

**FACULTY OF NURSING  
UNDERGRADUATE STUDENT  
HANDBOOK  
2019-2020**

**Specific to:**

**4 Year Option students in Years 3 or 4  
&  
Fast track Option students Year 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 school 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 (CRNNL) to 2022. The CRNNL 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, and 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. Practise holistic nursing within a variety of settings, by collaborating with individuals, families, groups and communities, to assist them to achieve health and well-being through health promotion, illness and injury prevention, maintenance, restoration and palliation.

2. Practise the caring ethic as an integral dimension of nursing.
3. Create a caring environment through effective communication with individuals, families, groups and communities.
4. Develop an approach to the care of individuals, families, groups and communities which reflects a synthesis of concepts and theories of sciences, humanities and nursing.
5. Create a personal framework for nursing practice.
6. Provide competent nursing care to meet the health related needs of individuals, families, groups and communities.
7. Use management and leadership skills to co-ordinate and enhance health care with society.
8. Foster the extension of nursing knowledge through use of and participation in nursing research.
9. Use critical thinking to assist individuals, families, groups and communities to achieve health and well-being.
10. Participate in interprofessional practice among the different health care providers participating in the delivery of health care.
11. Appraise how nursing roles emerge as the needs of society evolve.
12. Practise nursing in relation to legal, ethical and professional standards.
13. Accept responsibility for lifelong personal and professional growth using formal and informal strategies for the continuous discovery of knowledge.
14. Recognize the contributions of the nursing profession in global health affairs.
15. Accept responsibility for the promotion of change in health care in

response to social, cultural, political, and economic factors.

### 3.0 BACHELOR OF NURSING (COLLABORATIVE) PROGRAM

#### 3.1 Program Framework

##### *Mission*

The mission of the BN (Collaborative) Nursing Program is to prepare competent entry-level nurses to practice in a variety of settings in a changing health care environment. The program fosters life-long learning, a spirit of inquiry and the pursuit of excellence. The program reflects the collaborative efforts of the province's three Schools of Nursing: The Centre for Nursing Studies, Memorial University of Newfoundland Faculty of Nursing, and Western Regional School of Nursing.

##### *Philosophy*

The philosophy is comprised of the following: beliefs about person, society, environment, health, nursing, and nursing education.

##### 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 her/his 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.

##### Society

Society is the composite of persons sharing a variety of values, interests, needs, and goals that change over time. Society unfolds from a heritage of human interaction and transition. It influences and is influenced by nursing practice and health care.

### Environment

Environment is inclusive of social and physical components, surroundings, and circumstances of the person as well as the political, cultural, and economic structures of the global environment.

### 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 (Federal Provincial and Territorial Advisory Committee on Population Health, 1994). Wellness and illness are dimensions of health.

### Nursing

Nursing is an evidence-informed practice profession grounded in the integration of art and science. The art of nursing is reflected in nurses' behaviors, relationships, and attitudes. The science of nursing is based on the body of knowledge of the discipline of nursing and its synthesis with the natural, social, and behavioral sciences.

Nursing focuses on the interrelationship between persons, society, environment, and health in achieving health outcomes.

Caring, a central concept in nursing is interpreted to include competence, conscience, commitment, confidence, and compassion (Roach, 1992). Caring involves the development of empowering

relationships that preserve, protect, and enhance human dignity (Canadian Community Health Nursing Standards of Practice, 2003).

### Nursing Education

Nursing education is the preparation of graduates with knowledge, values, attitudes, and skills that are necessary for professional practice and with a foundation for continued learning at advanced levels of education (CASN, 2004).

#### *Conceptual Framework*

The conceptual framework of the BN (Collaborative) program consists of three main tenets: curriculum, teaching and learning, and nursing practice.

### Curriculum

The curriculum is an organized and sequential plan of educational opportunities. While nursing knowledge is a major emphasis, the arts and sciences enhance the broad knowledge base required. The curriculum builds on and incorporates previously learned concepts and reflects the principles of primary health care (WHO, 2018).

It is informed by evidence and grounded in nursing's values, knowledge, theories, and practice. The curriculum also provides the basis for further education.

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 dimension of health, 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, society, environment, and nursing.

Opportunities are provided to enable students to acquire the competencies (knowledge, values, attitudes and skills) required for entry-level practice. Critical thinking skills including professional reflection, self-evaluation, ethical decision-making, and clinical judgment are facilitated progressively throughout the curriculum. Technological competence is enhanced through use of information technologies and infrastructure.

The curriculum emphasizes the development of partnerships among students, educators, and others, e.g., healthcare professionals, throughout the educational process. Interprofessional learning, consistent with primary health care, 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 are also taught to identify and respond to emerging nursing and health issues.

### 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 program uses a participatory/collaborative approach to nursing education that provides direction for the teaching and learning experiences. The humanistic educational climate fosters caring, respect for self and others, autonomy, critical thinking, 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 acknowledge diverse student life experiences 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. Educators have the responsibility to ensure that evaluation practices and standards are consistent with university policies, and with national and provincial nursing education standards.

### Nursing Practice

The goal of nursing practice is to assist persons across the lifespan in a variety of practice settings to achieve their desired health outcomes. 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.

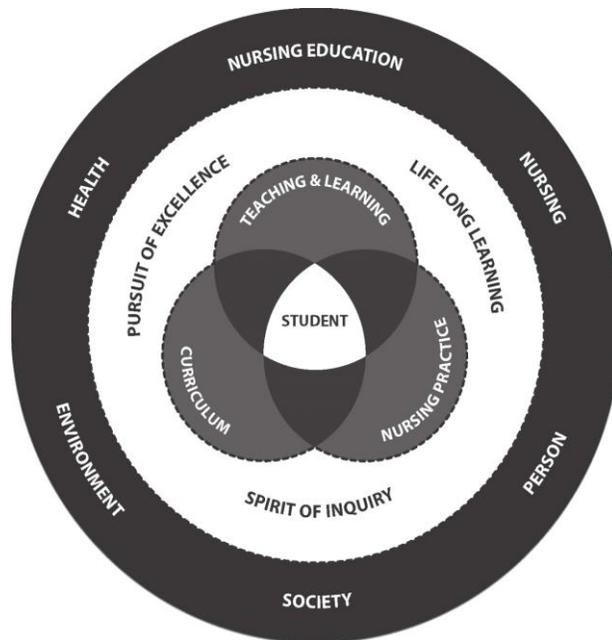
Nursing practice requires collaborative relationships and partnerships with persons, health team members, and other sectors of the community in the performance of nursing roles. Nurses also collaborate with persons in the mobilization of communities toward healthy development and capacity building. Nursing 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 social, 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 CNA 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.

## Conceptual Framework Model

### BN (Collaborative) Program

The conceptual model of the BN Collaborative program is student focused as evidenced by the student at the center. The three overlapping center circles (teaching & learning, nursing practice, & curriculum) embracing the student represent the BN Collaborative Program conceptual framework tenets. The inside white circle represents the mission statement of the program and the outside black circle represents the philosophy of the program. The broken lines within the model represent the dynamic interaction among the concepts of the model.



## 3.2 Course Sequencing - BN (Collaborative) Program

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

Term	Required Courses - <u>4-Year Option</u>
Fall Year 1 Academic Term 1	Biochemistry 1430  3 credit hours in English  NURS 1002  NURS 1003  NURS 1004
Winter Year 1 Academic Term 2	NURS 1012  NURS 1014  NURS 1015  NURS 1016  NURS 1017  NURS 1520  Psychology 1000
Fall Year 2 Academic Term 3	NURS 2003  NURS 2004  NURS 2014  NURS 2514  Statistics 1510 or 2500, or equivalent, or Education 2900
Winter Year 2 Academic Term 4	Biology 3053  3 credit hours in English  NURS 2002  NURS 2017  NURS 2502

Term	Required Courses - <u>4-Year Option</u>
	NURS 2520  3 credit hours in any one of Sociology or Anthropology or Archaeology
Fall  Year 3  Academic Term 5	NURS 3012  NURS 3014  NURS 3104  NURS 3513  NURS 3514
Winter  Year 3  Academic Term 6	3 credit hours in Business  NURS 3001  NURS 3113  NURS 3501  3 credit hours chosen from Philosophy 2500 to 2599 or Religious Studies 2610
Spring  Year 3  Academic Term 7	NURS 3523
Fall  Year 4  Academic Term 8	NURS 4100  NURS 4103  NURS 4501  3 credit hours in Political Science
Winter  Year 4  Academic Term 9	NURS 4512  NURS 4516

**Note:** 6 Elective credit hours in total chosen from any academic unit must be completed during the Program (can be completed in any academic term or during a Spring semester).

3.2.2 Table 2. Course Sequencing Fast Track Option - MUNFON Site

Term	Courses – Fast Track Option
Fall  Year 1  Academic Term 1	NURS 1002  NURS 1003  NURS 1004  NURS 1015  NURS 1016  NURS 1017
Winter  Year 1  Academic Term 2	NURS 1012  NURS 1014  NURS 1520  NURS 2003  NURS 2004
Spring  Year 1  Academic Term 3	NURS 2002  NURS 2502  NURS 2520  NURS 3012  NURS 3512
Fall  Year 2  Academic Term 4	NURS 2514  NURS 3014  NURS 3104  NURS 3514  NURS 4101  NURS 4103

Term	Courses – Fast Track Option
Winter Year 2 Academic Term 5	NURS 3001  NURS 3113  NURS 4100  NURS 4502  NURS 4512
Spring Year 2 Academic Term 6	NURS 3523  NURS 4516

### 3.3 BN (Collaborative) Program Levelled Objectives

Year I	Year II	Year III	Year IV
1. Practise holistic nursing by collaborating with individuals, within the context of family, to assist them to achieve health and well-being through health promotion and protection.	1. Practise holistic nursing within a variety of settings by collaborating with individuals, families, groups, and communities, to assist them to achieve health and well-being through health promotion, protection and maintenance	1. Practise holistic nursing within a variety of settings by collaborating with individuals, families, groups, and communities to assist them to achieve health and well-being through health promotion, protection, maintenance, restoration, and palliation.	1. Practise holistic nursing within a variety of settings, by collaborating with individuals, families, groups, and communities, to assist them to achieve health and well-being through health promotion, protection, maintenance, restoration, and palliation.
2. Discuss caring as an integral dimension of nursing.	2. Demonstrate commitment to caring as an integral dimension of nursing.	2. Integrate the caring ethic as an integral dimension of nursing.	2. Practise the caring ethic as an integral dimension of nursing.

Year I	Year II	Year III	Year IV
3. Create a caring environment through use of effective communication skills with individuals.	3. Create a caring environment through effective communication with individuals, families, groups, and communities.	3. Create a caring environment through effective communication with individuals, families, groups, and communities.	3. Create a caring environment through effective communication with individuals, families, groups, and communities.
4. Discuss concepts and theories of nursing, arts, and sciences in the care of individuals.	4. Apply concepts and theories of nursing, arts and sciences in the care of individuals, families, groups, and communities	4. Integrate concepts and theories of nursing, arts and sciences in the care of individuals, families, groups, and communities.	4. Develop an approach to the care of individuals, families, groups, and communities which reflects a synthesis of concepts and theories of nursing, sciences and humanities.
5. Explain the conceptual framework of the collaborative program.	5. Apply concepts of the conceptual framework of the collaborative program to guide nursing practice.	5. Analyze the conceptual framework of the collaborative program in relation to conceptual frameworks for nursing practice.	5. Create a personal framework for nursing practice.
6. Provide competent nursing care to individuals through health promotion and protection.	6. Provide competent nursing care to individuals, families, groups, and communities through health promotion, protection, and maintenance.	6. Provide competent nursing care to individuals, families, groups, and communities through health promotion, protection, maintenance, restoration, and palliation.	6. Provide competent nursing care to meet the health related needs of individuals, families, groups, and communities.
7. Establish priorities in the organization of care in collaboration with individuals.	7. Establish priorities in the organization of care in collaboration with individuals, families, groups, and communities.	7. Use management and leadership skills to co-ordinate care with individuals, families, groups, and communities.	7. Use management and leadership skills to co-ordinate and enhance health care within society.

Year I	Year II	Year III	Year IV
8. Articulate a beginning understanding of the relationship between nursing research and practice.	8. Use nursing research literature to identify rationale for nursing practice.	8. Analyze nursing research literature as it relates to nursing practice.	8. Foster the extension of nursing knowledge through use of and participation in nursing research.
9. Develop critical thinking skills to assist individuals to achieve health and well-being.	9. Apply critical thinking skills to assist individuals, families, groups, and communities to achieve health and well-being.	9. Use critical thinking skills to assist individuals, families, groups, and communities to achieve health and well-being.	9. Use critical thinking to assist individuals, families, groups, and communities to achieve health and well-being.
10. Demonstrate an understanding of the roles and relationships of inter-professional team members.	10. Participate in collegial relationships as a team member in a learning environment	10. Collaborate in collegial relationships with members of the inter-professional health care team.	10. Participate in inter-professional practice with health care providers in the delivery of health care.
11. Explain the roles of the professional nurse.	11. Recognize how nursing roles emerge in relation to health care situations.	11. Assume appropriate nursing roles in relation to health care situations.	11. Appraise how nursing roles emerge as the needs of society evolve.
12. Discuss the legal, ethical and professional standards that guide the practice of nursing.	12. Apply the legal, ethical and professional standards that guide the practice of nursing.	12. Analyze nursing practice in relation to legal, ethical, and professional standards.	12. Practise nursing in relation to legal, ethical, and professional standards.
13. Demonstrate, with guidance, self-direction in learning.	13. Demonstrate personal and professional growth through a self-directed approach to learning.	13. Accept responsibility for lifelong personal and professional growth through self-directed learning.	13. Accept responsibility for lifelong personal and professional growth using formal and informal strategies for the continuous discovery of knowledge.
14. Articulate a beginning knowledge of the components of the Canadian	14. Analyze the factors that impact the Canadian health	14. Discuss the interrelationship between nursing and the health care	14. Recognize the contributions of the nursing profession in global health

Year I	Year II	Year III	Year IV
health care system.	care system.	system.	affairs.
15. Identify current social, cultural, political, technological, and economic factors which impact on achievement of health and well-being.	15. Discuss the impact of current social, cultural, political, technological, and economic factors on achievement of health and well-being.	15. Examine the need to promote change in health care in response to social, cultural, political, technological, and economic factors.	15. Accept responsibility for promotion of change in health care in response to social, cultural, political, technological, and economic factors.

August 2012

## 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 for 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 2019 CNSA Atlantic Regional Conference will be taken place in Moncton, in November (7-9<sup>th</sup>). The 2019 Canadian Nursing Students' Association National Conference will be held in Montreal, Quebec in Late January or early February (Dates and theme to be determined).

**How does CNSA fulfil 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 Academic 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:

- Academic 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 School at public events require prior permission from the Dean of the School 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 fund-raisers 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/>

Fund-raising activities conducted for non-charitable or non-professional purposes (e.g., fund-raisers 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 the school, 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 Policy

Many scented products 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 or other strong scents. Please do not wear scented products to clinical, 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](mailto:health.safety@mun.ca) or 864-3659.

## 7.0 IDENTIFICATION CARDS/BADGES

During the Fall semester of Year 1, students get a name pin and two photo IDs (a MUN Campus card and a Clinical ID badge for Eastern Health Agencies). For all students, the Campus Card ID will be needed for exams and for access to student

resources. The Clinical ID badge and name pin 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 School's procedure for lost IDs must be followed in order to obtain a replacement.

Students are usually asked to return the ID to their clinical instructor during their N4516 final evaluation lecture. 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 or program delay), the Clinical ID will be kept by the Clinical Program Administrator until the student's return.

## 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 as it 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 helpline for Information Technology Services at (709) 864-4595.

## 8.2 Updating Contact Information

It is important that the School 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 opened for practice during evening and weekend hours under the supervision of student assistants. 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 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.

- 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 the LRC 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 Fast Track Students. If you wish 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. Fast Track student locks must be removed 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 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/>

## 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/>)

## 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 and TB skin testing, etc.

The Centre offers several counselling services; some of these are listed below. See <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.php>

All requests for IMMUNIZATIONS given at MUN, titres 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/csu/](http://www.mun.ca/csu/).

#### 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 Department 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 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>

#### **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](mailto: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 believe you 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/](http://www.mun.ca/sexualharassment/home/)].

### 9.13 Glenn Roy Blundon Centre for Students with Disabilities

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](http://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](http://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 3<sup>rd</sup> and 4<sup>th</sup> year students. Further the Government of NL offers a small bursary to 3<sup>rd</sup> and 4<sup>th</sup> 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 School 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 of Newfoundland, 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-aicc.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 of Newfoundland are expected to demonstrate reasonably sophisticated and effective communication skills (University Regulation 6.9.3 in 2019-2020 *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 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 SON faculty as a means of providing PowerPoint presentations, discussion forums, copies of readings, and e-mail, etc., for their on-campus students. Orientation to this system is available at <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 School 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. To ensure this, 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 Booklet 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 booklet 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 booklet 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 School as per timelines indicated in the booklet.
- 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 the four year or the two year 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 Booklet.

*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 15<sup>th</sup>, 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 School. This course is valid for three years. The Faculty of Nursing usually does not require you to update your First Aid certification.

**11.3.3 Immunizations and TB Testing**

Please see Student Pre-Clinical Requirements Booklet

([http://www.mun.ca/nursing/undergraduates/Stud\\_PreClinic\\_Reqs\\_2017\\_final\\_doc.pdf](http://www.mun.ca/nursing/undergraduates/Stud_PreClinic_Reqs_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 Fast Track 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 Requirements documents for your records (for example, immunization, PHIA, CPR, Certificate of Conduct and Vulnerable Sector Check, etc).*

#### **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 registration. 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 in 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. Following the Oath, 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 signed Oat document for your records.

#### 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 Longterm Care agencies, and the second for acute care agencies in Eastern Health. Note that you may not be using the second user name 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 user names 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.
  - A new meditech password is requested through Eastern Health.
  - 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.
  - The new password will not be provided to the student until an incident report has been completed and received by the Secretary to the Associate Dean. The student will not

be notified to make arrangements to pick up the password until the incident report has been submitted.

### 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 be requested to 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 D2L is utilized for clinical courses, no identifiable information should be used in the postings. Clinical instructors

will be responsible to provide detailed instructions if student 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 scarves are not permitted. 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, and 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 a 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 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 when in client care areas and 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. Sweatshirt and hoodies also are not to be worn in client care areas.

### 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 school name tag, a photo identification badge and school crest on the upper left uniform sleeve. The student's full name must be visible at all times in all clinical areas.

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.

Suitable footwear includes casual shoes with enclosed toe and heel, and dress boots.

Faculty, during orientation, will advise students as applicable 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 – Extended Practicum III, NURS 4512 and NURS 4516) need 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. Therefore, faculty should have student cell phone numbers to contact them prior to the clinical day, if possible. 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. The 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

#### (excluding High Alert Medications)

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 school 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 school 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 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.

The Faculty of Nursing recognizes 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*, [if through many occurrence or a pattern of behaviour\*,] a process is put in place to assist the student towards achieving competent and safe practice (see Section 15.4 *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 (see Appendix D for more information regarding Clinical Placement Coordination)

The following will be used to determine clinical placement assignments:

- Clinical placement history
- Academic performance in courses completed to date
- Clinical performance throughout the program; this includes nursing practice appraisal comments, consideration of learning plans, med errors, occurrence reports, sick time, etc.

- Student's professional behaviour demonstrated throughout the program

In addition, the following will be used to determine students' eligibility for clinical placements outside the St. John's and Corner Brook areas and outside of the province.

- Student must have had no previous clinical failures throughout the program.
- Pre-clinical placement requirements must have been met by the last day of class of the preceding semester to receive approval for an out of city/out of province placement, regardless of whether or not the placement is confirmed by the agency.

### 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 School increasingly makes 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 car-pooling 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. 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 School is happy with the success already seen and implemented the use of ATI for all classes.

## 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 school 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](http://www.mun.ca) is the tool 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](mailto: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 Fast Track 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 card 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 - 11<sup>th</sup> week of the semester

Course evaluation - 12<sup>th</sup> 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/> under University Regulations, General Academic Regulations for additional information regarding the following topics:

Appeal of Regulations:

- General Information
- Appeal Procedures
- Information Required in Letters of Appeal
- Information Required for Medical Certificates
- Access to Final Examination Scripts
- Re-reading of Final Examination Scripts

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 15, 2020 is the final date for filing with the Registrar Office applications for Spring 2020 Convocation.
- July 15, 2019 is the final date for filing with the Registrar Office applications for Fall 2019 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 will offer 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** N1003, N1017 and N1520.

- 1) In September, the Associate Deans/Directors of each site will inform Year 1 students who are LPNs of the opportunity to **Challenge for Credit** courses N1003, N1017 and N1520.
- 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 N1520. 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 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 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 Web once grades are officially released by the university. The Associate Dean 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. 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 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 the MUN Web Site 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 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 Fast Track Option: If your grade is 59% or less you are required to withdraw from the BN (Collaborative) Fast Track 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 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.
- 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 via email. Students must respond to the Associate Dean 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 courses, and just prior to the next semester for winter and spring semester courses.
- The dates for 2019-2020 supplementary exams are:
  - Friday, January 3, 2020 for Fall courses
  - Friday, April 24, 2020 for Year 2 (4YO) Winter courses
  - Friday, May 1, 2020 for Year 1 & 3 (4YO) & Year 1 (AO) Winter courses

▪ *Friday, June 26, 2020 for Year 1 (AO) Spring courses* <sup>\*Tentative</sup>

- 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 Access to Fast Track Courses by Students in the 4-Year Option Who Have Failed a Course

*Premise:* Students may request access to Fast Track course offerings to enable continued sequencing of their program of studies.

- 1) Student must have been eligible for a supplementary examination in the course.
- 2) Student must have no failures in any other courses (nursing or non-nursing) in the same semester.
- 3) Student must be provided with guidance before making the decision to repeat a course within the Fast Track sequence. In particular, students must be advised that a second failure in the same course (having been repeated with the Fast Track cohort and failed) will result in withdrawal

from the program as per the ACADEMIC STANDARDS AND PROMOTIONS.

- 4) The decision to accommodate the student within the Fast Track cohort size for the respective course is contingent on the resources in place to support the FT offering.

#### 15.6 Guidelines for Re-reads of Final Examinations

A student who makes an inquiry about the re-reading of final examination scripts should be referred to the University Calendar, University Regulations (Undergraduate): 5.7.5 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, who normally would receive the request, will delegate the responsibility to conduct the re-read to the Associate Dean.
- 2) The Associate Dean 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 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 and will return all pertinent documents. The professor will be expected to grade the re-read script within 48 hours.

- 9) The Associate Dean 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.

**15.7 Student at Risk of Clinical Failure or Deemed Unsafe in Clinical Practice**

The School of Nursing recognizes 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.

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\*.

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

*The faculty member will inform the preceptor or co-signed nurse or agency contact that they should notify the faculty member as early as possible if either of the above expectations is not met. This provides for timely initiation of remedial activities to maximize a student's clinical progress.*

#### Definitions

At Risk: A student is considered to be *at risk* for clinical failure if s/he has consistent difficulty meeting the Nursing Practice Appraisal Criteria or other designated evaluation criteria in clinical courses.

Unsafe: A student is considered to be *unsafe* in clinical practice when his/her performance places himself/herself or another individual at risk for, or actually causes physical, psychosocial, or emotional harm.

The School of Nursing recognizes 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. If the *at risk* student's performance does not improve, the student will fail the clinical course. If the *unsafe* student's performance

does not improve and continues to place himself or herself or others at harm or potential harm, the student will fail the clinical course and student may be withdrawn from the program in accordance with the SON Promotion Regulations (see current University Calendar)

*Procedure for the At Risk Student*

The Clinical Instructor:

1. Identifies the occurrence or pattern of behaviour\* that places the student at risk of clinical failure and arranges to meet and discusses the same with the student as soon as possible.
2. Informs the Course Leader. (At any point in the procedure, the course leader may inform the Associate Dean or designate.)
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 documentation.
5. Signs and dates the documentation.
6. Collaborates with the student to develop a Learning Plan to address his/her deficiencies in meeting 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), 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.

7. Informs the student that his/her clinical performance will be evaluated for consistent and sustained improvement in accordance with the Learning Plan.
8. Advises the student that the consequences of failing to demonstrate consistent and sustained improvement in nursing practice will result in a failed grade.
9. Holds periodic meetings with the student to discuss progress toward meeting the Learning Plan objectives.
10. 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.
11. Determines if the student passes or fails the course in consultation with the course leader, Associate Dean or designate.

**The Student:**

1. Meets with the faculty member to review the documentation.
2. Signs the form to verify s/he has read the document. The student's

signature does not mean that they agree with the documentation but that it was discussed with him/her.

3. Responds in writing to the documentation, if desired, within 48 hours of receiving the document. It is recommended that the student discuss his/her 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.
4. Collaborates with the faculty member to develop a Learning Plan to address his/her deficiencies to meet the standards of nursing practice and/or competencies.
5. Acknowledges in writing that s/he is willing to participate in this Learning Plan.
6. Meets all components outlined in the Learning Plan.
7. Consults at any point in the procedure with individuals such as the course leader, individuals from counselling service and/or Associate Dean 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 or a pattern of unsafe behaviours\*.
2. Notifies the course leader, who will notify Associate Dean or

designate as necessary.

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.
6. 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), 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 program in accordance with implementation of the university calendar nursing promotion regulations (see current University Calendar, SON, Promotion Regulations).
7. Informs the student that clinical performance will be evaluated for consistent and sustained improvement in accordance with the

Learning Plan.

8. Informs the student that the consequence of failing to demonstrate consistent and sustained improvement in nursing practice will result in a failed grade.
9. Holds periodic meetings with the student to discuss progress toward meeting the Learning Plan objectives.
10. 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.
11. Determines if the student passes or fails the course in consultation with the course leader, Associate Dean/Director or designate as necessary.
12. The Associate Dean/Director consults with the Committee on Undergraduate Studies, at any point, as necessary, to review the unsafe clinical practice of the student. The committee will make a determination as to whether the unsafe practice 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.

The Student:

1. Meets with the faculty member to review the documentation.
2. Signs the form to verify s/he has read the document. The student's

signature does not mean that s/he agrees with the documentation but that it was discussed with him/her.

3. Responds in writing to the documentation, within 48 hours of receiving the document. It is recommended that the student discuss his/her 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.
4. Collaborates with the faculty member to develop a Learning Plan to address his/her deficiencies to meet the standards of nursing practice and/or competencies.
5. Meets all components outlined in the Learning Plan.
6. Acknowledges in writing that s/he is willing to participate in this Learning Plan.
7. Consults at any point in the procedure with individuals such as the course leader, individuals from counselling service, Associate Dean or designate.
8. May appeal the decision if it is determined that unsafe behaviour requires him/her 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).

**\*Note:** In relation to the standards of nursing practice and/or competencies as outlined in the Nursing Practice Appraisal (NPAF)

criteria and/or other course designated evaluation criteria.

### 15.8 Guidelines for Return to the School 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 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 School 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 Ceremony

This event is organized by the Associate Dean of Undergraduate Programs and a committee from 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

American Psychological Association. (2010). Publication manual of the American Psychological Association (6<sup>th</sup> ed.). Washington, D.C.: Author.

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>

#### 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

## 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 (Association of Registered Nurses of Newfoundland and Labrador (CRNNL, 2006; CRNNL 2013a; CRNNL 2013b; CASN 2014);
- ensures that student practice learning experiences reflect national and jurisdictional standards and prepares graduates to achieve entry-level competencies (CRNNL, 2013; CASN 2014);
- works in partnership with health care settings to ensure that students have access to quality practice learning experiences (CRNNL, 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 Placement Assignments

1. Clinical placements will be assigned by the Faculty of Nursing for clinical courses throughout the program.
  - a. Group clinical courses will use a variety of clinical areas to support learning.
  - b. The primary foci of clinical experiences in N3523 and N4516 will be medical and surgical clinical areas.
2. Students may submit requests for placements outside St. John's or Corner Brook (city of site of study respectively), within or outside Newfoundland and Labrador for N3523, N4512 and N4516.

3. Students cannot submit requests for unit/hospital-specific placements within their site of study city (St. John's or Corner Brook respectively).
4. It is the decision of the Faculty of Nursing to approve student placements.
5. Placements may be changed at any time due to unforeseen circumstances.

### Approval Criteria for Clinical Placements

The following will be used to determine clinical placement assignments:

- Clinical placement history
- Academic performance in courses completed to date
- Clinical performance throughout the program; this includes nursing practice appraisal comments, consideration of learning plans, med errors, occurrence reports, sick time, etc.
- Student's professional behaviour demonstrated throughout the program

In addition, the following will be used to determine students' eligibility for clinical placements outside the St. John's and Corner Brook areas and outside of the province.

- Student must have had no previous clinical failures throughout the program.
- Pre-clinical placement requirements must have been met by the last day of class of the preceding semester to receive approval for an out of city/out of province placement, regardless of whether or not the placement is confirmed by the agency.

### References

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

Association of Registered Nurses of Newfoundland and Labrador (2013b). *Competencies in the Context of Entry-Level Registered Nurse Practice 2013-2018*. CRNNL: St. John's, NL. Retrieved from

[https://www.arntl.ca/sites/default/files/documents/RD\\_ARNNL\\_Entry-Level\\_Registered\\_Nurse\\_Compencies.pdf](https://www.arntl.ca/sites/default/files/documents/RD_ARNNL_Entry-Level_Registered_Nurse_Compencies.pdf).

Association of Registered Nurses of Newfoundland and Labrador (2006). *Scope of Nursing Practice: Definition, Decision-Making & Delegation*. CRNNL: St. John's , NL. Retrieved from [https://www.arntl.ca/sites/default/files/RD\\_Scope\\_of\\_Nursing\\_Practice.pdf](https://www.arntl.ca/sites/default/files/RD_Scope_of_Nursing_Practice.pdf)

Canadian Association of Schools of Nursing (2014) *CASN Accreditation Program Standards*. CASN: Ottawa, ON.

APPENDIX E  
LEARNING PLAN TEMPLATE

BACHELOR OF NURSING (COLLABORATIVE) PROGRAM  
 MUNFON STUDENT LEARNING PLAN

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

Name	Student #
Course/Semester	Date

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*)

Area(s) to be improved	Student Plan for improvement	Added Faculty Suggestions/Comments

Area(s) to be improved	Student Plan for improvement	Added Faculty Suggestions/Comments

Plan 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)*

Date	Update	Signatures