinical conference under the direct supervision of the clinical instructor.

- When Brightspace is utilized for clinical courses, no identifiable information should be used in the postings. Clinical instructors will be responsible to provide detailed instructions if students have an online discussion forum as part of their clinical course.

Enforcement of Policy

- This policy will be enforced in situations whereby there is potential for or an actual breach of privacy and confidentiality by students has occurred in clinical courses.

- A breach in any of these above sections is considered very serious. The clinical instructor will consult with the Course Leader if a breach or potential breach has occurred. Based on the outcome of this discussion, the Associate Dean may be notified.

- The student may be at risk of failing the clinical course as a result of a breach of confidentiality or privacy.

11.5 Clinical Dress Code

These guidelines have been developed to assist the student to identify the boundaries for personal decision making regarding professional dress and grooming. These guidelines reflect recognition that clients’ perceptions of the profession of nursing are influenced in part by how nurses display a professional image in all practice settings. These guidelines also reflect the boundaries that are acceptable to agencies that provide clinical placements for students in the BN (Collaborative) Program. Faculty will review the
clinical dress code policy of the particular clinical setting with you prior to your clinical practice.

**Students who do not comply with the clinical dress code will be asked to leave the clinical setting.**

**A. Personal Grooming**

In keeping with principles of infection control and a professional image, the following guidelines apply to personal grooming:

**Hair:** Hair must be neatly groomed. Hair longer than shoulder length must be tied back. Hair ornaments must be small and neutral in color. Wide hair bands and head scarves are not permitted unless required for religious/cultural integrity. Please talk to the Associate Dean if this applies to you. Extreme hair color may not be permitted on some units. Whether short or long, hair should not hang in the face or over the eyes when leaning forward.

**Make Up:** An overall neutral look is permitted

**Nails:** Fingernails must be short and neatly groomed. Artificial nails, nail enhancements and nail polish are prohibited.

**Jewelry:** For purposes of infection control and student/client safety, the following guidelines apply:

- No rings are permitted.
- Small stud earrings, to a maximum of two per ear only, are permitted. **In relation to body piercing, no other visible jewelry is permitted. Neutral, solid spacers are permitted.**
- Wrist or pin style watch is permitted. Wrist watches must be removed during client care and when handwashing.

**Perfumes & Scents:** Because of the increasing incidence of sensitivities and allergies within the general population, the use of scented products is not permitted. This policy is strictly enforced and is inclusive of perfume, aftershave, scented lotions, soaps, hair sprays, deodorants, and powders. Students are asked to use non-scented products and to avoid offensive odors such as cigarette smoke on clothing.

**B. Clinical Uniform Attire**

Uniforms are required for clinical practice within hospital or long-term care facilities. Students are required to purchase their own uniforms. A minimum of two uniforms is needed to satisfy the usual requirements of most clinical courses. Uniform selection should be made in accordance with the following guidelines:

**Standard Uniform:** Burgundy pants and a white top are required. Warm up jackets must be white. Long-sleeved shirts under the uniform are not
permitted unless required for religious/cultural integrity. Please talk to the Associate Dean if this applies to you.

The uniform must accommodate the freedom of body movement needed to perform tasks in a manner that will prevent injury. It should be loose fitting and properly hemmed and pressed. It should have pockets large enough to hold items such as a small note pad, pen, and scissors.

The clinical uniform must be standard uniform apparel and professional in appearance. Tops should be full length tunic style with no revealing neck lines and provide full coverage during movement.

**Footwear**: Clinical footwear is considered to be part of the uniform. A standard “duty” shoe or footwear of a sports shoe/sneaker variety is required. Footwear must be primarily white. The School does not require a specific style of shoe; however, it is recommended that students purchase footwear which satisfies the guidelines established by the Canadian Centre for Occupational Health and Safety.

- Footwear should be shaped like your foot i.e., it should not be pointed, it should not crowd your toes (The end of your longest toe should be a thumb’s width away from the end of the shoe. You should be able to pinch the leather across the widest part of your foot).
- The footwear should have a reinforced heel and should firmly grip your heel. It should be closed at the toes and heel, fit securely, and have a pivot area under the ball of the foot. The footwear should have a good arch support and the soles should be flexible.
- Footwear made of fabric or leather is best to allow for cleaning and the foot to breathe.

Some styles of footwear specifically designed for nurses satisfy all these criteria. Some styles of joggers, cross trainers, and court footwear also satisfy these criteria. Clinical uniform footwear will be carried to and from clinical settings and not worn outside the clinical area.

**Lab Coats/Warm-Up Jackets for Clinical Area**: When in client care areas for client research only, students are required to wear a lab coat or warm-up jacket over their appropriate/suitable non-uniform attire when not in uniform. Any hip to or mid-thigh length white warm-up jacket with buttons is acceptable. Under no circumstances are students to wear lab coats that are worn for science-based lab courses.

**C. Clinical Equipment**

All students must have their own:

- Name tag
- Bandage scissors
- Penlight
- Stethoscope
- Watch that enables the student to count off 60 seconds

*Your name should be on all your equipment.*

### D. Identification

Students must wear appropriate identification at all times when in the clinical setting. This includes the Faculty of Nursing name tag, a photo identification badge, and Faculty crest on the upper left uniform sleeve. The student’s full name must be visible at all times in all clinical areas.

Note: Eastern Health ID badge is to be worn during all clinical related activities and Eastern Health agencies only.

Students are asked to note the Eastern Health Policy regarding Lanyards (Policy OPS-SC – 040: Identification badges and access cards [Infection Control section]) which states:

- Lanyards are only to be worn when there is no patient/resident/client contact.
- ID badges must be secured by a clip when providing direct patient care.
- Clinical ID badges must be returned to the school after the final clinical placement. (see section 7.0 for more information)

### E. Professional Non-Uniform Attire

When assigned to clinical practice in community agencies and within some hospital units, students may not be required to wear the standard uniform. Within these settings, certain types of street attire are appropriate. **Students should note that in the case of visits to clinical agencies to do patient research, the guidelines for professional non-uniform attire should be followed.**

Within most agencies the guidelines for suitable non-uniform attire for clinical visits/placements includes casual/dress pants, skirts knee length or longer, non-see-through blouses and casual/dress shirts. Unsuitable attire includes clothing that is excessively tight, form fitting or excessively baggy. Low necklines are not appropriate. Any attire displaying pictures, names, slogans, logos or inappropriate expressions is not acceptable. Spandex garments, jeans, and sweatpants are unsuitable. Sweatshirts and hoodies also are not be worn in client areas.

Suitable footwear includes casual shoes with enclosed toe and heel, and dress boots.
During orientation, faculty will advise students regarding the appropriate attire for the assigned unit.

**STUDENTS WILL BE REQUIRED TO LEAVE THE CLINICAL AREA IF THEIR APPEARANCE DOES NOT CONFORM TO THESE GUIDELINES.**

### 11.6 Attendance

The purpose of clinical courses is to provide the student an opportunity to apply their acquired theoretical knowledge and skills in a clinical setting. For this reason, clinical practice is an integral part of learning how to become a nurse, and any absence from clinical experiences decreases students’ learning. Absence from clinical practice may require some form of documentation and missed time usually must be made up. Regardless of the evidence provided for clinical absenteeism, the student must demonstrate successful achievement of the clinical objectives specified for each clinical nursing course. Failure to demonstrate an acceptable level of clinical competence will ultimately result in failure or withdrawal from the course.

*If you are not registered for a clinical course, you are not permitted to attend any portion of the course.*

*Students who miss orientation or key laboratory sessions at the beginning of the course may be prevented from continuing.*

#### 11.6.1 Leaving the Clinical Setting

During the clinical day, students must remain on the hospital’s or agency’s premises for the entire shift. Students are NOT to leave the premises for breaks or lunch. In extraordinary circumstances, if a student must leave the premises before the conclusion of his/her shift, permission and/or notification of the course professor (or an agency contact person in the case of NURS 3523, NURS 4512, and NURS 4516) need(s) to be sought.

#### 11.6.2 Storms

If students and faculty are in the clinical area when the university announces it is closing due to a storm, the clinical instructors use their judgement whether to cancel or to continue with clinical for the day. Faculty should have student cell phone numbers to contact them prior to the clinical day, if needed. If students are in a preceptored experience or co-assigned to registered nurses, they are expected to go to clinical. If students are unable to get into clinical, they cannot be penalized for missing the day but they may need to make up the time. Students do not have to leave campus when it is closed due to a storm.

#### 11.6.3 Make-up Clinical Time

Students should expect to make up missed clinical time. When
clinical time is cancelled due to extraordinary circumstances (e.g. illness, snow, strikes, etc.) that clinical time usually will be made up during the last weekend prior to the end of classes in the semester. In the event of an extraordinary circumstance on that weekend, the last weekend of the semester (i.e. the weekend after the end of classes) will be used to make up clinical time.

11.7 Clinical Preparation

Clinical preparation is usually done the day before the scheduled clinical shift; therefore, students usually must carry out clinical preparation on Sunday for Monday shifts.

Students are expected to be prepared for patient care. If adequate preparation has not been done, the student may be asked to leave the unit.

11.7.1 Protocol for Clinical Visits

When visiting a clinical agency to meet assigned patients or review records, a student should seek out the nurse in charge of the unit or client. Introduce yourself, including your name, school, course, and purpose of the visit. If there are difficulties in fulfilling the goal for the visit, contact your clinical professor/instructor.

11.8 Accountability

Students are responsible and accountable for their own actions in all clinical activities. Faculty will be available for guidance and/or supervision. Students should seek guidance and/or supervision for nursing activities performed for the first time and/or verify that independent functioning is appropriate in a given situation.

Students MUST NOT engage in nursing activities for which they have not had adequate preparation. Students will be held legally responsible and accountable for all of their actions in the clinical setting.

11.8.1 BN Student Medication Administration Policy

Medication Administration Competency

Students may administer medications at their level of competency as they progress through the program. Determination of competency occurs as follows:

- In clinical courses where there is direct supervision by a clinical instructor from the faculty of nursing, the competency of a student, to independently administer medications, is determined in consultation between the student and the clinical instructor. This consultative process will be revisited
when either the student or the clinical instructor deem it necessary.

- In clinical courses where there is no direct supervision by a clinical instructor from the faculty of nursing, competency of a student, to independently administer medications, is determined in consultation between the student and the preceptor/co-assigned registered nurse. This consultative process will be revisited when either the student or the preceptor/co-assigned registered nurse deem it necessary.

In addition, students are expected to comply with High Alert Medications guidelines (see below) and all agency policies regarding medication administration.

**Administration of High Alert Medications**

The Schools of Nursing, in an effort to promote client safety and decrease the likelihood of medication errors, follow the recommendations of the Institute for Safe Medication Practices (ISMP). High alert medications are described by the ISMP as “drugs that bear a heightened risk of causing significant patient harm when they are used in error” (ISMP, 2014).

Medications that are designated as high alert require an independent double check before administration. An independent double check is a procedure in which two licensed health care practitioners, who are competent and authorized in medication administration (e.g. Registered Nurse, Licensed Practical Nurse, Physician, Pharmacist), separately check (alone and apart from each other, then compare results) each component of prescribing, dispensing, and verifying the high-alert medication before administering it to the patient. The students’ role in independent double checks are as follows:

- Students in 3000 level clinical courses prior to NURS3523 **may not participate** in an independent double check. However, they can be the third signature as outlined below:
  - In 3000 level clinical courses prior to NURS3523, when deemed competent (see definition above) to do so, **students may be the third check and signature. Students cannot independently double check medications prepared by another student under any circumstances.**

- Students in NURS3523 and 4000 level clinical courses **may participate** in an independent double check and can be the second signature as outlined below:
When deemed competent (see definition above) to do so, students may perform an independent double check with the registered nurse i.e. the student will be the second check and signature. Students cannot independently double check medications prepared by another student under any circumstances.

Students must comply with agency policy regarding medications designated as High Alert Medications. In addition, even if not indicated in agency policy, the following medications must be treated as high alert:
- All Narcotics
- Controlled Substances (as identified in agency policy)
- Insulin
- All Antithrombotics (including anticoagulants and thrombolytics)

11.9 Policy regarding Server Keys:

If students will be assigned server keys for clinical placements, the following clauses will apply:

- Prior to distributing keys to students, the Clinical Instructor will advise students of their professional accountability regarding server keys.
- Each student will sign out his/her server key from the Clinical Instructor on a form developed for this purpose.
- At the end of the clinical rotation, students will sign in their keys on the appropriate form. Students will return their keys to their clinical instructor on the final clinical day or at the beginning of the scheduled meeting to receive the final clinical evaluation.
- In the event of a lost key the student must:
  - report the missing server key to their Clinical Instructor as soon as noted missing. The Clinical Instructor will report the incident to Clinical Program Administrator as soon as possible thereafter.
  - submit to the Clinical Instructor a written explanation of the circumstances around the misplacement of the key, and his/her reflection of the implications of the loss on patient safety and personal accountability (up to one page single-spaced or two double-spaced pages total). The loss of the key will be noted on the Nursing Practice Appraisal (NPA) form. The explanation-reflection document will be attached to the NPA form and kept in the student’s file.
  - complete a MUNFON Incident Report form with the clinical instructor. One copy will be kept by the Associate Dean,
Undergraduate Nursing Programs, and a copy will be placed on the student’s file.

All steps above must be completed prior to replacement of the key.

11.10 Co-assignment

Students in institutional settings are co-assigned to patients with a staff member of the institution. Students are to consult with, and report to, these staff members during their shifts, at the end of the clinical day and when leaving the unit at any time during the day.

11.11 Evaluation of Student Performance

There will be regularly scheduled evaluations of the clinical performance of each student during the semester. The first will be at mid-rotation/semester and the final evaluation will take place at the end of the rotation/semester. Evaluative criteria will be provided at the beginning of each course. Please use these as a guideline to check your progress throughout each clinical course.

1) In each clinical course, students are expected to demonstrate growth in clinical practice through the application of knowledge and skills from previous and concurrent courses to meet the clinical practice expectations described in the course outline and/or appraisal tool(s) applicable to the course and level of the student. Expectations are articulated in relation to the standards of nursing practice and/or competencies for entry level practice in a levelled sequence for each year of the program.

2) Students are expected to prepare for clinical practice in order to provide safe and competent care. Preparation expectations are detailed in the respective course outline.

Please also see Section 15.6 and Appendix D Policy Regarding Student at Risk of Clinical Failure or Deemed Unsafe in Clinical Practice.

11.12 Approval Criteria for Clinical Placements Within Speciality Areas and Placements Outside St. John’s Metro Area

The Faculty and Schools of Nursing depend on the cooperation and involvement of a large number of organizations and professional personnel in providing quality clinical placements and instruction to its students. Clinical Placement Coordinators are responsible for facilitating appropriate matches among students, preceptors, and clinical settings. Although consideration will be given to all factors affecting the location and type of placement, clinical placements may not be available in the area of students’ specific preferences.
Please see Section 4.1 of the Nursing section of the University Calendar (2020-2021) for more information about clinical placements at MUNFON. Also see Appendix E for policy regarding Clinical Placement Coordination.

11.13 Other

11.13.1 Transportation Expenses

Transportation costs associated with clinical course requirements of the programs have been a major source of extra expenditure by students. Traditionally, most clinical courses have made use of well-known health care institutions and agencies within the City of St. John’s for student placements. We will continue to use these agencies, however, please note that it is usual practice for students to be assigned to shifts which demand arrival to and/or departure from an agency outside the normal operating hours of public transportation. Students are expected to report to clinical on time; therefore, private transportation, car pools and/or taxis may be required.

Metrobus operates in and around St. John’s and connects frequently with MUN. Information re: schedules, bus passes and costs can be obtained at (709) 724-9400 or http://www.metrobus.com.

Due to a shift in health care delivery paradigms, the Schools increasingly make use of clinical placements in non-traditional health care and health related agencies within St. John’s and the surrounding communities of Mount Pearl, the Goulds, Bay Bulls, Paradise, Torbay, etc. In many cases, there is no public transportation available to these sites and often taxis or carpooling are the only available means of transportation.

While the Faculty of Nursing extends all efforts to find placements which are easily accessible to students, it is becoming increasingly difficult to find enough placements within St. John’s to accommodate the educational needs of all of our students. Therefore, it is likely that community clinical placements for NURS 4512 – Community Health Nursing Practicum will only be found outside of St. John’s and throughout the province for most students. Please consider these transportation expenses in your budget.

11.13.2 Insurance Coverage

If a legal question arises out of a student action in which the student has acted within appropriate parameters, the matter will be referred to the university insurance advisers for action.
11.13.3 Cameras in Clinical Settings

The use of cameras in any clinical setting for study, research or personal purposes is regulated by the agency administration. Written consent to take pictures of clients must be obtained from the agency administration and from the clients or their guardians.

11.13.4 Request for Client Records

If a student requires information from charts in the Medical Record Departments of Eastern Health, a written request must be signed by a faculty member before the student will be given access to the file. Most Medical Records Departments will supply the chart 24 hours after the request.

11.13.5 Money in Clinical Areas

Students are advised not to take more money than they require for that day into the clinical area. In most clinical areas there is nowhere securely to store purses/wallets or backpacks. Money, cheque-books and credits cards should never be left in lockers, whether in a clinical area or in the university facilities.

12.0 TEXTBOOKS AND RESOURCES

12.1 Used Textbooks

It is expected that students have ready access to all required books identified for their courses. Required textbooks may be changed when new courses are introduced or new texts or resources are available. Purchasing used textbooks by the same author that may be the last edition is usually an appropriate alternative to not purchasing a new textbook, but check online or with the instructor for changes between editions. Please also note that many electronic text books or their associated recourses are not transferable from one user to another. All textbooks will serve as sources of reference for future classroom and clinical courses, but more importantly they will help you begin to find the answers to clinical practice issues that you encounter.

12.2 ATI

For the past 5 years, students in the BN (Collaborative) program have been using ATI (Assessment Technologies Institute) resources to help prepare for the national licensure exam to be written after graduation. The Schools are happy with the success already seen and implemented the use of ATI for all classes. There are many resources provided in your ATI package. During your courses you will be using some of these resources as 'assignments'. Please also explore your ATI package and use these resources to compliment your studies. Your ATI package is refreshed yearly with your subscription each September.
13.0 STUDENT RECORDS

13.1 Student Files

All documentation of a student’s progress through the program is kept in the student’s academic file. Students should know that this information is used by the faculty for the following purposes:

- Eligibility for promotion in the program;
- Eligibility or suitability for scholarships or awards;
- Review of clinical performance in relation to requests for clinical placements;
  - Assessment of special needs or circumstances relevant to the student’s progress;
  - References to potential employers, and/or;
  - References for admission to graduate studies.

13.2 Access to Student Files

A student has the right to view his/her file in the presence of a faculty member, Associate Dean or the Academic Program Administrator.

13.3 Privacy of Student Files

Two types of documents are kept in student files - those of an academic nature and those of a non-academic nature such as documents pertaining to preclinical requirements.

Students are advised that some clinical agencies require copies of documentation of certain information kept within your file such as proof of immunizations and results of blood work that show your immune status in relation to certain diseases (i.e., rubella, measles, mumps, TB, varicella, hepatitis B). Some agencies require copies or originals of Certificates of Conduct/Vulnerable Sector Check from RCMP or RNC. Many agencies require proof of successful completion of First Aid and CPR courses. The Faculty of Nursing will provide this information to agencies requesting it without obtaining consent from the individual student.

Documents related to a student’s academic performance may be viewed by faculty particularly when concerns have been noted regarding a student’s clinical performance.

13.4 Reference Letters

Permission should always be obtained prior to submitting the name of any person to provide a reference, whether it is for employment between semesters, after graduation, or for any other reason.

A student who requests a reference from a faculty member should expect
that person to review his/her file for information regarding academic/professional growth and achievement.

14.0 ACADEMIC MATTERS

14.1 Registration for courses

Memorial Self-Service at www.mun.ca is the tool that students use for all enrolment activities. Registration times and course offerings can be viewed through Memorial Self-Service. For help with registration, students can call the help line at (709) 864-4445, or e-mail reghelp@mun.ca from their @mun.ca e-mail accounts.

14.2 Regulations

The Faculty of Nursing is governed by the rules and regulations passed by the Senate. These are completely outlined in the University Calendar. Students should become familiar with academic regulations pertaining to their program, and in particular, "General Academic Regulations (Undergraduate)", "Appeal of Decisions" and "Promotion Regulations of the Faculty of Nursing".

http://www.mun.ca/regoff/calendar/sectionNo=REGS-0474
http://www.mun.ca/regoff/calendar/sectionNo=REGS-0859, and
http://www.mun.ca/regoff/calendar/sectionNo=NURS-0907

14.3 Recommendation for Audit

All Year 3 students in the 4-Year Option and Year 2 Students in the Accelerated Option are advised to have an official program audit completed to during the Fall semester to ensure that they and the Office of the Registrar are in agreement regarding the courses toward the degree which are yet to be completed; link - https://www.mun.ca/regoff/completing/audit.php. In particular, students should identify any outstanding non-nursing requirements left to be completed so that these courses/requirements can be addressed within the remaining semesters in the program.

14.4 Resource Management

All clinical groups and all LRC labs for every course will operate to maximum capacity. This means that if a lab or clinical group has few students registered and there are sufficient spaces in other sections to accommodate those numbers, there will be consolidation of sections. If this occurs, you will be notified at the beginning of the semester.

14.5 Interprofessional Education (IPE)

The Faculty of Nursing, along with Centre for Nursing Studies, Western Regional School of Nursing, Faculty of Medicine, Faculty of Education, School
of Pharmacy, School of Social Work, and the Counselling Centre and other units participate in initiatives to promote interprofessional education activities in both education and practice settings. At various points in your program you also will have the opportunity to participate in interprofessional learning experiences.

14.6 **Surveys and Research Ethics**

Students often conduct surveys or questionnaires as part of assignments for undergraduate courses. **Under no circumstances are students to distribute any survey or questionnaire that has not been seen by the course professor.**

Once a survey or questionnaire has been approved for use in a course, the following statement **MUST** appear on the top of the first page:

*This questionnaire is part of a course in the Faculty of Nursing (name of the course). It is not part of a research study. Professor ______ has reviewed this questionnaire with me and it has been approved for purposes of this course. The information collected will be used only for the course and you will not be able to be identified.*

14.7 **Memorial University Invigilation Procedures for On-campus Undergraduate Exams**

1. No student is permitted to write an examination without invigilation.

2. Students who are not registered for a course are not permitted to write examination(s) in that course.

3. Students must not enter the examination room until invited by the invigilator.

4. Students’ Memorial photo identification cards must be laid on the upper right hand corner of the desk until verified by the invigilator. Students unable to produce this identification upon request and are unknown to the invigilator will not be permitted to write the examination.

5. Nothing is to be brought to the desk except pens, pencils and when permitted, paper, calculator, dictionary, etc. All other items, including coats, hat/caps, purses, backpacks, cellular phones, electronic watches, notes, texts, etc., must be left in a secure area outside the exam room or in a designated area in the examination room.

6. Use of all communication devices is prohibited during the examination. All such devices must be turned off by students before entering the examination room.

7. Eating is not permitted in the examination room but students may bring water in a clear container to their desks.

8. Prior to the commencement of the examination, students are required
to write their name and student number on the examination paper, answer key booklet in ink and to fill in and sign the subject card (if applicable) in ink. The completed subject card (if applicable) and the student’s Memorial photo identification care are to be placed on the upper right-hand corner of the desk.

9. Students are not permitted to speak to one another once the examination has commenced.

10. Students normally must not leave the examination room during the first 30 minutes of the examination period.

11. Students normally will not be admitted to the examination room after the first 30 minutes of the examination period.

12. Students must not leave the examination room during the last 15 minutes of the examination period.

13. Students leaving the room during the examination should do so with the least distraction to the students still writing. Students shall not congregate outside the examination room.

14. Students who have completed the examination prior to the expiration of the allotted time must hand their examination paper or booklet to an invigilator before leaving the room.

15. At the end of the examination, all remaining students must stop writing and must remain seated until the examination papers of all students are collected by an invigilator.

16. Under no circumstances is a student allowed to take his/her examination script or examination booklet out of the examination room, whether or not they have written in it.

17. Students must request permission from an invigilator before leaving the examination room to use the washroom, for pre-approved prayer time or for any other reason. Students leaving the examination room temporarily should be escorted by an invigilator. The student’s examination questions and script will be in custody of the Chief Invigilator during the student’s absence.

18. Whenever a student leaves the examination room unescorted, they are not permitted to return to the examination room.

19. Extension of the scheduled exam time is at the discretion of the Course Leader/Chief Invigilator.

NOTE: Since many individuals are irritated by or allergic to a variety of scents, students are asked to use only scent free products when attending an examination.
**14.8 Use of Student Papers/Projects**

There will be times when faculty members may wish to use a student’s paper/project as a sample of student work for accreditation purposes. Such papers/projects may be retained for program evaluation purposes providing that all identifying the student information is removed.

**14.9 Policy Regarding Student Assistants Correcting Papers and Examinations**

- All material containing confidential information about the students should be corrected by the professor.
- All material requiring subjective analysis will be corrected by the professor, a graduate student, or a laboratory instructor.
- Where possible, materials should have names removed before marking occurs. This ensures objectivity in marking.
- The identification of the student marker will be kept confidential.
- Usually, undergraduate students will not be hired as markers for other student papers.
- Laboratory and objective examinations/tests may be considered exceptions to this rule at the discretion of the professor.
- The course professor is responsible for orienting any other markers, ensuring that marking criteria are clear and consistent.
- The course professor will also review corrected materials to ensure all criteria have been maintained by student assistants.

**14.10 Evaluation of Courses and Teaching**

Students may be requested to complete the following evaluations during class or on the web:

Faculty teaching evaluation - 11th week of the semester

Course evaluation - 12th week of the semester

These evaluations are meant to be used to improve either the course structure or teaching methodologies. Individual student responses are anonymous. The professor does not have access to the evaluations until semester after the course is completed.

**14.11 Students’ Right of Appeal**

Students have the right to appeal regulations. Please refer to the Web site [https://www.mun.ca/regoff/calendar/](https://www.mun.ca/regoff/calendar/) under University Regulations, General Academic Regulations for additional information regarding the following topics:
Any student who wishes to initiate an appeal should submit the appropriate information outlined above to: Chair, Undergraduate Studies Committee - Faculty of Nursing.

14.12 Dean’s List

Memorial University of Newfoundland acknowledges the academic success of its students in various ways. One of these is by naming students to the appropriate Dean’s list. Annually, every academic unit will name to its list a maximum of 10 per cent of its students, selected on the basis of academic performance in the nominating period.

At the end of the winter semester, academic units will nominate students to the appropriate list based on academic performance in the three preceding semesters (spring, fall, and winter).

Students on the Dean’s lists will be selected based on the following minimum criteria:

- The student must have obtained a grade point average of at least 3.5 in the credit hours completed in the preceding spring, fall, and winter semesters.

- The student must have attended full-time in at least two of the three preceding semesters.

- The student must have successfully completed at least 27 credit hours over the preceding spring, fall, and winter semesters, although an academic unit may require that the 27 credit hours be completed in any two of the three preceding semesters.

- In consideration of specific program requirements, individual academic units may include students who have successfully completed, over the three preceding semesters, a course load other than 27 credit hours, but which is consistent with the course load defined by the program.

Notation will be added the student’s transcript indicating that the student has been named to the Dean’s list.
14.13 Graduation from Memorial University

- Note Regulation 6.13 in the *University Calendar* under "General Regulations" which governs graduation policies.

- Students are responsible for ensuring that they have met the requirements of the program. To assist students to determine this, advice may be sought from the Associate Dean of Undergraduate Programs or the Assistant Registrar designated to the Faculty of Nursing.

- **January 3, 2021** is the final date for filing with the Registrar Office applications for February 2021 Convocation (in-absentia).

- **January 15, 2021** is the final date for filing with the Registrar Office applications for Spring 2021 Convocation.

- **July 15, 2021** is the final date for filing with the Registrar Office applications for Fall 2021 Convocation.

14.14 Application to Write National Council Licensure Examination (NCLEX-RN)

Graduates of Schools of Nursing must successfully complete the National Council Licensure Examination set by National Council of State Boards of Nursing (NCSBN) in order to be employed as a nurse in Canada. Applicants must write at the first scheduled writing following completion of the nursing program.

Students who wish to apply for the NCLEX-RN and those who plan to apply and establish initial registration must submit an application to CRNNL.

Applicants will be required to submit:

- Copy of government issued identification [which includes photo and signature]. Examples: Passport or Driver's license

- Copy of Birth Certificate

- Copy of Marriage Certificate or Legal Change of Name Document [if applicable]

- A recent Certificate of Conduct

15.0 ACADEMIC POLICIES REGARDING SPECIAL CIRCUMSTANCES & REQUESTS

15.1 Challenge for Credit

The Faculty of Nursing offers a *limited* opportunity for Challenge for Credit within the BN (Collaborative) program. Students of the BN (Collaborative) program who are also Licensed Practical Nurses (LPNs) will be given the opportunity to Challenge for Credit NURS 1003, NURS 1017 and NURS1520.

1) In September, the Associate Dean/Directors of each site will inform Year 1 students who are LPNs of the opportunity to Challenge for Credit
courses NURS 1003, NURS 1017 and NURS 1520.

2) At that time, students will be advised that they must apply for the Challenge for Credit as stipulated in the University Calendar:

https://www.mun.ca/regoff/calendar/sectionNo=REGS-0421

3) Students who choose to apply for the challenge for credit;
   a) Should not register for NURS 1003 or NURS 1017, or drop the course to be challenged if registered for it before making an application for challenge.
   b) Will need to register for NURS 1520. The student will drop the course if subsequently successful in the challenge.

4) Students will be advised that if their application for the challenge for credit is accepted (Associate Dean/Director needs to verify that the student is an LPN), the challenge will occur during the first week of classes in the case of NURS 1003 Developing Therapeutic Relationships or NURS 1017 Fundamental Psychomotor Competencies, and during the first 2-3 shifts of NURS 1520 Extended Practicum I.

5) Students will be advised of the fee associated with the challenge and the consequences of a failed challenge. Students who fail the challenge will be given the opportunity to immediately register for NURS 1003 or NURS 1017 and to continue NURS 1520 (as applicable). Students will be responsible for paying all fees associated with the challenge process.

15.2 Transfer To Another Site

15.2.1 Policy

Students may request a transfer to another site if they are experiencing extenuating circumstances (such as the illness of a family member). The granting of a transfer is dependent on the resources available at the requested site which may not always be immediately available.

15.2.2 Procedure

The student makes a request in writing to the Associate Dean/Director at their site.

- The letter of request clearly states the extenuating circumstance and provides appropriate documentation.
- A copy of the student’s transcript indicating progress to date should accompany the request.
- The request will be considered at the receiving site as soon as possible. The student will then be notified of the outcomes.
15.3 Guidelines for Students who Fail Nursing Courses

The following outlines the process for notification of students who fail a nursing course.

*Fall Semester Failure*

Students who fail a fall semester nursing course will receive their grade via accessing the MUN Self-service once grades are officially released by the university. The Associate Dean/Director will email them if they qualify for a supplementary exam.

*Winter Semester Failure*

Students who fail a winter semester nursing course will receive notification via e-mail once the grades are approved by the Associate Dean/Director. The e-mail will also include notification of eligibility for the supplementary exam if applicable.

*All students should check their e-mail accounts daily for the first week following their last nursing exam. Only those who have failed a nursing course will be contacted via e-mail.*

Students must not contact the Associate Dean/Director or their course professor for their grade.

*Student Decision Making in the Event of a Failed Nursing Course*

Students should initiate appropriate action in response to the knowledge that they have failed a nursing course(s) by attending to the information contained in this document and relevant sections of the current University Calendar.

It is strongly recommended that all students ensure they will have access to MUN self-service for their grades during the Christmas break, in case of a failed course.

*What to do in the case of a failure in a nursing course:*

- The ACADEMIC STANDARDS AND PROMOTIONS of the BN (Collaborative) Program identify a passing grade as 65%. Therefore you have failed a nursing course if this grade or higher is not achieved.

- **Students in the 4-Year Option:** If your grade is 59% or less you will have to repeat the course next year. If the failed course is a pre-requisite to winter semester course(s) you will not be able to take those courses. You can determine pre-requisites by referring to the course list at the end of the Faculty of Nursing section in the *University Calendar.* Any student in this situation should immediately make an appointment with the Associate Dean/Director for the beginning of January (in the case of a Fall course failure), in order to be advised about a new program of studies plan.
• **Students in the Accelerated Option:** If your grade is 59% or less you are required to withdraw from the BN (Collaborative) Accelerated Option. You may be allowed to resume studies with the 4-year option of the BN (Collaborative) program and are subject to all academic standards. Any student in this situation should immediately make an appointment (in the case of full course failures) with the Associate Dean/Director for the beginning of January (in the case of a Fall course failure) in order to be advised about a new program of studies plan.

• If your grade is between 60% and 64%, you **may** be eligible for a supplementary exam (see Section 15.4).

• A second failure in a given nursing course requires withdrawal from the BN (Collaborative) Program. Any student in this situation should make an appointment with the Associate Dean/Director.

• Failure in excess of two nursing courses during the program results in mandatory withdrawal from the BN (Collaborative) Program.

15.4 **Writing a Supplementary Exam**

Students who achieve a final grade of 60-64% in a non-clinical course with a final exam may be eligible to write a supplementary exam.

• Students who are eligible to write a supplementary exam will be notified by the Associate Dean/Director via email. Students must respond to the Associate Dean/Director within the allocated timeline to state their intent to write the supplementary exam.

• Supplementary Exam Dates will be communicated to all students via e-mail memo before the last class day each semester. Fall semester supplementary exams will normally be scheduled the week preceding the start of winter semester. Winter semester supplementary exams will normally be held within a week of the last nursing exam for Year 2 4YO courses, and just prior to the next semester for winter and spring semester courses for other class groups.

The dates for 2020-2021 supplementary exams are:

- Tuesday, January 5, 2021 for Fall courses
- Monday, April 26, 2021 for Year 2 (4YO) Winter courses
- Friday, May 7, 2021 for Year 1 & 3 (4YO) & Year 1 (AO) Winter courses
- Saturday, June 26, 2021 for Year 2 (AO) Spring courses *tentative
- Saturday, July 3, 2021 for Year 1 (AO) Spring courses

• There is a fee for writing a supplementary exam that must be paid to the Cashier's Office. Information regarding fees for supplementary exams can be found on the Web site [https://www.mun.ca/finance/fees/appeals_fees_charges/](https://www.mun.ca/finance/fees/appeals_fees_charges/) **Fees and**


Charges Pertaining to Appeals

- A limit of three supplementary examinations in nursing courses can be written during the program.
- A student may write a supplementary examination for any one course only once. If a student has already written a supplementary exam for the failed course in a previous year, they are not eligible to write another supplementary exam in the same course.

15.5 Guidelines for Re-reads of Final Examinations

A student who makes an inquiry about the re-reading of final examination scripts should refer to the University Calendar, University Regulations (Undergraduate): 6.8.4 Rereading of Final Examination Scripts. This regulation applies to final examinations only.

NOTE: For all other examinations and assignments associated with a course, this regulation would not apply. Students who request a re-read of such evaluation components are advised that a re-read does not normally occur. If a student has a concern about an examination that was not a final examination or an assignment, the appropriate action to take is to make an appointment with the relevant course professor to communicate those concerns at the time the grade is received.

A formal application must be made to the Office of the Registrar for re-read to occur. Once the School has received a request for a re-read from the Office of the Registrar, the following process will occur:

1. The Dean/Director, who normally would receive the request, will delegate the responsibility to conduct the re-read to the Associate Dean/Director.

2. The Associate Dean/Director will contact the relevant course professor to request the following:
   a) Final examination script of the student who made application for the re-read.
   b) The grading key for the examination; alternatively, a selection of other graded final examination scripts from the same cohort can be obtained which demonstrate an A, B, C, D, F range of awarded grades.

3. The script of the student who requested the re-read will remain unaltered but the original will be copied. All comments and marks made by the course professor will be removed by white-out on copy. That copy will then be re-copied, thus resembling as closely as possible the original script submitted by the student. It is this copy that will be given to the professor selected to re-read the script.

4. The Associate Dean/Director will contact an appropriate professor to re-
read the script in question.

5. An appropriate professor will be one who has taught the same or a similar course. That professor may be another faculty member of the Faculty of Nursing or a faculty member at one of the collaborative partner sites.

6. Once a professor has agreed to re-read the script, (s)he will be given the copy as previously defined, the grading key, and/or a sample of unaltered, original scripts that reflect a range of grades from A through F.

7. There will be no collaboration between the course professor and the re-read professor during this process.

8. The professor who conducts the re-read will submit his/her evaluation and grade for the script to the Associate Dean/Director and will return all pertinent documents. The professor will be expected to grade the re-read script within 48 hours.

9. The Associate Dean/Director will complete the appropriate change of grade section on the re-read request form, and will return it to the Office of the Registrar.

Recalculation of the Grade following the Re-read

Students should be advised that the outcome of a re-read may either improve, confirm or lower their original grade.

The grade awarded by the professor designated to re-read the exam will be substituted for the original grade on the same evaluation component. The student’s final mark will then be re-calculated. If the mark on the re-read script is higher, thus improving the final grade, that mark will be submitted on the re-read request form.

If the mark on the re-read script is lower, thus reducing the final grade, that mark will be submitted on the re-read request form.

15.6 Student at Risk of Clinical Failure or Deemed Unsafe in Clinical Practice

The Faculty and Schools of Nursing recognize the importance of identifying students who are at risk of failing a clinical course or who are deemed unsafe in clinical practice. Once the student has been identified as at risk or unsafe, through an occurrence or a pattern of behaviour, a process is put in place to assist the student towards achieving competent and safe practice or, if necessary, remove the student from the course or the program.

Definitions

At Risk: A student is considered to be at risk for clinical failure if they have consistent difficulty meeting the Nursing Practice Appraisal Criteria or other designated evaluation criteria in clinical courses. If the at risk student’s
performance is amenable to a learning plan, but does not improve, the student will fail the clinical course.

Unsafe: A student is considered to be unsafe in clinical practice when their performance places themselves or another individual at risk for, or actually causes physical, psychosocial, or emotional

See Appendix F for Learning Plan Template. See Appendix D for Student at Risk of Clinical Failure or Deemed Unsafe in Clinical Practice

15.7 Student Demonstrating Behaviour Deemed Unsuitable for the Profession

Students in the BN (Collaborative) program are professionals-in-progress such that competencies, standards and expectations of professional conduct will be developed and refined during the progression of the program. There may be behaviours demonstrated which are deemed unsuitable to the profession and can be quickly remediated upon bringing them to the student’s attention. Behaviours may occur which are significant in themselves or continuing overtime and deemed unsuitable to the profession. These behaviours require more direct intervention and are subject to the policy and procedure for the Student demonstrating behaviour deemed unsuitable for the profession as outlined in Appendix G.

Memorial University of Newfoundland expects that students will conduct themselves in compliance with University Regulations and Policies, Departmental Policies, and Federal, Provincial and Municipal laws, as well as codes of ethics that govern students who are members of regulated professions. As such, students in the BN (Collaborative) program are expected to demonstrate attitudes and behaviors reflective of the codes of ethics, standards, and professional competencies which direct nursing practicing.

Professional behavior is expected in all learning venues including classroom, lab and clinical placement settings.

See Appendix G for policy and procedure For Student Demonstrating Behaviour Deemed Unsuitable for the Profession.

15.8 Guidelines for Return to the BN (Collaborative) Program After an Absence

Students who have not completed nursing courses or have not completed an acute care placement in the previous two semesters will be subject to the following:

- Students who withdraw from a course/semester for medical reasons must provide proof of medical clearance before resuming studies.
- Students will meet with the Associate Dean, Undergraduate Programs or Associate Dean at their respective site to create a re-entry plan, including any remediation required to potentiate a successful transition
to the roles and responsibilities required of the student commensurate with their entry cohort group.

- Returning students may be asked to provide up-to-date documentation, including
  - Student information form
  - Oath of confidentiality forms
  - Certificate of conduct, Vulnerable sector check, or Child protection record check
  - Immunization record
  - TB skin testing
  - Titre reports
  - CPR certification
  - Standard first aid certification (Year 1 students who have not completed N1017)

- All policies outlined in the Academic Standards and Promotion and Supplementary Exam Sections for the BN (Collaborative) Program will apply from the time of the students INITIAL admission to the program unless otherwise specified.

- If at any time during a period of absence the student decides not to continue with the nursing program, the student must notify the school in writing.

15.9 Acknowledgement of Staff or Faculty Members

Students sometimes want to express their appreciation to staff or faculty members for their helpfulness or guidance, but this is definitely not something that is expected or encouraged.

Under no circumstances should students buy a gift for staff or faculty members, no matter how small. Students are advised to acknowledge teaching effectiveness or staff assistance through a letter identifying characteristics of the person that were most helpful (eg., teaching effectiveness in a clinical, classroom or laboratory setting, their accessibility, skill at encouraging your critical thinking competency, role modeling the competencies of excellent nursing practice, or sensitivity in dealing with a student’s special problem). Such letter can be used by the staff/faculty member in performance or promotion evaluations and/or applications for re-employment at the school.
16.0 CEREMONIES

16.1 Crest Ceremony
The Faculty of Nursing crest is an important source of identification for FON students who are among many groups doing clinical placements in hospital and community settings. Year 1 students in both the Accelerated and 4-Year options receive a Faculty crest in a ceremony, prior to or at the beginning of, their first clinical semester as an official welcome of students into the profession of nursing.

16.2 Scholarships and Awards Ceremony
This event occurs during the winter semester and generally includes:

1. Presentation of undergraduate & graduate scholarships, awards and bursaries
2. Acknowledgement of our donors and consortium partners

It is important that students who received Faculty of Nursing scholarships, awards or bursaries attend this event.

16.3 Convocation
This is the major event during graduation at which degrees are awarded and graduates receive the BN hoods. All students must inform the Registrar’s Office of their intent to graduate. Students must apply online for convocation: https://www.mun.ca/regoff/graduation/apply.php. In addition, students must inform the Registrar’s Office if they plan on attending convocation. To register for Convocation, use the Memorial Self-Service website.

16.4 Graduation (Pinning) Ceremony
This event is organized by the Undergraduate Programs Team in consultation with the graduating class. Students are encouraged to participate in the decisions around graduation.

The ceremony generally includes:
- presentation of professional pins to BN graduates by the Dean
- acknowledgment of graduates of the Masters Program
- presentation of awards
- valedictory address by a member of each graduating cohort.
- reception
APPENDIX A

WRITING EXPECTATIONS IN THE FACULTY OF NURSING

The expectations for scholarly work are different at undergraduate, master, and doctoral levels. There is, for example, more emphasis on content in undergraduate papers, and more emphasis on developing and defending ideas in graduate work. The transition to higher standards of writing can be frustrating for some students. Writing is an interactive process, taking multiple drafts to work through ideas and write a paper that is really good, not just acceptable. Even the best of writers do not produce a final document in one draft.

We have developed this information sheet to provide students with tips and resources that they may use to improve their writing. Students who have used these suggestions have improved their writing skills. Students who improve their writing skills also improve their grades, because generally papers that are not well written do not receive the grade of A.

Improving Writing in General

- Purchase writing resources prior to beginning course work, and review them throughout course work and writing papers/assignments. Two key references are identified at this end of this appendix. Make sure you can access them easily (e.g., buy the APA manual and bookmark the Purdue Owl web page).

- Give yourself adequate time to develop and write your paper. A good paper/assignment cannot be written in a couple of days and is the main reason we give instructions for the assigned paper/assignment at the beginning of the semester. Many papers/assignments require a synthesis or review of the literature. You need to take time to locate, read and think about the literature before you begin to write.

- Always use the spelling and grammar check options of your word processing program prior to submitting a paper/assignment. Many students find that it is more effective to print the paper/assignment and proofread the hardcopy rather than proofreading from the computer screen.

- Prior to submitting work, ask a colleague to review it and provide you with feedback.

- Course professors will often give extensive feedback on papers. Learn from the feedback and apply the lessons to the next paper or assignment, whether it is in the same course or the next course.

- When you are asked to write another draft of a paper/assignment, consider that this is part of the process of developing scholarly work. Even when someone who writes well submits an article to a journal for publication, they usually are asked to revise an argument or change the way something is worded. Good writing is a process.

Common Problems

- Punctuation, especially the use, misuse, or neglect of commas, is a frequent problem. Consult the resources listed at the end of this section or a reliable grammar text as you write your papers.
• All sentences require a subject, verb and object. “Hence the need for the study.” is not a sentence to be used in a scholarly paper/assignment.

• Long sentences are a common problem. If you find yourself using a semi-colon to separate clauses, consider redeveloping the clauses into two separate sentences. Similar cautions apply to paragraph length; paragraphs should not be longer than one double spaced page.

• “It’s” and “its”, and possessives and plurals, are problematic. Learn the difference and when to use each! It is not appropriate to use “it’s” in scholarly writing.

• Passive tense can be problematic. Grammar-checking software will highlight passive sentences. Correct these by making the verb tense more active. For example, ‘In his study, Smith (2014) found that…’ reads better than ‘in a study by Smith (2014) it was found that …’.

• Some students have serious writing difficulty presenting a logical flow of ideas in their written work; commonly, one idea or theme is presented in different paragraphs with the paragraphs in-between containing different ideas. This can be corrected by re-organizing sentences so that discussion of a given idea or theme stays together, or by adding bridging sentences to link together several paragraphs. Multiple thoughts in the same paragraph, without building to a conclusion, is another logic problem. You are encouraged to prepare and use detailed outlines of key points to help you identify and develop logical flow of ideas in a paper. Chapter 2 of the APA Publication Manual has some information to help in planning and articulating the various parts of a scholarly paper.

• Use direct quotations rarely. Use of multiple quotations (i.e., frequent use of someone else’s words to state your point) often suggests students do not understand the material. State your points in your own words. Remember a quote should be used only to illustrate or clarify a point. When direct quotations are used, be sure to put these in quotation marks and include the page number in your reference. Within the text avoid the use of standalone quotes. (quotes with no referent to the point you are making)

• Avoid beginning each paragraph or sentence with an author’s name [e.g., Smith (2014) states …] or the phrase “According to ...“. We are looking for your critical reading or understanding of what these authors say rather than a simple citation.

• Use personal pronouns appropriately. For example, if you did the experiment say “I collected the data”, not “The data were collected”. However, watch use of editorial “we”. APA encourages authors to write using the first person; an EXCEPTION is when writing an abstract, write in the third person.

• Avoid anthropomorphism (i.e., attributing human characteristics to inanimate objects). For example, “This article tells us ...” or “The experiment attempted to demonstrate that ...” is not correct phrasing.

**Academic Integrity**
Honesty and integrity are expected at all times in your written and presented work. Honesty implies that the work you submit is your own work, any source of information is appropriately cited, and you have not resubmitted papers that were written for another purpose without prior agreement with your professor.

Two of the most serious breaches of academic integrity are cheating and plagiarism (a form of cheating). Choosing to cheat or plagiarize could jeopardize your continuance in the BN (Collaborative) Program.

**Cheating:**

Cheating includes, but is not limited to, copying, allowing a colleague to copy your work, writing an assignment for another student, or submitting something written by someone else as your own paper. It also usually includes resubmitting a paper written for another course.

**Plagiarism:**

Plagiarism is a form of cheating and refers to “the act of presenting the ideas or works of another as one’s own” (section 6.12.4 of the General Academic Regulations [Undergraduate] in the 2018-2019 University Calendar). It includes complete failure to acknowledge sources, as well as inappropriate usage of both direct quotations and paraphrasing (See also Guidelines regarding plagiarism outlined in Appendix B).

**Direct Quotations:** Direct quotations need to be placed within quotation marks, and the page number provided. The failure to place direct quotations within quotation marks is plagiarism.

**Correct Example of Direct Quote:** “Phase 1 of the PRECEDE-PROCEED model seeks to define the quality of life of the target population” (McKenzie & Smelter, 2001, p. 17).

**Incorrect Example of Direct Quote:** Phase 1 of the PRECEDE-PROCEED model seeks to define the quality of life of the target population (McKenzie & Smelter, 2001). This incorrect quote example is incorrect because the writer has not indicated that the author’s exact words are used. Thus, while the authors are referenced, this example still demonstrates plagiarism.

**Paraphrases:** When paraphrasing another person’s writing, the text needs to be substantially different from the original material. It is not sufficient to simply change a few words.

**Original Text:** “PRECEDE-PROCEED have been the basis for many professional projects at the national level. This model is well received professionally because it is theoretically grounded and comprehensive in nature: It combines a series of phases in the planning, implementation, and evaluation process” (McKenzie, Neiger, & Smeltzer, 2005, p. 17)

**Incorrect Example of Paraphrasing:** PRECEDE-PROCEED have been used in many professional projects. This model is viewed positively for the following reasons: 1)
it is theoretically grounded; 2) it is comprehensive in nature. This model includes a series of phases in the planning, implementation, and evaluation activities (McKenzie, Neiger, & Smeltzer, 2005)

Note that in the above example, there are significant portions of the text that use the exact words as the original text. The above attempt to paraphrase is an example of plagiarism.

Correct Example of Paraphrasing: The PRECEDE-PROCEED model has guided the development of numerous health education and health promotion programs, including national programs (McKenzie, Neiger, & Smeltzer, 2005). The model is valued because it is based in theory and its nine phases thoroughly guide the program developer through needs assessment, program development, program implementation, and program evaluation activities (McKenzie et al.).

Note that in the above example, the ideas of the original text are provided, but the ideas have been presented in the student’s own words to summarize the key points identified in the original article rather than the cited author’s words with a few word substitutions. Citations have been provided to indicate the source of the ideas discussed in this paragraph.

Identifying and Addressing Concerns

- A course professor may return poorly written papers/assignments to students without a grade. If this happens to you, talk to your professor to identify the problem, then consult Memorial University’s Writing Centre, consult one of the resources listed at the end of this section and/or consider seeking the assistance of a writing tutor.

- Review feedback on specific drafts or papers and identify how you can improve your writing (e.g., can you improve defending your ideas or is there a specific problem with grammar or logic or understanding content). Then consult appropriate resources and address the issue for the next draft or paper/assignment.

- If a course professor indicates that you have not used APA format correctly and you disagree, contact the professor and indicate the relevant section of either the Pocket Guide to APA or the APA Manual to support your point. Remember APA also has comments and suggestions for improvement in writing style.

Suggested Resources


Purdue University Online Writing Lab (OWL)
https://owl.english.purdue.edu/owl/section/1/

Originally created by the Graduate Studies Committee of MUN faculty of Nursing in 2009. Most recently reviewed and revised by the Associate Deans (Graduate and Undergraduate Programs respectively) MUN Faculty of Nursing in August 2017.
APPENDIX B
GUIDELINES REGARDING PLAGIARISM
BN (Collaborative) Program

These guidelines are derived from the MUN Regulations Governing Academic Misconduct. http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748 (Section 6.12 in the University Calendar). Students and faculty members are referred to these regulations as their primary source of information regarding definition and management of plagiarism.

Promoting an environment of academic integrity

Plagiarism (a form of academic misconduct) reflects poorly on the individual involved, the Faculty of Nursing, and the nursing profession. It is important for students to learn and understand material, and develop critical thinking and writing skills, so that they can articulate ideas in their own words and not someone else’s (which is plagiarism). Students at all university levels are expected to have “reasonably sophisticated and effective communication skills and are expected to demonstrate proficiency in logical organization, clarity of expression and grammatical correctness” as outlined in the University Calendar (Section 6.9.3). Students who have difficulties understanding content required for written assignments, and/or who struggle with their writing skills, should contact their course professors and/or the Writing Centre. Students may also consult with the Associate Dean/Director for further academic advisement.

The following guidelines refer to the informal resolution process undertaken by the Schools when plagiarism is identified.

1. **Assignments and discussion forums will be assessed for plagiarism**

Course professors may use the following strategies to assess plagiarism in assignments and in Brightspace/D2L discussion forum postings:

- Check samples of references
- Look for changes in writing style, font or person
- Search specific passages (e.g. sentences or paragraphs) on an internet website such as Google or other plagiarism detection websites.

2. **Students are expected to know what constitutes plagiarism and how to avoid it**

The Faculty of Nursing uses multiple strategies to reinforce key messages about plagiarism. Students also have access to resources to help them avoid plagiarism.

- Students are exposed to information about plagiarism, appropriate referencing, and appropriate academic conduct throughout the program.
- Course professors may have information regarding plagiarism on their Brightspace/D2L course shell and/or their course outline. Information usually includes:
  - Messages that plagiarism is a serious offence and penalties will be enforced, including potential termination of the student from the program
Links to the MUN regulations regarding plagiarism (academic misconduct), including the modules Integrity A/B as applicable
Links to resources related to appropriate citation and paraphrasing, as well as ways to avoid plagiarism
- Course outlines that clearly state expectations related to referencing, including use of references in the Brightspace/D2L discussion forum
- Reminders from course professors at the beginning of the term and/or before students first written assignment that plagiarism is unacceptable

3. **Procedure for addressing plagiarism offences**

All occurrences of plagiarism should be brought to the attention of the Associate Dean/Director.

The course professor will discuss with the Associate Dean/Director both the nature of the incident and appropriate actions. This discussion should take place as soon as possible after plagiarism is discovered.

The course professor should then notify the student that a concern about plagiarism was identified and schedule a meeting with the student within one week to discuss it. The Associate Dean/Director may also attend this first meeting with the student. The course professor and the student will discuss the recommended actions for plagiarism (see Section 4 below).

If the student is in agreement, the recommended actions will be implemented. The professor will report back to the Associate Dean/Director and in most cases a letter will be placed on the student's file.

If the student is not in agreement with the recommended actions, then another meeting will be scheduled with the student, the course professor and the Associate Dean/Director. If a resolution cannot be obtained after this meeting, the matter will be addressed through the formal university processes and referred to the Senate Committee on Undergraduate Studies (SCUGS), as per university regulations 6.12.6 **Procedures for Resolution of Alleged Academic Offences by the Senate Committee on Undergraduate Studies** - [http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748](http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748)

4. **Possible actions for plagiarism**

Plagiarism includes inadequate paraphrasing, inadequate referencing, or submitting the work of another as one's own. It also includes submission of a paper, assignment or discussion forum posting written for another course or by another person. Penalties vary and will be determined by the Associate Dean/Director and the course professor.

In most cases, for a first offence, the student will be given a grade of 0 in the assignment. Depending on the nature of the infraction, the student may be given the opportunity to do remedial work and/or rewrite the assignment for a maximum grade of 65%.

For a second offence, or for submission of work copied from another student, the student will be given a grade of 0 in the assignment without the opportunity to re-submit the assignment. Depending on the weight of the assignment, this may lead to a grade in the
course that is less than 65 and thus result in a course failure.
More severe penalties may be imposed if the nature of the infraction requires referral to SCUGS for investigation.

Approved by UGSC (Collaborative) Jan 10, 2018
Approved by Academic Council, May 18, 2018
APPENDIX C

CLINICAL INCIDENT REPORT TEMPLATE
MUN Faculty of Nursing

Course: ___________ Date of Incident: ___________

Student Name and ID: ____________________________

Instructor Name: _______________________________

Clinical unit (or other location) where incident occurred: ____________

Type of Incident: (check below)

___ Drug error       ___ Treatment error       ___ Fall

___ Student Injury  ___ Other (specify) ___________________

Details of the Incident [Student to complete and review with instructor; both to sign when reviewed and ready for submission]
(Use back of page as needed - Include precise description of the event; patient’s immediate reaction, if any; person advised of the incident; where/how incident recorded; outcome)

Student signature: ____________________________ Date: _____________

Instructor signature: __________________________ Date: _____________
APPENDIX D

POLICY REGARDING STUDENTS AT RISK OF CLINICAL FAILURE,
OR DEEMED UNSAFE IN CLINICAL PRACTICE

The Faculty and Schools of Nursing recognize the importance of identifying students who are at risk of failing a clinical course or who are deemed unsafe in clinical practice. Once the student has been identified as at risk or unsafe, through an occurrence or a pattern of behaviour, a process is put in place to assist the student towards achieving competent and safe practice or, if necessary, remove the student from the course or the program.

The procedures outlined below regarding addressing the student at risk of failure (if noted issues continue), deemed to be unsafe, or requiring removal from a course are predicated by acknowledgement that students in the BN (Collaborative) program are professionals-in-progress. As such, clinical knowledge, competence and judgement will be developed and refined during the progression of each course and the program. These procedures are not applicable to instances of normal knowledge development, teaching moments or normal development in clinical abilities. It is intended that the interventions below provide for timely initiation of remedial activities to maximize a student’s clinical progress.

Also, the wording of this document refers to a student and clinical instructor but the same expectations and process apply for those courses in which faculty supervision of students is ‘indirect’. Faculty members for N3523, N4512 and N4516 will inform the respective preceptor or co-signed nurse or agency contact that they should notify the faculty member as early as possible if either of the expectations for safe clinical practice outlined below is not met.

Expectations for Safe Clinical Practice

1. In each clinical course, students are expected to demonstrate growth in clinical practice through the application of knowledge and skills from previous and concurrent courses to meet the clinical practice expectations described in the course outline and/or appraisal tool(s) applicable to the course and level of the student. Expectations are articulated in relation to the standards of nursing practice and/or competencies for entry level practice in a levelled sequence for each year of the program.

2. Students are expected to prepare for clinical practice in order to provide safe and competent care. Preparation expectations are detailed in the respective course outline.

Definitions

At Risk: A student is considered to be at risk for clinical failure if they have consistent difficulty meeting the Nursing Practice Appraisal Criteria or other designated evaluation criteria in clinical courses. If the at risk student’s performance is amenable to a learning plan, but does not improve, the student will fail the clinical course.

Unsafe: A student is considered to be unsafe in clinical practice when their performance places themselves or another individual at risk for, or actually causes physical,
psychosocial, or emotional harm.

**Procedure for the At Risk Student**

**The Clinical Instructor:**

*At any point in the procedure, the course leader may inform or consult with the Associate Dean/Director or designate.*

1. Identifies the occurrence or pattern of behaviour that places the student at risk of clinical failure and arranges to meet to discuss the same with the student as soon as possible.

2. Informs the Course Leader.

3. Documents, within 48 hours, specific information about the area of concern (e.g. criteria not being met due to an occurrence or pattern of behaviour). Documentation must include date and time when the student was originally informed of the occurrence or pattern of behaviour and the verbal feedback given to the student.

4. Meets with the student as soon as possible to review the concerns and documentation. The meeting outlined in Step 1 and this meeting may be the same meeting.
   a. Signs and dates the documentation.

5. Collaborates with the student to develop a Learning Plan (see Appendix E for template) to address deficiencies noted in progression toward the standards of nursing practice and/or competencies as outlined in the Nursing Practice Appraisal Criteria and/or other course designated evaluation criteria. The plan provides specific details outlining the objectives, strategies (e.g. return to the lab for instruction and review; review specific theory before next clinical day, follow up meetings with faculty, etc.), outcomes, and timelines that the student will have to meet. The consequences of failing to meet criteria will be outlined in the Learning Plan (e.g. removal from clinical unit or failure of the course).
   a. Informs the student that his/her clinical performance will be evaluated for consistent and sustained improvement in accordance with the Learning Plan.
   b. Advises the student that the consequences of failing to demonstrate consistent and sustained improvement in nursing practice will result in a failed grade.

6. Continues to provide feedback to the student as usual during subsequent clinical days including discussion of progress toward meeting the Learning Plan objectives.

7. Meets with the course leader to discuss lack of progress (if applicable).

8. Documents supporting evidence of the student’s ongoing clinical performance in relation to meeting the standards of nursing practice and/or competencies as outlined in the respective Nursing Practice Appraisal Criteria and/or other course designated evaluation criteria.

9. At the end of the placement, determines if the student passes or fails the course in consultation with the course leader, Associate Dean/Director or designate.
**The Student:**

1. Endeavours to be prepared for each clinical day and assigned responsibilities as applicable to their level within program and progression in the course.

2. Meets with the faculty member to discuss concerns and review the documentation.
   a. Signs the form to verify they have read the documentation. The student’s signature does not mean that they agree with the documentation but that it was discussed with them.

3. Collaborates with the faculty member to develop a Learning Plan to address identified concerns/deficiencies in relation to standards of nursing practice and/or competencies for the course.
   a. Signs and dates the Learning Plan.
   b. Works toward meeting all components outlined in the Learning Plan.

4. Consults at any point in the procedure with individuals such as the course leader, individuals from counselling service and/or Associate Dean/Director or designate.

**Procedure for the Unsafe Student**

**The Clinical Instructor:**

1. Dismisses the student immediately from the clinical area if the student is deemed to be unsafe, either through one serious event (patient is harmed or judgement used is reflective of non-mastery of competencies to be achieved in [an] earlier course[s]) or a pattern of behaviours which would be unsafe if not remediated by the instructor, staff, or ongoing learning plan, and/or have been brought to the student’s attention on prior occasions.

2. Notifies the course leader, who will notify Associate Dean/Director or designate of the situation.

3. Documents specific information about the unsafe situation/event/behaviour. Documentation must include how the occurrence or behaviour failed to meet the standards of nursing practice and/or competencies as outlined in the Nursing Practice Appraisal Criteria and/or other course designated evaluation criteria. Documentation includes date and time when the student was originally informed of the occurrence or behaviour and the verbal feedback given to the student.

4. Meets with the student as soon as possible to review the documentation.

5. Signs and dates the documentation with the student.

6. Determines whether to proceed by one of two courses of action (6.1 or 6.2) based on the nature of the unsafe behaviour. The student is advised of the pathway to be followed during this meeting or a subsequent one within 24 hours.
6.1

- Collaborates with the student to develop a Learning Plan to address the unsafe practice or behaviour. The plan provides specific details about the objectives, strategies (e.g. return to the lab for instruction and review; review specific theory before next clinical day, follow up meetings with faculty, etc.), outcomes, and timelines that the student will have to meet.

- The consequences of failing to meet criteria outlined in the Learning Plan will be clearly discussed; i.e., continuation of the unsafe behaviour will result in a failed grade in the course and/or withdrawal from the program in accordance with implementation of the university calendar nursing promotion regulations (see current University Calendar, Nursing Program Promotion Regulations).

- Informs the student that clinical performance for the placement will continue to be evaluated for consistent and sustained improvement toward all objectives/appraisal criteria as outlined in the course evaluation plan for the respective course.

- The Learning Plan will remain in place throughout the clinical placement.

- Holds periodic meetings with the student to discuss progress toward meeting the Learning Plan objectives.

- Documents supporting evidence of the student’s ongoing clinical performance in relation to meeting the standards of nursing practice and/or competencies as outlined in the Nursing Practice Appraisal Criteria and/or other course designated evaluation criteria.

- At the end of the placement, determines if the student passes or fails the course in consultation with the course leader, Associate Dean/Director or designate as necessary.

6.2

It is acknowledged that there are some situations of unsafe behaviour which cannot be effectively remediated with a Learning Plan. In such circumstances, instructors, in consultation with the course leader, coordinator and Associate Dean/Director, as applicable, will seek the consideration of the Committee on Undergraduate Studies to review the unsafe clinical practice of the student and make a determination as to whether the unsafe practice requires that the student be withdrawn from the nursing course and/or from the program as per the university calendar nursing promotion regulation (7.10 in the 2019-2020 Calendar).
**The Student:**

1. Meets with the faculty member to discuss the unsafe behaviour.
   
   a. Reviews the documentation.
   
   b. Signs the form(s) to verify that they have read the document. The student’s signature does not mean that they agree with the documentation but that it was discussed with them.

2. If a Learning Plan pathway has been chosen (6.1 above),
   
   a. Collaborates with the faculty member to develop a Learning Plan to address unsafe practices and meet the standards of nursing practice and/or competencies.
   
   b. Signs and dates the Learning Plan
   
   c. Works to meet all components outlined in the Learning Plan.
   
   d. Consults at any point in the procedure with individuals such as the course leader, individuals from counselling service, Associate Dean/Director or designate.

3. If invocation of the promotion clause is sought permitting the Undergraduate Studies Committee to remove a student from the course or program, the student follows that procedure.
   
   a. The student may appeal the decision if it is determined that unsafe behaviour requires them to be withdrawn from the nursing course and/or from the program, as per the calendar regulations (see current University Calendar, General Academic Regulations, Appeal of Regulations.)

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**Invocation of Promotion Regulation Clause to Remove a Student**

**From a Clinical Course or the Program**

*The BN (Collaborative) Program has a long standing promotion regulation which reads as follows, “A student may be required to withdraw from a nursing course with a clinical component or from the program at any time, on the recommendation of the Committee on Undergraduate Studies, if the student is deemed unsafe in a clinical setting, or if the student’s behaviour prohibits achievement of the course or program objectives. This clause could also be applied to a student who displays unethical or unprofessional behavior in classroom, lab or clinical settings. A student who is required to withdraw from the program for any of these reasons will not be eligible for future admission/readmission to the program or the Faculty of Nursing.”*

*Invoking this regulation (7.10 in 2019-2020 Calendar) is not taken lightly, and when used, has predominantly focused on removal of a student from a course or the program due to “unsafe” behavior in a clinical setting. Unsafe care in a clinical setting is acknowledged to be potentially reflective of professional unsuitability.*

*All instances of invocation of promotion regulation 7.10 (for unsafe care or unprofessional behaviour) will follow the same procedure, but for clarity are outlined separately.*
Invocation of the Clause for Unsafe Behaviour

**The Instructor:**

1. If unsafe behaviour reflects a significant breach of standards, agency policy or competencies mandated at a prior level of the program, or a pattern of continued behaviors which have not been resolved after multiple notations of the same, may submit a request in writing for UGSC to invoke the program regulation removing the student from the course at hand or the program.

2. In consultation with the course leader and program coordinator (as applicable), determines that no other viable avenue is available to address the issue at hand,

3. Meets with the student to advise them that this pathway will be followed.

4. Prepares and submits a request in writing for UGSC to invoke the program regulation removing the student from the course at hand or the program (level of withdrawal to be specified in the request). The request must be accompanied by all supporting documentation used by the instructor to make the request.

**The Student:**

If advised of a request to invoke Regulation [7.10 in 2019-2020 Calendar, or subsequent version]:

1. Responds in writing to the request and documentation provided within 48 hours of receiving the document. It is recommended that the student discuss their perceptions of personal performance and how it relates to the standards of nursing practice and/or competencies as outlined in the Nursing Practice Criteria and/or other course designated evaluation criteria.

2. Consults at any point in the procedure with individuals such as the course leader, individuals from counselling service, Associate Dean/Director or designate.

3. May appeal the decision directly to the Senate Committee for Academic Appeals if it is determined that unsafe or unprofessional behaviour requires them to be withdrawn from the nursing course and/or from the program, as per the calendar regulations (see current University Calendar, General Academic Regulations, Appeal of Regulations.

**The Associate Dean\Director:**

1. Upon receipt of a request to invoke the Regulation [7.10 or subsequent version], the Associate Dean\Director (AD):
   a. calls a special meeting of the Site Undergraduate Studies Committee to occur within one week.
   b. notifies the student of the process in progress, and advises them that they may submit a statement and/or other documentation pertinent to the review.
   c. provides a copy of the documents to be presented by the instructor and the student to the alternate person. Each is given an opportunity to respond in writing to the other’s documents.
2. The AD prepares to chair the special meeting of UGSC to determine whether the student’s performance as documented in the reviewed package materials requires that the student be withdrawn from the nursing course and/or from the program as per the university calendar nursing promotion regulation.

   a. The AD coordinates the preparation of the package of materials for UGSC consideration, including the statements and documentation from the instructor and the student (preceptor feedback also would be included as applicable).

   b. All documents are redacted of the student’s name, student ID and gender identification.

   c. The meeting package is provided via an electronic, password protected file to the committee no later than 48 hours prior to the meeting.

3. The AD chairs the review meeting, ensuring that all documentation is presented to the committee, and that all discussion is fair and respectful to both the student and instructor. The AD usually will not participate in the discussion or vote, but may answer points of fact if a question arises. The AD records the decision and articulated grounds for the same, and follows up as applicable in notification to the instructor and student.

4. Decisions possible are as follows:

   a. To be withdrawn from the course.

      If the committee determines that, based on the documentation provided and the held within the meeting, the student must be removed from the clinical placement course, the student will not be permitted to return to the clinical placement. The student will be assigned a grade of FAIL in the course. The student is not removed from the program, and may repeat the clinical course when next offered within the program sequence. The student will be invited to meet with the instructor for a final evaluation meeting to discuss any aspect of their clinical performance during the placement, but may choose not to do so. The student may continue in any non-clinical courses for which they are registered in that semester.

   b. Not to be withdrawn from the course.

      If the committee determines that, based on the documentation provided and the discussion held within the meeting, the student does not need to be removed from the clinical placement course, the student will be provided with the opportunity to complete the placement. A different instructor will be assigned and up to two additional clinical days beyond the number remaining at the time of the interruption of the placement will be allocated to facilitate reintegration into the clinical area. The student will be subject to the same roles, responsibilities and expectations as applicable to the respective course. The instructor assigned will determine whether the student has met the objectives consistently and competently and a PASS/Fail grade will be allocated.

   c. To be withdrawn from the Program

      If the committee determines that, based on the documentation provided and the discussion held within the meeting, the student must be removed from the program, the student will be advised of the same and dropped from all nursing courses for the semester effective immediately. Notation of “Required to Withdraw RWD” will be
allocated to all nursing courses on the students’ transcript of that semester. The student is ineligible for readmission to the program.

d. Not required to withdraw from the Program.
If the committee determines that, based on the documentation provided and the discussion held within the meeting, the action of immediate removal from the program is not merited, the student may continue in the program. This decision does not preclude the following:
  i. The student may be removed from the course(s) in which the behavior was noted.
     The policy outlined in (a) above would be followed.
  ii. The committee may include a remedial program to be followed if the student remains in the program. Any remedial activities will be articulated during the meeting and included in the decision letter provided to the student.
APPENDIX E
CLINICAL PLACEMENT COORDINATION

Nursing Education Program Clinical Experience Responsibilities
Basic nursing education programs prepare generalists to engage in entry-level nursing practice. The Undergraduate Nursing Program:
- provides students with the opportunities to acquire the knowledge, skills, and attitudes required for entry-level practice and pursue life-long learning (ARNNL, 2006; ARNNL 2013; ARNNL 2019; CASN 2014);
- ensures that student practice learning experiences reflect national and jurisdictional standards and prepares graduates to achieve entry-level competencies (ARNNL, 2013; CASN 2014);
- works in partnership with health care settings to ensure that students have access to quality practice learning experiences (ARNNL, 2013);
- is committed to providing the clinical experiences necessary to prepare students for entry-level scope of practice primarily through the use of medical and surgical clinical areas.

Clinical Placements
- Clinical placements will be assigned by the Nursing Program. These placements may be changed at any time due to unforeseen circumstances.
- Group clinical courses will use a variety of clinical areas throughout the program to support learning.
- Students are advised that a balance of medical-surgical experience is required throughout the program.
- Submission of pre-placement requirements is a professional responsibility and a reflection of professional accountability.

Process for Selection of Placements Outside of City of Study Site or Specialty Area Access
The following will be taken into consideration when assigning placements:
- Academic performance in courses completed to date which includes consideration of academic failures, GPA, nursing course average and program average.
- Clinical performance throughout the program, including review of nursing practice appraisal comments, learning plans, missed time and occurrence reports such as med errors or clinical commendations.
- Professional behavior and accountability demonstrated throughout the program, including timely response to emails and submission of pre-placement requirements by the requested deadline.
- Clinical placement history to date.
Process for Submission of Requests

- Students may submit requests for placements outside St. John’s or Corner Brook (city of site of study respectively), and within or outside Newfoundland and Labrador for NURS 3523, 4512 and 4516.

- Students returning from a leave of absence are not eligible for specialty placements, placements outside St. John’s or Corner Brook (city of site of study respectively), or outside of Newfoundland and Labrador for NURS 3523, NURS 4512 or NURS 4516 for the next clinical course expected to be completed in their program. Future placements will be considered on an individual basis.

- Students cannot submit requests for unit/hospital-specific placements within St. John’s or Corner Brook.

- The primary focus of clinical experiences in NURS 3523 and NURS 4516 will be medical and surgical clinical areas.

- Personal statements All students and a clinical reference WRSON students will be required of students requesting placements in specialty areas.

- Student must have had no previous clinical failures throughout the program.

- Clinical placements for areas outside St. John’s or Corner Brook (city of site of study respectively), will be negotiated one at a time. A student can submit 3 requests for areas outside St. John’s or Corner Brook (city of site of study respectively). All unanswered placement requests will be cancelled on the last day of classes of the preceding Semester. It is expected that students accept the first confirmed request.

- The deadline date to submit requests for NURS 3523 and NURS 4512 is prior to the last day of classes of the preceding Fall Semester.

- The deadline date to submit requests for NURS 4516 is prior to the last day of classes of the preceding Spring/Summer Semester.

- The deadline date to submit pre-placement requirements for requests outside St. John’s or Corner Brook (city of site of study respectively) for NURS 3523 and NURS 4512 is 6 weeks prior to the last day of classes of the preceding Winter Semester.

- The deadline date to submit pre-placement requirements for requests outside St. John’s or Corner Brook (city of site of study respectively) for NURS 4516 is within 6 weeks prior to the last day of classes of the preceding Fall Semester.

References


Association of Registered Nurses of Newfoundland and Labrador (2013). Approval Process for Basic Nursing Education Programs. ARNNL: St. John's, NL.

Canadian Association of Schools of Nursing (2014) CASN Accreditation Program Standards. CASN: Ottawa, ON.
Learning plans are initiated when students are falling behind the expectations for clinical performance for student at a point in the course. They are a feedback strategy used to help students to articulate and focus on strategies to improve and/or address obstacles to their learning and clinical performance so that they may continue to progress toward achievement of solid clinical practice competencies (knowledge, reflection of professional attitudes and provision of care) inherent in the course objectives.

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<thead>
<tr>
<th>Name</th>
<th>Student #</th>
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<th>Course/Semester</th>
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**Reason(s) for Learning Plan** *(Instructor initiates usually: Identify clinical performance areas not being met – could be instances or pattern of behavior.)*

**Learning Plan** *(Student designs and discusses with instructor; refined until satisfactory to both)*

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<thead>
<tr>
<th>Area(s) to be improved</th>
<th>Student Plan for improvement</th>
<th>Added Faculty Suggestions/Comments</th>
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implemented on

Student:

Clinical instructor:

Update Notes: As applicable, update notes will be added here: please note the date. Student and instructors to sign as this feedback is given and/or the learning plan changes)

<table>
<thead>
<tr>
<th>Date</th>
<th>Update</th>
<th>Signatures</th>
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APPENDIX G

PROCEDURE FOR STUDENTS DEMONSTRATING BEHAVIOUR DEEMED UNSUITABLE TO THE PROFESSION

This procedure is predicated by acknowledgement that students in the BN (Collaborative) program are professionals-in-progress such that competencies, standards and expectations of professional conduct will be developed and refined during the progression of the program. There may be behaviors demonstrated which are deemed unsuitable to the profession and can be quickly remediated upon bringing them to the student’s attention. This policy is not applicable to those instances of teaching moments and normal development into the profession.

Memorial University of Newfoundland expects that students will conduct themselves in compliance with University Regulations and Policies, Departmental Policies, and Federal, Provincial and Municipal laws, as well as codes of ethics that govern students who are members of regulated professions. As such, students in the BN (Collaborative) program are expected to demonstrate attitudes and behaviors reflective of the codes of ethics, standards, and professional competencies which direct nursing practice.

Professional behavior is expected in all learning venues including classroom, lab and clinical placement settings.

Decision to Implement a Learning Plan

The Instructor (Clinical, Class or Lab):

1. Brings the unprofessional behaviour immediately to the student’s attention by interrupting, and/or temporarily dismissing the student from the situation at hand. The student is dismissed if demonstrating behaviour unsuitable to the profession either through one serious event or a pattern of behaviours.
2. Notifies the course leader (if applicable), who will assist the instructor to determine whether a learning plan can be implemented. The instructor or course leader will notify the Associate Dean\Director or designate if further consultation is desired at this time.
3. Documents specific information about the situation/event and behaviour demonstrated. Documentation includes date(s) and time(s) when the student was informed of the occurrence or behaviour and the feedback (written or oral) given to the student to-date.
4. Meets with the student as soon as possible to review the documentation.
5. Signs and dates the documentation.
6. If applicable, collaborates with the student to develop a Learning Plan to address the unprofessional behaviour. The plan provides specific details about the objectives, strategies (e.g. review specific documents, reflection assignment, personal goal setting, follow up meetings with faculty, etc.), outcomes, and timelines that the student will have to meet. The consequences of failing to meet criteria outlined in the Learning Plan will be clearly outlined, e.g. result in a failed grade in the course and/or withdrawal from the course/program in accordance with implementation of the university calendar nursing
promotion regulations (see current University Calendar, FON, Promotion Regulations).

a. Informs the student that performance will be evaluated for consistent and sustained behaviour.

b. Informs the student that the consequence of failing to demonstrate consistent and sustained improvement will result in a failed grade and potential removal from the course or program.

c. Documents evidence of the student’s change or lack of change in relation to the noted unprofessional behaviour.

d. At the end of the course, determines if the student passes or fails the course based on performance on the evaluation criteria applicable to the course and resolution of the demonstrations of behaviour unsuitable for the profession. The instructor may consult with the course leader, Associate Dean/Director or designate as applicable.

7. If demonstrated behaviour reflects a significant breach of professional standards, agency policy or competencies mandated at a prior level of the program, or a pattern of continued behaviors which have not been resolved after multiple notations of the same, the instructor may submit a request in writing for UGSC to invoke Program Regulation 7.10 removing the student from the course at hand or the program (level of withdrawal to be specified in the request).

a. The instructor must notify the student that this pathway has been deemed necessary and a request will be submitted.

b. The request must be accompanied by all supporting documentation used by the instructor to make the request.

The Student:

1. Meets with the faculty member to discuss the observance of unprofessional behaviour.

2. Reviews the documentation.

3. Signs the form to verify they have read the document. The student’s signature does not mean that they agree with the documentation but that it was discussed with them.

4. If applicable, collaborates with the faculty member to develop a Learning Plan to address their deficiencies to meet the standards of nursing practice and/or competencies.

   a. Signs and dates the Learning Plan

   b. Works to meet all components outlined in the Learning Plan.

5. Consults at any point in the procedure with individuals such as the course leader, individuals from counselling service, Associate Dean/Director or designate.
Invocation of Promotion Regulation Clause to Remove a Student From a Course or the Program

The BN (Collaborative) Program has a long standing promotion regulation which reads as follows, “A student may be required to withdraw from a nursing course with a clinical component or from the program at any time, on the recommendation of the Committee on Undergraduate Studies, if the student is deemed unsafe in a clinical setting, or if the student’s behaviour prohibits achievement of the course or program objectives. This clause could also be applied to a student who displays unethical or unprofessional behavior in classroom, lab or clinical settings. A student who is required to withdraw from the program for any of these reasons will not be eligible for future admission/readmission to the program or the Faculty of Nursing.”.

This regulation (7.10 in 2019-2020 Calendar) is infrequently required, and when used, has predominantly focused on removal of a student from a course or the program due to “unsafe” behavior in a clinical setting. Unsafe care in a clinical setting is acknowledged to potentially be reflective of professional unsuitability. Other behaviors also are unsuitable for the profession. The procedure below is articulated to address behaviour deemed unsuitable for the professional, but are not in the category of unsafe care.

All instances of invocation of promotion regulation 7.10 (for unsafe care or other behaviour unsuitable to the profession) will follow the same procedure, but for clarity are outlined separately.

The Instructor:

1. If demonstrated behaviour reflects a significant breach of standards, agency policy or expected professional conduct, or a pattern of continued behaviors which have not been resolved after multiple notations of the same, the instructor may submit a request in writing for UGSC to invoke the program regulation removing the student from the course at hand or the program.
2. In consultation with the course leader and program coordinator (as applicable), determines that no other viable avenue is available to address the issue at hand.
3. Meets with the student to advise them that this pathway will be followed.
4. Prepares and submits a request in writing for UGSC to invoke the program regulation removing the student from the course at hand or the program (level of withdrawal to be specified in the request). The request must be accompanied by all supporting documentation used by the instructor to make the request.

The Student:

If advised of a request to invoke Regulation [7.10 in 2019-2020 Calendar, or subsequent version]:

1. Responds in writing to the request and documentation provided within 48 hours of receiving the document. It is recommended that the student discuss his/her perceptions of personal professional performance and how it relates to the standards of nursing practice
and/or competencies.

2. Consults at any point in the procedure with individuals such as the course leader, individuals from counselling service, Associate Dean/Director or designate.

3. May appeal the decision directly to the Senate Committee for Academic Appeals if it is determined that unsafe or unprofessional behaviour requires them to be withdrawn from the nursing course and/or from the program, as per the calendar regulations (see current University Calendar, General Academic Regulations, Appeal of Regulations.

The Associate Dean/Director:

1. Upon receipt of a request to invoke the Regulation [7.10 or subsequent version], the Associate Dean/Director (AD):
   a. calls a special meeting of the Site Undergraduate Studies Committee to occur within one week.
   b. notifies the student of the process in progress, and advises them that they may submit a statement and/or other documentation pertinent to the review.
   c. provides a copy of the documents to be presented by the instructor and the student to the alternate person. Each is given an opportunity to respond in writing to the other’s documents.

2. The AD prepares to chair the special meeting of UGSC to determine whether the student’s practice/behaviour as documented in the reviewed package materials requires that the student be required to withdraw from the nursing course and/or from the program as per the university calendar nursing promotion regulation.
   a. The AD coordinates the preparation of the package of materials for UGSC consideration, including the statements and documentation from the instructor and the student.
   b. All documents are redacted of the student’s name, student ID and gender identification.
   c. The meeting package is provided via an electronic file to the committee no later than 48 hours prior to the meeting.

3. The AD chairs the review meeting, ensuring that all documentation is presented to the committee, and that all discussion is fair and respectful to both the student and instructor. The AD usually will not participate in the discussion or vote, but may answer points of fact if a question arises. The AD records the decision and articulated grounds for the same, and follows up as applicable in notification to the instructor and student.

4. Decisions possible are as follows:
   a. To be withdrawn from the course.
      If the committee determines that, based on the documentation provided and the discussion held within the meeting, the behavior requires withdrawal, the student will not be permitted to continue in course activities. At the end of the semester, the student
will be assigned a grade of FAIL in the course if a clinical placement course or a maximum of 59% if a theory or lab-only course. The student is not removed from the program, and may repeat the course when next offered within the program sequence. The student will be invited to meet with the instructor for a final evaluation meeting to discuss any aspect of their performance in the course. If the same behaviors have not been documented in other courses, the student may be permitted to continue in remaining nursing courses for which they are registered in that semester.

b. Not to be withdrawn from the course.
If the committee determines that, based on the documentation provided and the discussion held within the meeting, the behavior does not require removal from the course, the student will be permitted to continue in the course activities. The student will meet with the Associate Dean/Director to discuss and address the behaviours noted. Accommodations will be made for missed clinical placement time, lab sessions, evaluated activities, and assignment deadlines (as applicable) during the period of review. The student will be subject to the same roles, responsibilities and expectations as applicable to the course at hand. At the end of the semester, the grade achieved will be allocated.

c. To be withdrawn from the Program
If the committee determines that, based on the documentation provided and the discussion held within the meeting, the student must be removed from the program, the student will be advised of the same and dropped from all nursing courses for the semester effective immediately. Notation of “Required to Withdraw RWD” will be allocated to all nursing courses on the students’ transcript of that semester. The student is ineligible for readmission to the program.

d. Not to be required to withdraw from the Program.
If the committee determines that, based on the documentation provided and the discussion held within the meeting, the action of immediate removal from the program is not merited, the student may continue in the program. This decision does not preclude the following:
   i. The student may be removed from the course(s) in which the behavior was noted. The policy outlined in (a) above would be followed.
   ii. The committee may include a remedial program to be followed if the student remains in the program. Any remedial activities will be articulated during the meeting and included in the decision letter provided to the student.