



**CONTINUING NURSING STUDIES**

**INTERNATIONALLY EDUCATED NURSE (IEN)  
BRIDGING/RN AND LPN RE-ENTRY PROGRAM  
STUDENT HANDBOOK**

**2026-27**

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# 1. GENERAL INFORMATION

## 1.1 MESSAGE FROM THE CNS

Welcome to the Centre for Nursing Studies (CNS) and Continuing Nursing Studies.

The CNS is operated by NL Health Services (NLHS) and is located in St. John's, at the Dr. Leonard A. Miller Centre (LAMC) site, in the adjacent Southcott Hall building. The CNS offers a variety of programs across the continuum of nursing education.

This handbook is intended to provide information needed by students in the Internationally Educated Nurse (IEN) Bridging/RN and LPN Re-Entry Program. Regulations that govern the academic, clinical, and professional components of the program are described as well as information related to the resources available to students. Students must meet the applicable course and/or program and other regulations as outlined in this handbook. Please refer to the table of contents at the beginning of the handbook for a listing of its contents.

**NOTE:** Any alterations to existing policies or regulations after publication will supersede what is in print in this handbook. Students will be notified of any changes to the published regulations, policies or information outlined in this handbook.

## 1.2 CNS MISSION, VISION AND VALUES

### **Our Mission**

The Centre for Nursing Studies will deliver a continuum of nursing education programs that prepares highly competent practitioners and leaders through a commitment to excellence in teaching, practice, research and other domains of scholarship.

### **Our Vision**

Excellence and leadership in nursing education, innovation, partnerships, research and other domains of scholarship.

### **Our Values**

#### *Collaboration*

We value collaboration as the guiding principle in our approach to education, research and other domains of scholarship, practice, and international programming.

#### *Diversity*

We embrace diversity and foster equity and inclusion within a culturally safe environment for students, faculty, staff, and partners.

*Excellence*

We commit to excellence in the delivery of student-centered nursing programs that prepare the highest quality practitioners and leaders.

*Professionalism*

We embody professionalism and the highest standards of integrity, ethical behavior, accountability, and transparency.

*Respect*

We create respectful and psychologically safe teaching and learning environments with students, faculty, staff and partners.

### **1.3 CENTRE FOR NURSING STUDIES PROGRAMS**

The CNS offers a Bachelor of Science in Nursing (Collaborative) Program and a Practical Nursing Program. The Bachelor of Science in Nursing (Collaborative) Program is offered in partnership with Memorial University Faculty of Nursing and Western Regional School of Nursing. The Nurse Practitioner Program is offered through Memorial University Faculty of Nursing at the Masters level. Faculty members at the CNS teach the Nurse Practitioner courses as part of its partnership with Memorial University Faculty of Nursing in delivery of the program. The CNS also offers Continuing Nursing Studies post-basic specialty programs, professional development courses, an Internationally Educated Nurses (IEN) bridging program, and re-entry programs for both registered (RNs) and licensed practical nurses (LPNs) across the province. Many of the human resources and services at the CNS are shared across all programs.

### **1.4 IEN BRIDGING/RN AND LPN RE-ENTRY PROGRAM**

The IEN Bridging/RN and LPN Re-Entry Program is offered as part of Continuing Nursing Studies. The IEN Bridging/RN and LPN Re-Entry Program is offered to nurses who are either a) educated and registered in countries outside of Canada and have been assessed as requiring additional education in order to obtain a practising license as a RN in Canada, b) no longer have sufficient practice hours to maintain a practicing license or c) have been ordered to complete a re-entry program (in part or full) to fulfill recommendations following assessment by the regulatory body and/or health care authority.

## 1.5 CNS CONTACT INFORMATION

### Director - CNS

Dr. Kathy Watkins: [kwatkins@mun.ca](mailto:kwatkins@mun.ca) Office 1030 709-777-8161

### Associate Director, Non-Degree Programs

Denise Miller: [denise.miller@mun.ca](mailto:denise.miller@mun.ca) Office 1027 709-777-8181

### Coordinator, Continuing Nursing Studies

Natasha Churchill: [natasha.churchill@mun.ca](mailto:natasha.churchill@mun.ca) Office 1017 709-777-8196

### Secretary, Continuing Nursing Studies

Stephanie Barrington: [stephanie.barrington@mun.ca](mailto:stephanie.barrington@mun.ca) Office 1026 709-777-8162

### Registrar, Non-Degree Programs

Catherine Rice [catherine.e.rice@mun.ca](mailto:catherine.e.rice@mun.ca) (on leave)

Michelle Peddle [michelle.peddle@mun.ca](mailto:michelle.peddle@mun.ca) Office 1007 709-777-8174

### Business Officer

Ann Jellah Layam: [ann.jellah.layam@mun.ca](mailto:ann.jellah.layam@mun.ca) Office 1032 709-777-6644

### Operations Officer

Kerry Greeley: [kerry.greeley@mun.ca](mailto:kerry.greeley@mun.ca) Ground Floor 709-777-8179

CNS Website: <https://cns.easternhealth.ca/>

## 1.6 FINANCIAL INFORMATION GOVERNING FEES AND RECEIPTS

### Centre for Nursing Studies Online Payment

The Centre for Nursing Studies accepts online payment by Visa and MasterCard. A *non-refundable* 2.50% convenience fee will be applied to credit cards. Online payments can be completed by going to the link below and scrolling to the **pay online** option at the bottom of the page.

<https://cns.easternhealth.ca/programs-and-courses/continuing-nursing-studies/tuition/>

Payment by cash, cheque or debit card can be made by visiting the Business Office at Southcott Hall during regular business hours.

For payment by mail, please use:

**Business Office**

**Jellah Layam (Office 1032)**

Centre for Nursing Studies  
Southcott Hall  
100 Forest Road  
St. John's, NL A1A 1E5  
Canada

For payment by wire transfer, please  
E-mail [al4415@mun.ca](mailto:al4415@mun.ca) for banking information.

Supplementary Examination Fee: The fee for writing a supplementary examination is **\$100**. Payment is to be made to online at [Eastern Health - CNS Online Payment System](#)

Students are not permitted to write a supplementary examination until the examination fee has been paid.

Receipts: Students should retain all tuition and other program fee receipts. In the event of a dispute regarding the payment of fees, the CNS will be considered correct unless the student provides evidence of payment through the original receipt.

Late Payment and Outstanding Fees:

- Semester payments are due no later than two weeks from the start of the semester.
- Students with outstanding accounts will:
  - be ineligible to schedule or write exams;
  - be ineligible to register for courses for a subsequent semester;
  - not be issued a grade report or academic transcript;
  - not be awarded a certificate of program completion.

Tuition Reimbursement for Students Who Withdraw from the Program:

- Within one week following start of classes, 100% of tuition.
- Within two weeks following the start of classes, 50% of tuition.
- No tuition will be refunded at commencement of the third week following The start of classes.

Income Tax Forms and Receipts: The CNS is required to issue a T2202A Tuition and Education Income Tax Form to students with respect to eligibility for the tax credits relative to education and tuition fees paid.

This form does not require students to attach receipts, but it is recommended that receipts are retained. Complete information including the Interpretation Bulletin of Revenue Canada is available in the CNS Learning Resource Centre.

Other Associated Program Costs: Students are provided with an approximated textbook cost list; students are responsible for purchasing textbooks. Other program costs including uniforms, lab coats and other supplies are purchased individually by the student. Please refer to the Instructional Resource Centre Dress Code and Clinical Dress Code sections of this Handbook before purchasing clinical or lab attire and for information related to clinical equipment needs. The CNS is not responsible for costs related to travel (out of province/country or local), accommodations, childcare, or food purchases that are incurred during onsite learning.  
**\*The CNS reserves the right to make changes to its financial policies as deemed necessary.**

## 1.7 STUDENT SERVICES

### 1.7.1 Access to the CNS

Access to the CNS may be gained via the main entrance to Southcott Hall, Monday to Friday 0600 – 1800. Security 709-777-6468 cell: 709 746-1494

Students needing access during evenings, weekends and holidays will be required to use the main entrance of the Miller Centre which is opened from 0600 – 2100 daily.

Students are reminded that access to the Learning Resources Centre (LRC), Instructional Resource Centre (IRC) and Mailroom will only be provided during the hours when staff are available.

Students may gain access to the CNS Mailroom for drop-off purposes until 2100 each day.

Students are requested not to ask security personnel to provide direction to these areas after the designated hours.

### 1.7.2 Classrooms

The CNS occupies seven floors of Southcott Hall as follows:

- **Basement Level** - Student lockers.
- **Ground Floor** – Classrooms, Student Lounge, LRC, CNS Mailroom, office of the Operations Officer, and Student Counselling Service.
- **First Floor** - Classrooms, Computer Lab, and Nursing Labs.
- **Second Floor** - Conference rooms, Nursing Society Office, office of the Academic & Student Success Advisor, and Faculty offices.
- **Ninth Floor** - Nursing Labs and Faculty offices.
- **Tenth Floor** - Faculty, Secretarial, and Administrative offices.
- **Eleventh Floor** - Faculty, Secretarial, and Administrative offices.

If students need to book a space for study or project work, the request (with a brief explanation of the reason for the request) should be made to the appropriate department as follows:

- Classroom Space – Executive Assistant to the Director, 10<sup>th</sup> Floor, Room 1031.
- Lab Space – IRC, 9<sup>th</sup> Floor, Room 913, 920.
- Conference Room Space – LRC Personnel, Ground Floor, Room G39.

Students should be aware that use of the lobby/foyer space for any activities (e.g., bake sales in support of class fundraising) should be booked through the Operations Manager.

### **1.7.3 Learning Resource Centre and Computer Lab**

The Learning Resource Centre (LRC) is located on the ground floor of the CNS. The LRC provides an expanding collection of books, periodicals, A-V, and computer software to support the CNS curricula and to foster independent learning.

The LRC is an integral part of the CNS and has a major role in the facilitation of its educational programs. Its main objective is to provide quality information services and resources for all LRC clients. Instruction in the use of information resources focuses on equipping students with information retrieval and management skills which will enable them to become independent and lifelong students.

All CNS students are registered with the LRC and have usage and borrowing privileges.

Students are encouraged to make use of all services and resources available through the LRC. There is a wealth of material which can be used for independent and self-paced learning by students. LRC staff will be happy to assist students with any questions or problems they may have in locating materials, using reference tools, etc. Students are responsible for following all LRC/Computer Lab policies to ensure equitable access to resources and facilities for all students. Students not adhering to policies may have LRC/ Computer Lab privileges revoked.

#### ***Hours of Operation***

Full reference and instructional services are available from 0800 – 1600 hours Monday to Friday. These hours are decreased at the end of April. Please check with the LRC or visit our website at <https://cns.easternhealth.ca/resources/learning-resource-centre-lrc/> for exact hours of operation.

#### ***To Contact Us:***

Circulation Desk      709-777-8192  
Reference/Admin      709-777-8189  
Computer Lab              709-777-8194  
E-mail: [karen.hutchens@mun.ca](mailto:karen.hutchens@mun.ca); [lindsay.porter@mun.ca](mailto:lindsay.porter@mun.ca)

### ***LRC General Policies***

Polices in the LRC/ Computer Lab are kept to a minimum, as our expectations are that students will use these facilities in a responsible and cooperative manner.

- Food is permitted in the LRC with the following exceptions: No Hot Food, No Take-out Food.
- All beverages must be in covered containers.
- The noise level should not exceed quiet talking. Students should be considerate of others working or studying.
- All materials must be signed out by a staff person or the student on duty.
- Borrowed materials should be returned promptly so that others are not deprived of access to them.

### ***LRC Circulation Policies***

All materials to be borrowed must be signed out at the Circulation Desk. Borrowed items must be returned by the due date. Students must present CNS ID when borrowing materials or equipment. Students with overdue materials will not be permitted to sign out any materials until overdue items have been returned. Students will be required to pay replacement or repair costs for materials that are lost or damaged.

- Print journals are for use in the LRC only.
- Books from stacks can be signed out for 2-week periods, and may be renewed once, unless previously reserved.
- Reserve materials are for 2-hour loan and must be used in the LRC. These include articles, books and videos which have been placed on Reserve.
- The library catalogue is now available through the Internet. This means that you can search for books and videos in the CNS library from anywhere.
  1. Go to [LCR\\_Catalogue\\_Guide.pdf](#)
  2. On the log-on page, enter the library name, CNS. There is no need to enter a password.
- If you would like assistance using the catalogue, please contact the LRC staff.

### ***LRC Services***

Some of the LRC services which students can avail of:

**Orientation sessions** are provided to all incoming students.

**Circulation Services** include checking out materials, renewing materials and placing holds or recalls on needed items.

**Reference Services** include provision of information regarding collection holdings, services, etc., including instruction in use of all software programs, including the Library Online Catalogue.

**Interlibrary Loans** can be obtained on a cost recovery basis. Contact Karen Hutchens.

**Access to Photocopying** is available in the computer lab. There is one coin-operated photocopier for student to use.

**Access to A-V Equipment** will be available on a limited basis through booking with the LRC. Basic instruction in the use of this equipment will be provided as needed. Borrowing is limited to LRC hours.

### ***Computer Lab***

The Computer Lab is located on the first floor of the CNS. It is available to all students during LRC hours. Some software programs available to students include word processing, CINAHL, e-mail and Internet access. Four printers are available for students use. LRC staff provide support to students during LRC hours. Orientation sessions are held to familiarize all new students with the available programs. Lab policies are posted in the Lab and must be adhered to by all students.

### ***Study Rooms***

Study rooms for group work can be booked by contacting Kerry Greeley in the LRC. Study rooms can be booked for a maximum of two hours. Groups of two or more are required. Rooms are not to be used as a single study space.

## **1.7.4 Instructional Resource Centre (IRC)**

For nursing, it is important that the academic program is complemented by practice and experience in real and/or simulated settings. The Instructional Resource Centre (IRC) provides opportunity for simulated learning in both psychomotor competencies and interpersonal skills. The IRC team consists of the IRC Coordinator, Simulation Lead, and designated lab faculty. Faculty offices are located on ninth floor of Southcott Hall.

### ***Facilities and Equipment Available***

The IRC lab rooms are located on the first, ninth, and basement floors of the CNS. The IRC rooms simulate both a hospital and clinic environment. The IRC has various clinical equipment and teaching aids that will be valuable resources for student practice and simulation use. There are four high fidelity simulators (two adult and two pediatric), as well as ten medium fidelity simulators and various task trainers.

### ***Lab Policies***

Students must comply with the following lab policies or they may be asked to leave the lab setting.

- Students must dress professionally for lab activities.
- In order to avoid congestion in the lab and outside the lab rooms, students **MUST** keep coats and book bags in their lockers. **Students must not sit or leave personal**

**belongings in the corridor outside the lab rooms, in chairs, or by elevators, as this poses a safety risk.**

- Students may bring water into the lab rooms, but no coffee cups or food are permitted.
- Lab rooms and stations must be tidied before leaving the room.
- Students must come prepared for their lab.
- Students must carefully handle and respect the lab equipment.
- Cell phones, smart watches, and any other types electronic messaging and listening devices must be turned off in the lab and stored away.

### ***Dress Code***

The IRC simulates a professional clinical environment. Proper attire and footwear for lab activities is required in the lab setting. Please refer to your course outline for required dress.

### ***Practice Rooms and Hours***

Practice rooms will be set up on the first and ninth floors. Students must bring their lab kits when using practice rooms. Equipment and supplies not contained in student lab kits will be available in the designated lab rooms. In order to accommodate all students prior to lab practicums, students are required to sign up for practice times. Practice room request forms are located on the 9<sup>th</sup> floor adjacent to the IRC Coordinator's office.

### ***Policies for Borrowing and Lending of Equipment***

Students must fill out a lab equipment request form located adjacent to the IRC Coordinator's office and submit the form to the IRC Coordinator. The form should be submitted 24 hours before the equipment is needed. Equipment can be borrowed for one night during weekdays and must be returned by 0900 the following morning. Students who borrow equipment on Fridays may keep it for the duration of the weekend. Students may be able to sign out equipment for a longer period depending on the demand for the item at that time. Students take responsibility for the safe return of equipment. If the equipment is damaged or lost, the student may have to replace that item.

### ***Missed Labs***

Attendance is **mandatory** at all scheduled labs in the IEN Bridging/RN and LPN Re-Entry Program. Students unable to attend a scheduled lab must notify their lab faculty prior to missing the lab. Failure to attend a mandatory lab may result in a grade of "fail" for the course. Extenuating circumstances resulting in a missed lab will be assessed on an individual basis by the course leader, in consultation with the assigned lab faculty person.

Failure to attend two or more mandatory labs places the students at risk for a grade of "fail" for the course. Students who miss two or more labs in a course will be required to meet with the course leader and a *Student Learning Contract* will be initiated. The learning contract is to help support students success in the course. Failure to meet

the requirements, as outlined in the learning contract, will support a grade of “fail” in the course.

### ***E-Mail Etiquette (Lab/Classroom/Brightspace)***

- You are expected to write as you would in any professional correspondence.
- E-mail communication should be courteous and respectful in manner and tone.
- Faculty makes every effort to respond to e-mail promptly.

However, if you e-mail a question at the last minute about an assignment or exam it may not be possible to send a response before the assignment or exam is due.

## **1.7.5 Guidance and Counseling**

### ***Student Counselling Service***

The Student Counselling Service is located at the CNS, ground floor, Southcott Hall, room G27. The counselling service is available to all students enrolled in the IEN Bridging/RN and LPN Re-entry Program. The Student Counsellor delivers well-being services, wellness programs, and success initiatives. These services are designed to help promote resilience, academic achievement, and personal well-being.

## **1.7.6 Academic Accommodations**

The CNS is committed to providing an equitable, accessible and collaborative educational environment. Accommodation refers to a change in academic procedures specific to teaching and/or evaluation that supports the learning needs of a student, without compromising the academic integrity of the program.

Students should contact the Coordinator, Continuing Nursing Studies to make a request for accommodation or request a change in accommodation. Supporting documentation must be provided in a timely manner.

Students must discuss their academic accommodation need(s) with faculty in relation to the requirements of a course.

## **1.7.7 Academic Advising**

Students requiring academic advising should contact the Coordinator, Continuing Nursing Studies.

## **1.7.8 Student Health**

The CNS clinical coordinator will monitor the immunization status and health record updates for students in the IEN Bridging/RN and LPN Re-entry Program.

For all other health related matters, students are responsible to obtain the services of a health care provider of their choice.

**1.8 CHANGE OF NAME AND ADDRESS**

Students are advised to notify the Registrar, Non-Degree Programs, in writing of any change in name, phone number, mailing or email address.

**1.9 CANCELLATION OF PROGRAMS/COURSES**

The CNS reserves the right to cancel programs if there is insufficient enrollment. Monies will be completely refunded to individuals enrolled when a program/course is cancelled.

## **2. OVERVIEW OF THE PROGRAM**

### **2.1 PROGRAM DESCRIPTION AND DELIVERY**

The Internationally Educated Nurse (IEN) Bridging Program is offered to nurses who are educated and registered in countries outside of Canada and have been assessed as requiring additional education in order to obtain a practicing license as a RN. The program prepares IENs to build on the commonalities and differences between their own experiences and Canadian health care delivery and nursing practice. IENs enroll in the program or identified program courses to enhance knowledge and skills as a means to attain practice equivalence to the Canadian educated and practicing nurse. This program requires successful completion of laboratory and clinical practice components. Students must complete the IEN Bridging Program within **two years** of admission.

RN Re-Entry is designed to meet the needs of nurses who have not practiced sufficient hours to maintain licensure. This program requires successful completion of laboratory and clinical practice components. Successful completion of the program allows nurses to reapply for active licensure. Students must complete the RN Re-Entry Program within **two years** of admission.

LPN Re-Entry is designed to meet the needs of nurses who have not practiced sufficient hours to maintain licensure. This program requires successful completion of laboratory and clinical practice components. Successful completion of the program allows nurses to reapply for active licensure. Students must complete the LPN Re-Entry within **two years** of admission.

For many courses in the program, the delivery method is via distance education, Centre for Innovation in Teaching and Learning (CITL). Specified courses have full day lab components where attendance is required, on-site, at the CNS. Labs are strategically scheduled to minimize travelling for the IEN who lives outside the St. John's metropolitan area. For students who enroll in a clinical component of the program, the requirement is to complete the course in the St. John's area.

### **2.2 PROGRAM REFERENCE/REFERRAL**

IENs referred for admission to the IEN Bridging/RN and LPN Re-Entry Program from the College of Registered Nurses of Newfoundland and Labrador (CRNNL) are given first **priority** to course offerings. IENs who are applying from jurisdictions within Canada are requested to forward a referral letter from that jurisdiction indicating that they have followed the correct procedures and assessment to be eligible for a nursing license in Canada.

RN and LPN students must also provide proof of licensure.

In order to register for the RN Re-Entry program students must provide a proof of eligibility form from the College of Registered Nurses of Newfoundland and Labrador (CRNNL). In order to register for the LPN Re-Entry program students must provide a proof of eligibility form from the College of Licensed Practical Nurses of Newfoundland and Labrador (CLPNNL).

## 2.3 ADMISSION REQUIREMENTS

IENs applying to the IEN Bridging/RN and LPN Re-Entry Program must complete an application form that identifies the courses for which the application is intended. Other documents to be submitted with the application form include:

**2.3.1** Completion of the National Nursing Assessment Service (NNAS), or equivalent and accepted process.

**2.3.2** Proof of eligibility to study/attend onsite learning in Canada through documentation of:

- Canadian citizenship
- Permanent residency documents or
- Authorization under the Immigration and Refugee Protection Act (ex. applicable study permit/education endorsement)

Note: Students coming to Canada or students who reside in Canada on a student visa/permit are responsible for providing the correct documentation and ensuring they have the correct endorsements to attend the IEN Bridging/RN and LPN Re-Entry Program in NL. **Students are not permitted to attend onsite program activities/clinical practice on a travel/visitor's visa or work permit that excludes attending educational institutions.**

Students who require a student visa/permit will be allotted a **maximum of two Provincial Attestation Letters (PALs)** from the CNS to support a study permit application.

**2.3.3** Proof of Eligibility Form from a nursing regulatory body indicating eligibility for interim license following successful completion of the program or specified course(s).

**2.3.4** There will be **one intake** per academic year for candidates interested in the IEN Bridging/RN and LPN Re-Entry Program at the CNS. Commencement of the program occurs the last week of September. The CNS does not have a waitlist for the IEN Bridging/RN and LPN Re-Entry Program. If applicants have not received a seat for the academic year they apply, they are required to resubmit a new application for future intakes. Incomplete applications will not be reviewed

or processed. Please adhere to the checklist in the Application Guide. Intake will be based on application numbers and faculty resources.

**2.3.5** For IENs whose first language is not English or who completed their nursing education in a language other than English, a test of English must be completed. An official copy of the test results must be submitted before program/course commencement. If such documentation is with the CRNNL, the IEN student can request that a copy from CRNNL be forwarded to the CNS. Otherwise, the IEN must request the testing company to send an original report of the test scores to the CNS. Acceptable tests and scores are:

- **IELTS** (International English Language Testing System – Academic version) overall score of 7.0 with scores of Speaking - 7.0, Listening – 7.0, Reading – 6.5, and Writing - 6.5. Standard Error of Measure (SEM) of 0.5 will be applied to test scores.
- **TOEFL** (Test of English as a Foreign Language (IBT)). Total minimum score of 86 with scores of Speaking- 26, Listening - 20, Reading - 20, and Writing - 20.

**CELBAN** (Canadian English Language Benchmark Assessment for Nurses). Scores: Speaking - 8, Listening – 9, Reading – 8, Writing – 7. **NOTE:** Test scores are valid for two years from the testing date. IEN students whose test scores expire while still in the IEN Bridging/RN and LPN Re-Entry Program may remain in the program if the IEN student is living and/or working in a setting where they are consistently using English as the primary language and no language issues arise. However, it is important to note that the nursing regulatory body requires a current (within two years) English Language Proficiency test score prior to awarding a practising license.

**2.3.6** For students who are registering for the Medical-Surgical Nursing Practice course or a specialty course that requires completion of the clinical component the pre-clinical placement requirements should be submitted as soon as possible (see pp. 33-34 for list of preclinical requirements).

**2.3.7** Applicants to the RN and LPN Re-Entry Program will include the following with their application:

- Proof of previous licensure as evidenced by a referral from the CRNNL or CLPNNL

Valid government identification with photo

## **2.4 IEN PROGRAM PHILOSOPHY**

The Internationally Educated Nurses' (IEN) Bridging Program is designed to facilitate the IEN's integration into Canadian nursing practice by providing learning opportunities that build on previous nursing knowledge and experience and thus prepare the IEN for registration and practice in the Canadian context.

Program design and delivery is based on preparing the IEN to achieve national and provincial nursing practice entry-level competencies. The curriculum is guided by current practice competencies and standards, Canadian health care system trends and issues, and the professional practice of nursing. Elements of the curriculum design deemed critical to enabling IENs to effectively bridge into Canadian nursing practice include a strong professional communication thread and learning opportunities that build critical thinking and clinical judgement skills.

The program provides learning opportunities that are consistent with the beliefs of the Continuing Nursing Studies Programs of the CNS, specifically, that learning is a dynamic and continuous and occurs within the context of interactions between the student, the teacher and the environment. Program delivery is flexible and delivered within an environment that acknowledges the individual IEN's unique educational and practice background. Faculty and student relationships that acknowledge the importance of awareness and responsiveness to diversity in culture and learning style are essential to all aspects of program design.

Critical to delivery of the program is the establishment of partnerships and relationships with stakeholders to facilitate the availability of adequate resources and supports for program delivery and to meet the unique needs of IENs. Program design and delivery is inclusive of ongoing and timely evaluation to ensure transparency, relevance and responsiveness to the needs of the IEN and the practice setting.

## **2.5 CONTINUING NURSING STUDIES PHILOSOPHY**

Given that the IEN Bridging/RN and LPN Re-Entry Program is offered through Continuing Nursing Studies, the Philosophy and Conceptual Framework for Continuing Nursing Studies is also included in this handbook.

The philosophy of Continuing Nursing Studies includes beliefs about person, health, environment, nursing, and nursing education.

### **Person**

Each person is viewed as a unique individual comprised of biological, psychological, sociological, and spiritual dimensions. Though these dimensions are identified as separate entities, in actuality, they are not; they constantly interact with one another, are dependent on one another and are coordinated in a systematic way.

This balance or exchange between systems maintains a person's holism; the idea that the person is considered to be greater than the sum of her/his parts.

The person is an open system who interacts internally as well as externally with other components such as social, physical, cultural, political and economical systems. Stressors from within the internal and external components of the environment continuously confront the person. Successful adaptation by the person to these stressors results in health or wellness while unsuccessful adaptation results in illness or death.

Growth and development of a person occurs in a logical sequential pattern from conception through death. Beliefs and values developed during the lifespan help a person formulate perceptions about self, health and the world.

Perceptions, particularly about health, determine whether or when the person will seek health care. The nurse, when working with the person, develops a helping relationship. During this relationship the nurse facilitates the person to become an active participant and to assume responsibility for personal health.

## **Health**

Health is viewed as a dynamic process in the life continuum of a person which encompasses the concepts of wellness, health, and illness. These concepts refer to a person's ability to achieve a level of biological, psychosocial, and spiritual well-being by continually adapting to the internal and external environment. The degree of health attained is determined by a person's ability to successfully respond to stressors in the internal and external environment. The level of functioning which maximizes an individual's potential to function within the environment is wellness. Effective responses implies the use of adaptive mechanisms to successfully achieve or maintain a person's holistic nature or balance, whereas ineffective responses cause a maladaptation/imbalance among the person's systems. This imbalance is referred to an illness, which may lead to death.

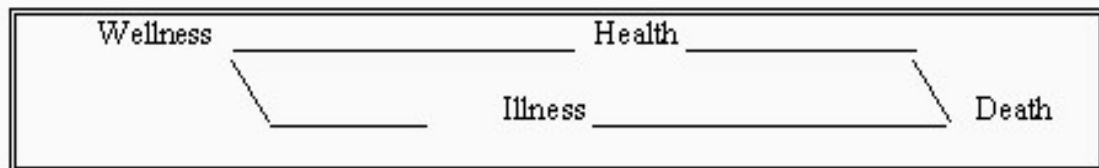
Wellness, health, and illness are seen as separate, but parallel, entities on a continuum and their positions are determined by the nature and strength of adaptive responses in relation to the nature and strength of stressors.

Since no one attains perfect health and not everyone is defined as ill, there must be a range on the continuum that allows for health and illness to co-exist.

People view health and illness in terms of their own perceptions which stem from their individual value systems. Alterations in their health status usually lead individuals to seek care within the health care delivery system. People have a universal right to health care. The right to seek or not seek health care must be respected, as long as people understand the implications of their actions and this does not pose a threat to others.

The primary goal of nursing is to promote, maintain, or restore a person's adaptation to an optimal state of health. Since the process of health is a unique and individual experience, the person must be regarded as an active participant and the ultimate authority in the plan of care. The goals of nursing care must then be dynamic, individualized, and determined collaboratively by the person and the nurse.

### The Health Process 211



*Figure 10-3 Health Continuum (Reprinted with permission from Twaddle, AC: A Sociology of Health, p. 13. St. Louis, C.V. Mosby, 1977).*

### Environment

Environment in the broadest sense includes all of the internal and external influences affecting the development of a person or group. These influences are seen as systems that are open and interact with one another. A person is many systems and sub-systems that interrelate in an integrated fashion to maintain one's totality or holism. Both persons and environment are seen as living, dynamic, systems with porous boundaries that allow for exchange of matter, energy, and information within and between each other.

The internal environment of a person includes a variety of sub-systems such as biological, psychological, sociological, and spiritual. These components include unique characteristics, as well as, characteristics that are common with other persons. Each of these sub-systems, the biological for example, can be further divided into components such as gastrointestinal, respiratory, and circulatory systems.

The biological system contains sub-systems that affect a person's normal body functioning. The psychological system contains sub-systems that affect a person's thinking and feeling. A person's ability to develop formal and informal relationships with one person, the family, or other social groups describes the sociological system. The spiritual component may include a person's need to believe in a Supreme Being, a special order of the universe, or that life has meaning. The internal environment therefore includes everything internal to a person's body boundaries.

The external environment includes anything exterior to a person's internal environment. This includes anything that may impact or encroach upon a person's life. Physical environment, cultural environment, social environment, political environment, and economic factors are examples of the sub-systems that may have an impact upon a person's life. The physical environment includes elements like: air, water, soil, and food quality; geography; climate; and building structures. Cultural factors include racial and ethnic identity, values and beliefs, language, and

intercultural communications of the person. The social environment consists of the social systems with which a person interacts such as the family, social groups, and the community at large.

Job availability, the quality and accessibility of health care services and other resources, and financial stability of the community exemplify components of the economic environment. The political environment represents the governmental power to influence or determine policies relevant to health care, environment, and other issues in society.

## **Nursing**

The profession of nursing allows the nurse to develop a very special and unique relationship with a client. During this relationship, the client places a great deal of trust in the nurse. The nurse frequently deals with a client who is in a weakened and disruptive state. In this precarious relationship, in which the nurse may become the client advocate, it is essential that the nurse be a caring individual with strong ethical and moral values.

The nurse begins the process by developing an open, honest, individualized and collaborative relationship with the client which is reliant upon good communication skills. Although nurses also work with families and groups, the emphasis here is on the individual. This relationship can be established with individuals of any age group, therefore, understanding the concepts of growth and development is an essential part of this process.

Nursing care is provided to clients in acute, long term, ambulatory, rehabilitative, and community settings. These settings provide the nurse with the opportunity to work with individuals at varied positions along the wellness-illness continuum.

Promoting, maintaining and restoring a client's adaptation to an optimal state of health is the major goal of nursing. The nurse helps facilitate the client to adapt positively to stressors in the internal and external environment, moving clients toward health and growth. Maladaptation occurs when the stressor or stressors are stronger than the person's adaptive responses.

In order to determine a person's adaptive ability and level of health the nurse must assess the person's internal and external environment. Stressors, that have the potential to disrupt a person's system or holism are identified by looking at various components of the client's internal and external environment.

The nurse assesses the client's level of health by identifying factors such as information about the client's coping abilities, functional health patterns, past experiences, and ability to change.

The nurse can determine if the client is adapting effectively or ineffectively to stressors by identifying coping responses. These responses may include the use of psychological and physiological defenses as well as intellectual reasoning. Ineffective coping behaviours on the other hand, will lead to maladaptation, illness or death. It should be noted however, that stress is an essential part of normal life and when it reaches crisis proportions, may result in maladaptation.

The nurse, in collaboration with the client, utilizes decision making and effectively. These nursing strategies include providing information, teaching more effective coping responses and modifying or changing the internal or external environment of the patient. Evaluation of these strategies is ongoing throughout the nurse-patient relationship.

When working with healthy and well individuals, the nurse can provide teaching and information to promote or maintain a high quality of life or level of functioning within the environment. Often the client will be able to function in everyday life despite being ill. The nurse then focuses on strengthening or maintaining positive adaptive responses.

The nurse, even though independent in her/his role to a large degree, does not care for the client in isolation. The nurse is a member of the health care team which includes other professionals such as physicians, social workers, physiotherapists and dietitians. Providing holistic nursing care places the nurse in a unique situation not only as the giver of care but also as the coordinator of care.

### **Nursing Education**

Continuing Nursing Studies encourages RNs and LPNs in their pursuit of lifelong learning. Learning is dynamic and continuous and occurs within the context of interactions between the student, the teacher, and the environment. Learning is lifelong and interpreted through the life experiences of the student.

Learning is reciprocal, interactive and student-initiated. Learning is the synthesis of knowledge derived from theory and practice. Learning is facilitated in an environment that is flexible, values individuality, and fosters critical thinking, creativity and independence. Learning is facilitated when students are encouraged and assisted to reflect, examine, critique, practice, share and reframe. Learning is facilitated in a milieu where students are actively involved in the learning process and where the student/teacher relationship is collaborative and collegial. Lifelong learning is essential for all nurses to maintain personal and professional competence.

## **2.6 CONTINUING NURSING STUDIES CONCEPTUAL FRAMEWORK AND MODEL**

The Conceptual Framework, which serves as a blueprint for the development of nursing courses in Continuing Nursing Studies, is an eclectic one. This framework is developed from key concepts identified in the vision, mission, and values and beliefs statements. Concepts central to the framework include: holism, systems theory, sequential pattern of growth and development, beliefs and values, continuum, wellness, health, illness, stressors, coping, adaptation, maladaptation, collaborative relationships, and advocacy. The following is an explanation of the Conceptual Framework (see Model of Framework following explanation).

**The Student** - The inner circle, represents the student (RN or LPN), the focal point of the conceptual framework.

**Programs** - The middle circle represents the programs. Programs that are offered by Continuing Nursing Studies are based on continuous needs assessment of key stakeholders (RNs, LPNs, employers, community at large, and others), evolving scientific knowledge, health care delivery system, professional nursing organizations, and any other groups that have relevant input to selection of programs.

**Key Concepts to Program Development** - The outer circle represents key concepts surrounding programs. Key Concepts that have been identified as being essential to the development of programs are:

**Individuality** - Each student has a different level of education, value system, and set of experiences. These differences are recognized in program development.

**Adult Learning Principles** - Programs will be developed using adult learning principles as the “philosophy” of education.

**Continuum of Learning** - Courses will be developed to allow for a continuum of learning to motivate and facilitate students to develop an attitude of lifelong learning.

**Evidence Based Practice** - Current nursing research and methods will be incorporated into programs to facilitate evidence-based practice.

**Prior Learning Assessment Recognition** - Continuing Nursing Studies is committed to recognizing prior learning.

**Partnerships** - Continuing Nursing Studies will develop partnerships with key stakeholders.

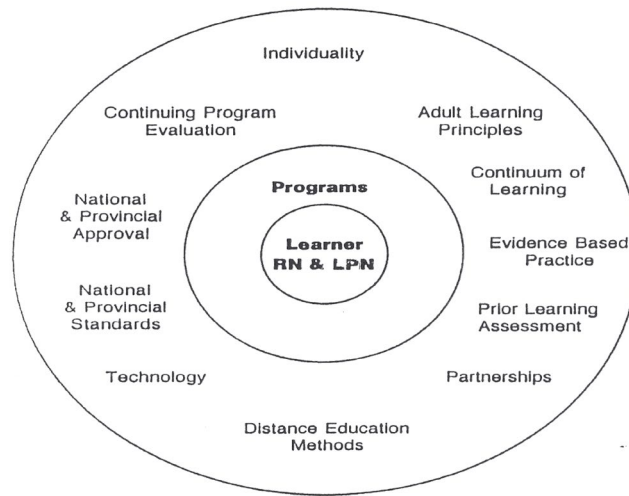
**Distance Education Methods** - Distance education methods will meet the educational needs of the students by providing accessibility to programs.

**Technology** - Technology will be utilized where possible in the provision of programs to facilitate interactive learning.

**National and Provincial Standards** - National and provincial standards from professional and educational organizations will be incorporated into programs

**Approval** - Programs are approved by relevant professional bodies as required.

**Continuous Program Evaluation** - Programs and courses will undergo continuous evaluation to ensure relevance, currency of content, quality, latest technology available used, and satisfaction from students and employers.



## 2.7 COURSE REGULATIONS AND COURSE DESCRIPTIONS

The IEN Bridging/RN and LPN Re-Entry Program is available to IENs or nurses (current/former RNs) who are referred for specific courses or for candidates who are required to complete the full program. The program includes 17 courses, nine general nursing and eight specialty courses. The requirement to complete more than one specialty course is dependent on the individual's credential assessment. Students may select their specialty and a second choice course preference upon application to the program (unless chosen by the regulator).

\*The CNS reserves the right to offer only certain specialty course(s) based on the number of registrants and faculty resources.

Students must successfully complete all required general nursing courses and their specialty course prior to commencing the Medical-Surgical Nursing Practice courses.

Students must have computer access as all theory components are offered through online delivery.

All courses must be completed in sequential order or as determined by the program coordinator. The delivery of the specialty courses will be done in consultation with the program coordinator.

The following is a list of all IEN Bridging/RN Re-Entry Program courses with course descriptions:

## **GENERAL NURSING COURSES IEN BRIDGING/RN RE-ENTRY**

### **COURSE NUMBERS**

CS means Continuing Studies

CSS means Continuing Studies Specialty

The number denotes the course number.

A denotes the theory portion of a course

B denotes the clinical portion of a course

1. ***CS001 The Profession of Nursing in Canada*** (9 weeks) reviews the evolution of professional nursing practice and related theoretical foundations that impact health care delivery in Canada. This course will provide opportunities for discussion and reflection on societal forces that impact Canadian registered nursing practice. An overview of the various components of the Canadian health care system and professional, ethical and legal issues related to nursing are also explored.
2. ***CS002 Therapeutic and Professional Communication*** (9 weeks) emphasizes the principles of therapeutic and professional communication. The course has four distinct components: the nurse-client relationship; communicating with clients and families; collaboration and cooperative practice; and professional documentation. There are four online laboratory discussion forums associated with this course.
3. ***CS003 Pharmacology*** (10 weeks) provides information that accurately reflects current registered nurse practice in drug therapy in Canada, including knowledge of pharmacological interventions. The course focuses on the concepts and principles of pharmacology, knowledge of medication groups, their actions, uses, and special considerations.
4. ***CS004 Medication Administration*** (10 weeks) reviews the knowledge, skills, and judgements required by the registered nurse to safely administer medications to clients. This course addresses basic concepts related to drug administration, Canadian drug legislation and standards, safe preparation of medications, calculation of medication dosages, documentation and the role of the nursing process in medication administration. This course has a 2 day on-site lab component.
5. ***CS005 Health Assessment*** (10 weeks) reviews the Canadian registered nurse's role in health assessment. The course includes two components: the health history and the physical examination. The course teaches nurses to assess their clients holistically and to analyze their findings, determine outcomes and document data in an accurate and timely manner. This course has a 3 day on-site lab component.

6. ***CS006 Health Challenges and Nursing Interventions*** (12 weeks) addresses health challenges across the lifespan. The course builds on previous knowledge of pathophysiology, pharmacology, and health assessment. Course concepts include health promotion and illness prevention; the nursing process; ethical, legal and professional considerations; family centered care; teaching and learning and collaborative practice. These concepts are applied to the nursing care of individuals experiencing common health challenges.
7. ***CS007 Complex and Emergency Health Challenges*** (12 weeks) focuses on the process of effective clinical decision-making by nurses within a Canadian context. Simulations are used to address critical thinking, prioritizing, coordinating and delegating care.  
The course also focuses on inter-professional collaboration and consultation for clinical decision-making. Case studies related to complex multi-system health challenges are used to prepare nurses for appropriate decision-making. The course also includes emerging health challenges seen in Canadian health care settings. This course has a one day on-site lab component.

For students completing the full IEN Bridging/RN Re-Entry program the following courses must be successfully completed prior to enrollment in CS006 and CS007:

- CS003 Pharmacology; and
  - CS005 Health Assessment
8. ***CS008 Clinical Skills*** (10 weeks) provides students with the opportunity to review and apply psychomotor competencies in a simulated nursing practice setting. This course has a 5 day on-site lab component.
  9. ***CS009 Medical-Surgical Nursing Practice*** provides the student with a sound foundation in medical-surgical nursing care of the adult client and family experiencing alterations in health. It is designed to integrate experiential knowledge, theory, skills, clinical decision-making, communication and values in a Canadian health care setting. The role of the professional registered nurse in acute medical-surgical inpatient areas will be emphasized. This course includes 40 hours of lab facilitation (CS008), 160 hours of faculty-led clinical and 200 hours of preceptorship.

#### **SPECIALTY NURSING COURSES**

The requirement to complete the clinical component of a specialty course will be dependent on individual student assessment/credentialing results, and determined by the referring regulator.

1. ***CSS010A Mental Health Nursing*** focuses on psychiatric/mental health problems across the lifespan. The course is designed to provide an overview of mental health nursing concepts. The meaning of mental health and mental

illness to individuals, families and vulnerable populations is explored using a holistic perspective. Mental illness is considered using a biological, psychological, social and spiritual framework.

2. ***CSS010B Mental Health Nursing Practice*** provides the opportunity to apply knowledge acquired in the Mental Health Nursing course to the practice setting. The course is comprised of 80 hours of preceptored nursing experience in an acute care mental health setting.
3. ***CSS011A Community Health Nursing*** provides an overview of the knowledge required to practice nursing with individuals and families in the community setting and with the community as client. The nursing role in promoting, restoring, protecting and supporting the health status of clients and the community are addressed.
4. ***CSS011B Community Health Nursing Practice*** provides the opportunity to integrate and consolidate the knowledge acquired in the community health nursing theory course and apply it to community health nursing practice in Canada. The course is comprised of 80 hours of preceptored experience in a community health practice setting.
5. ***CSS012 A Child Health Nursing*** focuses on the nursing care of children and families in Canada. Several topics explored in relation to child health nursing include: common acute and chronic illnesses, family centered care, growth and development, and health promotion and injury prevention.
6. ***CSS012B Child Health Nursing Practice*** focuses on the nursing care of children and families. The course is comprised of 80 hours of preceptored nursing experience in an acute care child health setting.
7. ***CSS013A Nursing the Childbearing Family*** focuses on the nursing care of childbearing families in Canada. Course topics include all phases of the childbearing process, the neonatal period, and possible complications.
8. ***CSS013B Nursing Practice for the Childbearing Family*** focuses on the nursing care of individuals and families, in the Canadian health care context, through all phases of childbearing and the neonatal period. The course is comprised of 80 hours of preceptored nursing experience in the acute care maternity setting.

The **LPN Re-Entry Program** is comprised of twelve required modules and one specialty module to be chosen by the student, either obstetrics or pediatrics. Ten required modules must be successfully completed prior to the lab session (module eleven) and clinical placement (module twelve). However, the specialty module must be completed prior to the clinical component. Students may complete one specialty module. Students who did not complete medication administration

and/or health assessment in their basic education program, must complete the full post basic medication administration and/or health assessment courses prior to starting the LPN Re-entry program.

<b>Module One</b>	Health Care in Canada
<b>Module Two</b>	Basic Health Care
<b>Module Three</b>	Sexuality, Bereavement and Safety
<b>Module Four</b>	Anatomy & Physiology
<b>Module Five</b>	Medical-Surgical Nursing
<b>Module Six</b>	Mental Health Nursing Concepts
<b>Module Seven</b>	Gerontological Nursing
<b>Module Eight</b>	Community Health Nursing
<b>Module Nine</b>	Health Assessment
<b>Module Ten</b>	Medication Administration
<b>Module Eleven</b>	Clinical Nursing Skills (completed with IEN/RN)
<b>Module Twelve</b>	Clinical Placement (Faculty-led and Preceptorship)
<b>Specialty Modules You must pick one</b>	Obstetrics Pediatrics

Once students have successfully completed the theory component (modules one to ten), they will commence a ten day on-site lab component that covers the lab components of health assessment (3-days), medication administration (2-days), and clinical skills (5-days). The onsite and clinical practice components of the program will be completed with the IEN Bridging/RN Re-entry students. During the lab component, students will have an opportunity to practice a number of nursing skills under the supervision of an instructor.

Lab testing follows completion of each session. Students will be asked by the lab instructor to complete selected skills.

Prior to the clinical placement, all clinical pre-placement requirement criteria must be met. Meditech or CoreCare training, Fit Testing, glucometer training and Pyxis training (if required) will be completed via LEARN modules and through the Instructional Resource Centre (IRC). Students in the IEN Bridging/RN and LPN Re-Entry Program will complete 160 hours of faculty-led clinical and 200 hours of preceptorship in an adult medical surgical clinical area.

## **2.8 COURSE OFFERINGS**

Please refer to 2.3.4 (p.13) on application timelines. The facilitation of the Clinical Skills and Medical-Surgical Nursing Practice courses are based on need/student enrollment.

**NOTE: For all IEN Bridging/RN and LPN Re-Entry Program courses, the scheduling of course offerings is subject to change based on enrollment numbers.**

## **2.9 COLLECTION OF DATA FOR PROGRAM EVALUATION PURPOSES**

The CNS regularly collects data related to student enrollment and course or program completion. The collection and reporting of this information is for the purpose of program evaluation. Information collected is reported as aggregate data only; that is, information about individual students is not reported.

## **2.10 VERIFICATION OF PROGRAM OR COURSE COMPLETION**

The CNS will upon request, forward verification of program or course completion to the appropriate referral/reference body.

### 3. PROGRAM REGULATIONS

#### 3.1 PROGRAM REGULATIONS

- a) Students must achieve the required 70% pass mark in each nursing theory course and a PASS in each nursing practice course.
- b) Students who fail three (3) or more courses in the program are required to withdraw from the program.
- c) Students who fail a given course in the program twice are required to withdraw from the program.
- d) Students who are required to withdraw from the program as outlined in clause b) or c) of the program regulations may appeal for readmission after the lapse of two (2) semesters. The appeal will be heard by the Non Degree Program Committee (NDPC).
- e) Students who fail 1-2 courses are considered out-of-sequence. Out-of-sequence students do not need to submit a written request for readmission but must notify the Coordinator for Continuing Nursing Studies and Registrar one semester in advance of the anticipated return.
- f) A student may write a supplementary examination for any one (1) course only once.
- g) Students who are required to withdraw from the program a second time are ineligible for future admission to the program.
- h) Students who return to the program after a required withdrawal are permitted no more failures in a nursing theory or nursing practice course.
- i) A student may be required to withdraw from a nursing practice course or the program at any time if, upon review by and a recommendation from the NDPC, it is deemed that the student would not profit from continued practice and/or is considered to be **unsafe** in the practice setting. In such cases, students who are required to withdraw from the program would not be eligible for future admission/readmission to the program.
- j) Students are permitted only **one** leave of absence during the IEN Bridging/RN and LPN Re-Entry program. k) Students who wish to take a leave of absence from the program must apply in writing to the Chair of the NDPC. The leave of absence may be approved for a maximum of 12 **consecutive** months. The student must forward a written request for readmission to the Chair of the NDPC two semesters in advance of the anticipated return.
- l) Students must complete the program within **two years of admission**.
- m) A student who is not enrolled in the IEN Bridging/RN and LPN Reentry course for more than three (3) consecutive semesters will be considered withdrawn from the program (see 3.1 (o) for procedural process for readmission to the IEN Bridging/RN and LPN Re-entry Program).

- n) Students who require an additional leave of absence, and/or an extension of leave greater than 12 consecutive months, will be required to voluntarily withdraw from the program and reapply for admission.
- o) The process for making an appeal for readmission following a required withdrawal is as follows:

The student must forward a written appeal for readmission to the Chair of the NDPC. This request must be received two (2) semesters in advance of the anticipated return. The letter must state what actions the student has taken that they feel will improve chances for success with a readmission. The NDPC will table the request at its next regularly scheduled meeting and will respond to the student within one week of that meeting.

### **3.2 WAIVER OF REGULATIONS**

The CNS reserves the right to modify, alter or waive any IEN Bridging/RN and LPN Re-Entry Program or course regulation in its application to individual students in the event where special circumstances may apply. Requests for waivers should be directed to the Associate Director, NDPC as Chair of the NDPC.

### **3.3 EVALUATION**

- a. The method of evaluation for each IEN Bridging/RN and LPN Re-Entry Program course is identified in the course materials. There is a midterm and final exam in all theory courses. The exams will consist of multiple choice and alternate format type questions (NGN N-CLEX style and CPNRE style). The midterm covers all material up to the midterm of the course. The final exam is comprehensive and covers all course content.
- b. For most courses with a lab component, lab skill performance is evaluated through scheduled practical lab assessments.
- c. For nursing practice courses, students are evaluated using a pass/fail grading scheme.
- d. Students must complete all scheduled evaluation components of a course in order to receive a final grade.

### **3.4 EXAMINATIONS (TERM TESTS, MIDTERM AND FINAL EXAMINATIONS)**

#### **3.4.1 Scheduling of Examinations (online)**

The midterm and final examinations in the IEN Bridging/RN Re-entry Program are facilitated by **ProctorU** through the Centre for Innovation in Teaching and Learning (CITL). The examinations are scheduled as outlined in the course outline (s) and are to be written in a designated 24 hour timeframe (as per the course outline). The student must have access to a computer system equipped to support the requirements for online exam proctoring.

All technical assistance for exams is provided by ProctorU and support at CITL. It is the responsibility of the student to make timely and appropriate contact with support services in the event of a technical issue during the examination. Communication from the student to support will include a detailed description of the issue and what the student has done to resolve the issue (Ex checked connectivity, conducted a successful pre-test of their system). Students are **required** to maintain timely contact with ProctorU and CITL once a request for support is initiated and/or a response is required by ProctorU or CITL. Students who fail to maintain contact with support and/or fail to resolve any issues identified by support within the 24 hour exam period may lose their eligibility to re-schedule their exam once the exam window has closed.

### Support for Proctor U Exams

1. Proctor U support (<https://support.proctoru.com/hc/en-us>, or chat icon when logged into Proctor U website) is available 24/7.
2. CITL support (<https://citl.mun.ca/support/>) is available every day, including evening and weekend hours. Hours of operation are posted on the bottom of the website. Fall/winter hours can be found on the website.
3. CITL exam admin team ([onlineexamscitl@mun.ca](mailto:onlineexamscitl@mun.ca)) is available 8:30am-4:30pm.

	CITL Support	CITL Exam Admin Team	ProctorU Support
Creating a ProctorU account	✓	✓	✓
Booking an exam time in the ProctorU system	✓	✓	✓
Troubleshooting issues identified during ProctorU system checks			✓
Logging into ProctorU to begin session at scheduled time	✓	✓	✓
Technical issues encountered during session startup (e.g., computer equipment or network issues)			✓
Brightspace login issues (username, password)	✓		
Issues with accessing exam in Brightspace (locating exam in the system; exam not visible; availability window; etc.)	✓ (Proctor usually contacts CITL Support in these cases)	✓	
Rebooking exam session (student may do this themselves, but can contact if help is needed)	✓	✓	✓
Requesting fee to be waived when rebooking exam session (with valid reason)		✓	
Student unable to write exam; unsure what to do next		✓	

It is highly recommended that students book exam times early (links are sent out by CITL to your Brightspace email) and during times when CITL support is readily available. Exams that are not completed during the scheduled exam window due to technical difficulties are written at the first available time provided by CITL and Proctor U (no exceptions), and are not negotiable.

Please see below for the equipment requirements required for successful use of CITL and Proctor U. There is also an option to test your system on a link provided by proctor U

	<b>Minimum Requirements</b>
<b>Operating System</b>	<b>Windows 10 or later Mac OS 11.0 or later All recent compatible versions of ChromeOS (Extension workflow only)</b>
<b>Browser (extension workflow only)</b>	<b>Chrome</b>
<b>Connectivity</b>	<b>3 Mbps (3072 Kbps) Upload &amp; Download Speed (mobile hotspots and tethering are discouraged)</b>
<b>Webcam</b>	<b>640x480 resolution</b>
<b>Microphone</b>	<b>All microphones other than those built into headphones are permitted.</b>
<b>Speakers</b>	<b>Built-in or external speakers are required.</b>
<b>RAM Capacity</b>	<b>8GB</b>
<b>CPU</b>	<b>4 cores at 2.4ghz</b>
<b>Monitor Resolution</b>	<b>1366x768</b>
<b>Ports</b>	<b>UDP/TCP 80 UDP/TCP 443</b>

### **Additional Requirements:**

- A functioning microphone (some web cameras have them built-in); the microphone should not be part of headphones.
- Headphones are not permitted.
- A compatible browser: [Guardian \(If applicable\)](#), Google Chrome, or Mozilla Firefox
- If you are using a work-issued device, Admin access is required to Download

**Review the following list of technology not currently supported by ProctorU.**

### Not Supported:

- Connecting from within a virtual machine. You will be asked to reconnect using your host operating system to take your exam
- Apple Boot Camp
- Remote Access Software
- Inactive Version of Windows and Test Builds/Test Mode
- Microsoft Edge browser
- Windows 10 and 11 in S mode or Surface RT
- Linux operating systems
- Google Chromebooks (with Guardian Browser)
- Google Chromebooks for Live+ or Review+
- Tablets (Nexus, iPad, Tab, Note, etc.)
- Smartphones
- [How to Test Your Equipment – ProctorU](#)

### [How to Download, Install, and Uninstall the Guardian Browser – ProctorU](#)

#### **3.4.2 Regulations Governing the Writing of Examinations (online and in person)**

1. All students are required to sit for the examination during the time/window scheduled for the writing.
2. Photo IDs must be provided at the sitting of all examinations.
3. Book bags, textbooks, binders, handbags, etc., are not permitted in an examination room.
4. Students in the LPN Re-entry Program who write onsite/with invigilators are expected to come prepared for examinations with pencils/erasers and any other learning tool if identified as necessary by the course leader.
5. Examinations will start within a designated time/window and will be invigilated by a faculty member, approved invigilator or ProctorU. Students will not be permitted to enter an exam room/window after the designated exam time/window, except under extraordinary circumstances, at the discretion of the course leader/exam invigilator/proctor.
6. Examination booklets, answer sheets and scrap paper (if permitted) must be returned to, and checked by the faculty member upon completion of the exam. Duplication of examination questions is strictly prohibited (ex. Taking pictures, copy/paste, or retaining all/part of the exam).
7. Caps of any sort are not to be worn during examinations.
8. Tablets, cell phones, smart watches, electronic translators and other electronic devices are **NOT** permitted in the examination room. A **basic calculator** may be permitted at the discretion of the course faculty. The use of any aids (ex. calculator) will be communicated to approved invigilators and ProctorU prior to the exam time/window.

### **3.4.3 Student Feedback Following Examinations**

Students who wish to request specific feedback following the release of term exams/papers/assignments should approach the faculty member within four (4) working days following the release of grades or assignments. Feedback will be provided at faculty discretion.

### **3.4.4 Access to Final Examinations**

- A student has a right to see the final examination prior to a supplementary examination (in person only). However, the examination is the property of the CNS and the CNS retains full possession and control of the examination at all times. This regulation upholds the authority and judgment of the examiner in evaluation.
- To access a final examination, a student must make a written request to the Associate Director, NDPC. The request is subject to the following conditions:
- Any such request must be made following release of examination results for the semester in which the course was taken and within one month of the official release of grades by the CNS.
- The final examination must be viewed in the presence of the course instructor or other person designated by the Associate Director, NDPC. Both the instructor and the student have the right to be accompanied by a registered student or a member of the faculty or staff of the CNS.
- The final examination must not be taken away, copied, or tampered with in any way.

### **3.4.5 Re-reading of Final Examinations**

1. A student may apply to have a final examination re-read whether or not the student has obtained a passing grade in that course.
2. A student who wishes to have a final examination re-read must make application, in writing, to the attention of the Associate Director, NDPC within one month of the official release of grades by the CNS. When a re-reading is requested, the CNS will make every reasonable attempt to have the re-reading conducted by a faculty member(s) other than the original marker(s).
3. The fee for re-reading a final examination is \$50.00 and must be paid at the time of application. If the final numeric grade is raised after re-reading, the fee is waived. If the final numeric grade is unchanged or lowered, the fee is forfeited.

### 3.4.6 Route for Questioning Grades

1. Grades awarded in individual courses cannot be appealed, as the student shall normally have had the opportunity to contest grades within one month of the official release of examination results (see Access to Final Examinations (3.4.4) and Re-reading of Final Examinations (3.4.5). **Dissatisfaction with grades is not sufficient grounds for an appeal.**
2. Notwithstanding the above, and recognizing that the awarding of grades is an academic matter, a student who wishes to question the grades awarded in individual courses may consult with the following in the order given:
  - The course instructor
  - The Coordinator, Continuing Nursing Studies
  - The Associate Director, NDPC

### 3.5 DEFERRED EXAMINATIONS

Students unable to write a scheduled examination **MUST** notify the course leader **at least one hour prior to the scheduled writing time**, to request a deferred writing. This notification must be made by the student in person directly to the course leader (except in cases where a student can provide written verification that they are unable to do so) or by voice mail to the course leader's CNS telephone number. Deferred exams are accommodated at the discretion of the course leader and are only accommodated under **extraordinary** circumstances. Documentation must be provided to be eligible for a deferred examination. Should a deferred be granted, the time, nature and method of that testing will be at the discretion of the course leader.

### 3.6 RELEASE OF GRADES

Grades will not be released to students by phone. Students may obtain term tests or midterm results via web access (Brightspace). Final calculated course grades will be released to students via web access (Brightspace). Semester transcripts will be mailed to students. Faculty are **not** to release student grades to another student. Final examination grades are not released per institutional policy. Grades can be numeric or non-numeric.

### 3.7 GUIDELINES FOR STUDENTS RETURNING TO THE PROGRAM FOLLOWING A PERIOD OF ABSENCE

- a) Students who withdraw from a course/semester for medical reasons must provide proof of medical clearance before resuming studies.
- b) Returning students may be asked to provide the following documentation; a) up-to-date immunization record; b) current CPR certificate; c) updated health assessment; d) Certificate of Conduct; e) updated references; and f) Child Protection Record.

- c) All regulations outlined in the current IEN Bridging/RN and LPN Re-Entry Student Handbook as they relate to Program Regulations and Supplementary Examinations will apply from the time of the students' **initial** admission to the program.
- d) Students returning from a program absence must notify the Coordinator, Continuing Nursing Program at least two semesters in advance of the return.
- e) 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.
- f) Students wishing to do so may access the services of the CNS Guidance Counselor during a period of absence from the Program.

### 3.8 ATTENDANCE

Some components of the program are onsite and all students are required to attend. Students are responsible to arrange their own travel and accommodations. Failure to complete these required learning experiences will result in insufficient learning to meet course objectives and subsequently the student will receive a failing grade.

Make up time due to student absence from required course components (lab and clinical) **is not guaranteed and is subject to availability of resources and faculty.**

### 3.9 LAB RETESTS

- a. Students are permitted **one retest** if they fail a lab exam.
- b. Students who fail a lab exam are required to complete remedial work before they are permitted a retest.
- c. All lab components must be successfully passed to achieve a pass in the course.
- d. Courses with co-requisite lab components are Health Assessment, Medication Administration, and Clinical Skills.

### 3.10 SUPPLEMENTARY EXAMINATIONS

The IEN Bridging/RN and LPN Re-Entry Program permits students to write a supplementary examination in a failed course under certain conditions. These include:

- a) The student must have achieved a cumulative grade of at least **65%** in the failed course.
- b) Supplementary examinations are permitted only in courses that have a final examination.
- c) Only three supplementary examinations can be written in the program, with no more than two supplementary exams written in a given semester.

In determining whether a student achieves a passing grade in the course when a supplementary examination is written, the supplementary examination will have the same weight as the final examination for the course.

Students who achieve an overall passing grade following a supplementary examination will be awarded a **final grade of 70% in the course**. The fee to write a supplementary exam is \$100 payable before writing the supplementary exam (see p. 3).

### **3.11 COURSE ASSIGNMENT EXTENSIONS**

Assignment deadlines will be extended only under **extraordinary** circumstances. Students requesting extensions are expected to contact the course faculty prior to the assignment due date. The granting of extensions is at the discretion of the faculty/coordinator. Students may be asked to provide supportive documentation to support an extension.

### **3.12 STUDENT GUIDELINES FOR RESOLUTION OF CONFLICT**

Conflict resolution is an essential element of a healthy school environment. Professional and ethical conduct is an expectation of every person at the Centre for Nursing Studies (CNS), whether it be during interactions between student-faculty and student-student and including all other interactions when representing the CNS. Should students have concerns about the performance or actions of a student or faculty member, students are expected to initially approach the individual with whom they have concerns as a first step in reaching a resolution.

The following guidelines are intended to facilitate the resolution of conflicts. If a student has concerns regarding a course, student, or faculty member, these guidelines should be followed.

#### **Student to Student Conflict**

1. Discuss the concern with the other student. Should a student express their inability to meet with the other student directly, the student should consult with the Course Leader and/or Program Coordinator.
2. If the concern is not able to be resolved with the other student, the student should then consult with the Course Leader and/or Program Coordinator.
3. If the concern is not able to be resolved after meeting with the Course Leader and/or Program Coordinator, the student should then address the concern with the Program Associate Director.
4. Students who perceive that they require assistance with communication and/or conflict management techniques may seek the services of the Guidance Counsellor prior to meeting with the other student.

### **Student to Faculty Conflict**

1. Discuss the concern with the faculty member. Should a student express their inability to meet with the faculty member directly, the student should consult with the Course Leader and/or Program Coordinator.
2. If the concern is not able to be resolved after meeting with the Course Leader and/or Program Coordinator, the student should then address the concern with the Program Associate Director.
3. If the concern is not able to be resolved after meeting with the Program Associate Director, a meeting with the Director would be required. A summary record of the concern and efforts made to find a resolution will be provided to the Director prior to the meeting with the student.
4. If a student has a concern related to the Program Associate Director, the student should contact the Director.
5. If a student has a concern related to the Director, the student should contact the NLHS Vice-President responsible for the CNS.
6. At any point in this process, the student may have another student present as a support person. Any student choosing to do so will be notified at the beginning of the meeting that the confidentiality which normally prevails in student/faculty discussions cannot be guaranteed with a second student in attendance.
7. Students who perceive that they need assistance with communication and/or conflict management techniques may seek the services of the Guidance Counsellor prior to requesting an appointment with the faculty member.

### **3.13 APPEAL OF REGULATIONS**

Regulations of the IEN Bridging/RN and LPN Re-Entry Program are designed to ensure the integrity of program/course standards and the fair and equitable treatment of students.

The CNS recognizes the right of individual students with extenuating circumstances to appeal decisions that result from the application of program regulations. Extenuating circumstances include illness, bereavement or other acceptable causes. In all cases of appeals, **written evidence to support the reason for the appeal is required.**

Before initiating an appeal the student should request an informal review with the course faculty. This will ensure that the faculty member is aware of all the facts that the student believes impacted the decision. If a resolution to the concern is not found, the student may commence the Appeal Process.

The following outlines application of the Appeal Process for students in the IEN Bridging/RN and LPN Re-Entry Program:

- a) The responsibility for making the appeal rests with the student and must be made **within one (1) week** following the decision resulting from application of the program regulation, except for 3.1 (d).
- b) Students with an appeal in progress may continue with classes and labs but are not permitted to attend clinical experience.
- c) The appeal should be made in writing to the Associate Director, Non-Degree Programs.
- d) The appeal letter should state the reason for the appeal and written evidence to support the extenuating circumstances that are cited in the letter of appeal.
- e) Appeals based on medical grounds must include a letter from a physician that clearly indicates that the medical problem was serious enough to interfere with the student's work.
- f) An appeal based on bereavement must be supported by proof of death.
- g) The appeal process recognizes a student's right to confidentiality. However, the NDPC requires substantial evidence in order to make a decision on an appeal. A student who wishes that certain facts concerning the extenuating circumstances remain confidential should discuss these with the Guidance Counsellor. The Guidance Counselor, depending on the facts provided and with the student's permission, may write a letter confirming that sufficient grounds existed to support the appeal. This letter would not include the specific confidential extenuating circumstances disclosed by the student to the Guidance Counsellor.
- h) A student making an appeal has permission to address the NDPC prior to the appeal hearing.
- i) Appeals are heard by the NDPC.
- j) The appeal decision is communicated to the student in writing within a week following the appeal hearing.
- k) When an appeal is denied by the NDPC, the student may make application to the CNS Executive Committee for a second appeal hearing. The appeal to CNS Executive Committee needs to be made **within one (1) week** of the notice of decision made by the NDPC. Should the appeal be denied by the Executive Committee, no further appeal within the CNS is possible.

### 3.14 PROFESSIONAL CONDUCT

The Centre for Nursing Studies has a responsibility to maintain a high level of academic and professional integrity. Professional conduct in the nursing profession is exhibited by actions and behaviors that demonstrate respect for the freedom and rights of others. While in the IEN Bridging/RN and LPN Re-entry program, all students are expected to follow a prescribed standard for professional and academic conduct. When this standard is breached, the result is misconduct. Academic/professional misconduct will not be tolerated and students will be

subjected to disciplinary action. Disciplinary action could result in a penalty ranging from reprimand to dismissal, depending on the nature of the offense. **This policy covers the conduct of students while involved in program related academic, scholarly, and clinical activities.** Students are responsible for ensuring they are familiar with the generally accepted standards and requirements that promote academic and professional integrity.

Some examples of academic/professional misconduct include, but are not limited to:

- a. Dishonesty in any form, such as:
  - Cheating, contract cheating, unauthorized use of generative artificial intelligence (e.g. ChatGPT)
  - Plagiarism. (e.g. submitting the work of another person as the student's own work; inadequate referencing; submitting an assignment that the student has already submitted for a previous course)
  - Furnishing false information through written or spoken media (e.g., falsifying e-mail identity).
- b. Theft of, and/or intentional damage to others, institutional, or personal property of others.
- c. Continued refusal to comply with directives of CNS administration/faculty, CNS policies, and/or institutional policies of clinical practice.
- d. Chemical substance misuse.
- e. Conviction of a crime that relates adversely to the practice of nursing or to the ability to practice nursing.
- f. Engaging in unfit, incompetent, or unsafe nursing practice such as:
  - Performance of unsafe or incompetent client care, failure to adhere to established agency guidelines for the provision of care, or failure to practice within the approved scope of practice.
  - Being unable to provide care by reason of physical or mental disability, and/or substance misuse.
- g. Non-compliance with the professional Code of Conduct for Registered Nurses and Nurse Practitioners (2025).
- h. Violation of patient confidentiality, through inappropriate written or verbal disclosure of client information outside the boundaries of professional communications.
- i. The use of loud, offensive, discriminatory, or other kinds of verbal and non-verbal language that may cause or result in defamation of character and/or harm to other students, faculty, staff, clients, or visitors at the CNS, within a clinical practice setting, via social media and/or electronic communications.

In the case of plagiarism, action taken will be dependent on the nature of the offense as outlined below:

**First Offense:**

- Depending on the severity of the offense, the student will receive a grade ranging from 0 to a maximum grade of 69%

- Re-submission of the assignment is at the discretion of the faculty member.
- If approved by the faculty member, the re-submission will occur within 5 days of receiving notice of approval for re-submission.
- Re-submissions received after 5 days will not be graded and the original grade will prevail.
- The maximum grade on a re-submission will be 70%
- The student is invited to meet with the faculty member (phone/in-person) to discuss available resources, prevention, and a plan for resubmission.

**Second Offense:**

- A grade of 0 is given on the assignment. There will be no opportunity to resubmit the assignment.
- A letter of academic warning is placed on the student's file.
- The student is invited to meet with the faculty member (phone/in-person) to discuss available resources, prevention, and a plan for resubmission.

**Subsequent Offenses:**

- Disciplinary action will be determined by the NDPC. Investigation of professional misconduct by the NDPC will result in more severe consequences (e.g. dismissal from the program).
- Violation of the prescribed standard for professional conduct will be noted on the student's transcript.

An Informal and/or Formal Process for Resolution of Professional Misconduct may be used.

The Informal Process for Resolution of Professional Misconduct is designed to provide a mutually satisfactory resolution between the parties involved. In the case of application of the informal process the accusation will be reviewed by the CNS Director in the presence of the parties involved.

The Formal Process for Resolution of Professional Misconduct is used in cases where i) a satisfactory resolution to the issue cannot be reached through the informal process, or ii) in the opinion of the Director, the misconduct is a major breach of conduct. The formal process for resolution of professional misconduct involves review of the alleged misconduct by the NDPC.

If a student wishes to appeal the decision made by the NDPC in relation to Professional Misconduct, it should be made to the CNS Executive Committee

within **one (1) week** of notice of the decision by NDPC. Should the appeal be denied by the Executive Committee, no further appeal within the CNS is possible.

### **Use of Generative Artificial Intelligence (GenAI) in Continuing Nursing Studies**

A policy on the use of Generative AI in Non-Degree Program, including all programs in Continuing Nursing Studies is under review. The current policy for the IEN Bridging Program is under faculty discretion and addressed in course outlines and on the course shells. Students in Continuing Studies Programs are expected to follow direction provided by their course facilitators until the program wide policy is approved. Professional conduct regulations can be applied to students who use Gen AI outside the parameters provided by course faculty members.

## **3.15 EDUCATIVE AND RESTORATIVE PROCESSES**

Continuing Nursing Studies is committed to building a culture of academic integrity through educative and restorative processes that includes promoting understanding, engaging in meaningful and mindful dialogue, and directing accountability and shared responsibility. The objective of this approach is to emphasize the connection between academic integrity and nursing ethics, and to prevent further occurrences of misconduct. Educative approaches to academic integrity breaches support students in learning about academic integrity and are attributed to effective prevention. This approach also supports a more meaningful understanding of factors and variables that may contribute to incidents of academic misconduct and student success. The purpose of this approach includes opportunities to:

- Promote academic integrity as a shared responsibility.
- Communicate CNS expectations around academic integrity as evidenced in handbooks and course outlines.
- Educate why academic integrity is important.
- Provide and help students with resources to promote academic integrity.
- Inform students about institutional resources available through LRC.

## **3.16 COURSE COMPLETION TRANSCRIPT**

Transcripts are issued for courses completed in the Program. Students referred/referenced from a nursing regulatory body will not be issued a transcript until all requirements are met. Transcripts are issued by the Registrar, Continuing Nursing Studies.

### **3.17 STUDENT RECORDS**

Student records for all continuing education programs/courses are maintained, stored and secured within the Registrar's Office for Continuing Nursing Studies. Student access to records is available upon written request.

### **3.18 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 IEN Bridging/RN and LPN Re-Entry Program Approval purposes. Such papers/projects may be retained for program evaluation purposes providing that all identifying information is removed.

### **3.19 CENTRE FOR NURSING STUDIES POLICY ON GENERATIVE ARTIFICIAL INTELLIGENCE USE IN NON-DEGREE NURSING PROGRAMS/COURSES**

#### **Definition**

Artificial intelligence (AI) refers to a sophisticated computer-based system designed to simulate human intelligence by processing vast amounts of data using complex algorithms, and advanced computer programs, to perform tasks typically requiring human cognitive abilities such as visual perception, speech recognition, decision-making, and language translation (Bumbach, 2024). Generative AI (gen AI) systems are trained on massive information sets that often include personal information to generate content (Office of the Privacy Commissioner of Canada [OPC], 2023). Gen AI specializes in creating content including text, images, and simulations by processing extensive datasets, including personal data, to generate highly human-like content (Simms, 2024).

#### **Background**

The emergence and proliferation of gen AI is altering the landscape of learning, teaching, and practice. Balancing support for gen AI literacy while maintaining academic rigor and integrity is a priority for non-degree programs at the Centre for Nursing Studies (CNS). Planning and policy development that provides clarity around the use of gen AI within the context of post-secondary educational institutions is also endorsed by the Canadian Digital Learning and Research Association (2023). Therefore, it is crucial that clear, structured frameworks for students and faculty regarding the effective and applicable use of gen AI is provided throughout nursing programs and courses (Cucci, et al., 2025).

The CNS is committed to providing a comprehensive program of education that supports the development of highly skilled practitioners through excellence in teaching, practice, research, and scholarship. The CNS recognizes professional integrity as a foundational competency within nursing academia and practice. Academic integrity is demonstrated through responsible actions consistent with the values of honesty, trust, fairness, respect, and responsibility (Amsberry, 2022).

Students are expected to demonstrate these values in all aspects of their educational program, including the use of gen AI technology.

### **Policy Objective**

This policy provides clear direction on the acceptable and appropriate use of gen AI by outlining the rights and responsibilities of students and faculty within non-degree programs and courses at the CNS.

### **Scope**

This policy applies to all students and faculty in non-degree programs and courses at the CNS.

### **Policy Statement**

The CNS encourages students to view nursing education as a transformational journey that guides their transition into practice. The CNS also recognizes that gen AI is an evolving technology within the context of nursing education and professional practice. Students must be knowledgeable about the professional, legal, and ethical implications associated with proper use of this type of technology and avoid shortcuts that can compromise their ability to meet course outcomes.

Faculty of non-degree programs and courses may permit the use of gen AI tools in an academic context when it is approached with integrity, care, and academic rigor. Faculty will provide direction on whether gen AI is approved for use in the course evaluative methodologies (scholarly papers, assignments, in class activities, etc.) during the course orientation. Faculty discretion regarding the use of gen AI will also be clearly identified in the course outline. Where there are questions or uncertainty regarding gen AI use in a non-degree program or course, students are responsible to seek clarification directly from the faculty member, and prior to the submission of any evaluative component in the program or course.

When gen AI use is permitted by faculty, students will take full responsibility for the content generated, and ensure that AI-generated content does not carry or reinforce biases embedded in its training data (Glauberman, Lto-Fujita, Katz, & Callahan, 2023; OPC, 2023). Students are strictly prohibited from reproducing or disseminating outputs that could perpetuate discrimination or inequality. When selecting gen AI tools, students must also uphold the integrity, quality, and equity of scholarly work, and mitigate any risks associated with data generation, privacy, and copyright.

When faculty have identified that gen AI use is permitted, the student is responsible for ensuring that their use of gen AI complies with course-specific guidelines outlined in the syllabus. Students using gen AI are required to verify the accuracy and reliability of all information obtained through these tools. Students are strictly prohibited from entering client data or any information from clinical settings into generative AI platforms. This would represent a serious privacy breach and is considered professional misconduct. When using gen AI in evaluative methodologies, students must be able to clearly explain the connection

between the AI tool that was used, and the learning objectives of the course. The use of gen AI must support and enhance critical thinking, subject knowledge, and scholarly engagement, and must not be used to replace them. When the student identifies that a gen AI tool was utilized, they must provide proper referencing in APA format.

Students are strictly prohibited from uploading content from course materials, course outlines, lectures, labs, or exams, into such tools. Submitting work created with unauthorized gen AI tools as original work is not permitted.

When using gen AI students must be able to answer the following questions:

- Does my use of gen AI support my learning or try to replace it?
- Have I checked with faculty, and consulted the course outline to determine if gen AI is permitted for this academic task/evaluative methodology?
- Have I been open and transparent about my use of gen AI?
- Can I verify the accuracy and validity of the gen AI content I have provided?
- Have I properly referenced my use of gen AI (e.g. APA)?

When a student has been found to have used gen AI in a manner that is not supported by the policy it constitutes a breach of academic integrity and may result in academic misconduct. When academic misconduct occurs, students will be subjected to disciplinary action. Disciplinary action could result in consequences ranging from reprimand to dismissal, depending on the nature and severity of the offense.

Some examples of breaches that are considered academic misconduct and dishonesty when using gen AI are included below:

- Copying or paraphrasing existing works without citation when using AI as a research tool. Students who task a text generating AI tool with writing (either all or parts) a paper or assignment will likely be committing plagiarism as, even if the work is not directly copied and pasted, it will be a re-written version of existing content that is not properly cited or referenced.
- Submitting an assignment that was completed by someone other than the student, or was generated through gen AI, is considered academic misconduct since the student is misrepresenting what they know.
- Uploading excerpts, chapters, and assignment information that is identified as protected (by an author, publisher, or instructor) to a text generating AI tool constitutes a copyright infringement and/or theft of academic, institutional and/or intellectual property.
- Generating and submitting an assignment that contains information, research, or data that is made up and/or references that do not exist is committing academic/professional misconduct in the form of dishonesty and furnishing false information.

- Failing to acknowledge and properly cite gen AI in scholarly and evaluated work.

Transparency is a cornerstone of responsible gen AI use. When the use of gen AI is permitted, students must clearly disclose when and how AI tools have contributed to their work. This includes providing the following:

- Written acknowledgment of the gen AI tool used and for what purpose.
- Prompt(s) used to generate the content for the written submission.
- A note about any modifications made to generated content.
- In-text citation and bibliographic citation for information obtained. 4 o include the original output with their submission.
- Be able to confirm any facts used.
- Ensure and data used is free from bias.

(American Psychological Association [APA], 2020; McAdoo, 2025; Memorial University of Newfoundland and Labrador, 2025) Students are advised that this is not an exhaustive list and should consult with faculty prior to submitting any content if they have any questions or concerns.

## **4. CLINICAL (NURSING PRACTICE COURSE) REGULATIONS AND GUIDELINES**

### **INTRODUCTION**

Each nursing practice course (clinical course) is made up of a pre-determined number of clinical days (clinical rotation). The nursing practice courses provide students with the opportunity to integrate and apply the knowledge and skills learned in classes and labs to the clinical practice setting. Nursing practice courses are evaluated using a pass/fail grading scheme with evaluation based on the student's performance in meeting identified objectives. These objectives are outlined in the Nursing Practice Evaluation Record for each clinical course.

### **4.1 NURSING PRACTICE COURSE ACADEMIC PRE-REQUISITES**

- a. Students in the IEN Bridging/RN and LPN Re-Entry Program who are required to enroll in the Medical-Surgical Nursing Practice course must have all of their required general nursing theory courses completed prior to commencement of the course.
- b. Students in the IEN Bridging/RN and LPN Re-Entry Program who are required to enroll in a specialty nursing practice course must have all required general nursing courses and the pre-requisite specialty theory course completed prior to commencement of the specialty nursing practice course.

### **4.2 REQUIREMENTS PRIOR TO COMMENCEMENT OF A NURSING PRACTICE COURSE**

Students will follow the policy and procedures of the agency in which the clinical learning experience is being provided.

The IEN Bridging/RN and LPN Re-entry Program relies on the assistance of a number of health care and community organizations for delivery of clinical experiences for students. These agencies often will have a number of requirements that need to be met before students are permitted access for learning purposes. Some of these requirements include up-to-date immunization status, Certificate of Conduct, Child Protection Record Check, and current CPR and First Aid certificates. Many of these requirements must be renewed annually. It is the student's responsibility to ensure currency and that documentation is submitted to the Program in a timely fashion. Students unable to meet an agency requirement through proof of documentation may be delayed or prevented from completing the program.

Synergy Gateway Verified (SGV) is a fully managed virtual compliance platform used by institutions and organizations to track and verify student and instructor pre-placement requirements completely online. The Centre for

Nursing has partnered with SGV to provide students with services to assist them in the successful completion of their program's placement requirements.

**Pre-Clinical Placement Requirements include:**

**1. Up-to-Date Immunization Status**

All students **must** have the following mandatory screening requirements submitted prior to registration:

a. Immunization record to include documentation of having received the following immunizations:

- 2 measles, mumps and rubella vaccines (MMR)
- Tetanus-Diphtheria toxoid immune within the past 10 years – Tetanus, Diphtheria, and acellular Pertussis (Tdap). One dose of Tdap vaccine is now recommended in adulthood (18 years of age and older). If you have not received a dose of pertussis containing vaccine within the last ten years and are due for a tetanus booster, you should receive Tdap vaccine to meet this requirement.
- Polio vaccine – DTP as a child or proof of polio vaccination
- Copy of a 2 step TB skin test and one step TB test in the last 12 months
- Hepatitis B vaccines (series of three)

b. Laboratory tests, for all students, as follows (arranged through family physician:

- Varicella titre and Hepatitis B Immune Status (anti-Hbs level)

**Student must retrieve titre results of immunization records from Physician or Primary Health Care Provider and submit these to the Registrar.**

**2. CPR (level Health Care Provider–HCP)**

Proof of current CPR certification at the HCP level is required on a yearly basis. Students commencing a nursing practice course must provide proof of a current level of certification that does not expire during the scheduled course offering.

**3. Certificate of Conduct and Vulnerable Sector Check**

Provincial legislation and all regions within NLHS require that new employees, volunteers and students affiliating to health care agencies obtain a Certificate of Conduct and Vulnerable Sector Check prior to commencement of employment, service or clinical learning experiences. **Students must have these documents 3-6 months before the clinical start date. It has to be from where you are currently residing.**

It is advisable that students obtain these documents prior to commencing the program. Students will not be permitted to commence any nursing practice course until a current Certificate of Conduct and Vulnerable Sector Check has been provided. Failure to provide a Certificate of Conduct and Vulnerable Sector Check will require that the student withdraw from the Program.

#### **4. Fit Mask Testing**

All students must provide proof that they have been fitted for an N95 mask before commencement of a nursing practice course. This is to be completed at the CNS.

#### **5. Personal Health Information Act (PHIA) Oath of Confidentiality**

As per the Newfoundland and Labrador Personal Health Information Act (PHIA), students are required to sign an oath of confidentiality, as well as complete and submit proof of completion of the online PHIA education module. The Continuing Nursing Studies Coordinator will provide students with the information related to this requirement.

<https://www.gov.nl.ca/hcs/phia/>

NOTE: Documentation to support that Pre-Clinical Requirements have been met must be provided to the Continuing Nursing Studies Secretary a minimum of 2 months in advance of the course start date. A delay in submission of up-to-date documents could result in a cancellation of the student's nursing practice course registration and a significant delay in program completion.

### **4.3 ORIENTATION TO A NURSING PRACTICE COURSE**

An orientation session will be provided at the beginning of each nursing practice course. This session will include information related to:

- Faculty
- Course objectives
- Client populations
- Clinical rotations and clinical hours
- Method of evaluation/evaluation tools
- Assignment guidelines
- Course materials
- Accessing information related to clinical agencies:
  - Policies
  - Dress code
  - Parking arrangements

- Food service arrangements
- Security of personal belongings

#### 4.4 NURSING PRACTICE / CLINICAL COURSE ATTENDANCE

Documentation is required for prolonged or excess absence from a nursing practice course. Regardless of the evidence provided for absenteeism, the student must ultimately demonstrate successful achievement of the objectives specified for the nursing practice course. Failure to demonstrate an acceptable level of competency may result in failure or a required withdrawal from the course.

**Fitness to practice:** all the qualities and capabilities of an individual relevant to his or her capacity to practise as an RN or NP, including but not limited to, freedom from any cognitive, physical, psychological, or emotional condition and dependence on alcohol or drugs, that impairs his or her ability to practise nursing (CNA, 2017; CRNNL, 2024)

Failure to demonstrate an acceptable level of competency may result in failure or a required withdrawal from the course.

The faculty member and/or preceptor is/are able to appraise clinical progress only when the student is present for scheduled clinical opportunities. A student's absence from clinical may seriously affect the amount and/or quality of information which can be used to assess student progress and complete their evaluation.

Clinical opportunities are inclusive of:

- \* Attendance in clinical
- \* Preparation for/participation in clinical and conferences
- \* Individual meetings at the discretion of the faculty member and/or preceptor

#### 4.5 REPORTING OF ABSENTEEISM

Students unable to attend a scheduled clinical activity must notify the clinical agency and assigned faculty member prior to commencement of the scheduled time. Faculty are to be notified via email, which is accessible 24 hours per day.

#### 4.6 ACCOUNTABILITY

Students are expected to have the knowledge, skill, and judgment to perform safely, effectively, and ethically in the clinical setting. Adequate preparation for clinical practice shall normally include prior attendance at the skills labs and seminars in which nursing competencies are learned.

Students are responsible and accountable for the standard of care provided within the competency level at which they are prepared. Students are

accountable to know the limits of their competency and to work within these limitations. Students are expected to identify situations where assistance is required, seek appropriate direction and supervision, and to be aware of unit policies regarding student practice.

Faculty will be available for guidance and/or supervision. In the absence of the faculty member, students who have completed the required skills lab, may request guidance from the agency personnel to whom they have been directed by faculty.

A student performing a psychomotor skill for the first time must consult with faculty to determine what level of supervision is required.

In new or unusual situations, students must consult with faculty.

#### **4.7 PREPARATION FOR CLINICAL ASSIGNMENT**

Students are expected to be prepared for all clinical learning experiences and to meet clinical course assignment deadlines. Failure to demonstrate adequate preparation may result in the student being asked to leave the clinical area.

#### **4.8 CO-ASSIGNMENT**

Students in clinical settings are co-assigned to patients/clients with a staff member of the institution. Students are to report to these staff members at the end of the clinical experience and when leaving the unit at any time during the day.

#### **4.9 CONFIDENTIALITY**

All students must complete an online Privacy and Confidentiality education module and sign a confidentiality agreement form as required by NLHS. The module must be completed by **the date provided on the pre-clinical documents.**

All matters pertaining to clients/patients/residents are to be held in the strictest confidence. Any verbal or written identification beyond that necessary for professional communication is considered a serious breach of ethical and legal principles. **This includes postings on social media, such as Facebook.**

#### **4.10 WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM (WHMIS)** All students must complete an online WHMIS education module. The module must be completed by **the date provided on the pre-clinical documents.**

#### **4.11 PERSONAL HEALTH INFORMATION ACT (PHIA)**

As per the Newfoundland and Labrador Personal Health Information Act (PHIA), students will be required to sign an oath/affirmation of confidentiality, as well as complete the online PHIA education.

#### **4.12 EVALUATION OF STUDENT PERFORMANCE**

The evaluation criteria included in the Nursing Practice Evaluation Record will be reviewed with students at the beginning of each nursing practice course.

There will be regularly scheduled evaluations of the clinical performance of each student during the semester. Any clinical incidents deemed to be of a serious nature will be discussed with students at the time of the occurrence.

Students experiencing difficulties with nursing practice courses will be made aware of potential solutions and sources of help for the problems identified.

#### **4.13 MEDICATION ADMINISTRATION IN NURSING PRACTICE COURSES**

Medication administration is a supervised skill until deemed otherwise by the clinical faculty member and/or preceptor. Each student will be given the opportunity to administer medications so as to demonstrate the required level of proficiency for this skill. Achievement of proficiency in medication administration in this medical-surgical clinical rotation is a requirement to successfully complete the course.

##### **Medication Administration**

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

- In clinical courses where there is direct supervision by a clinical instructor from the school of nursing, competency level is determined by the student and the clinical instructor.
- In clinical courses where there is no direct supervision by a clinical instructor from the school of nursing, competency is determined by the student and the preceptor/or co-assigned Registered Nurse.
- In addition, students are expected to comply with all agency policies regarding medication administration.

##### **High Alert Medications**

The CNS, in an effort to promote client safety and decrease the likelihood of medication errors, follows the recommendations of the Institute for Safe Medication Practices (ISMP, 2018). 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 Canada Safety Bulletin, 2024). Medications that are designated as high alert require an independent double check before administration. An independent double check is a process in which the student and the Registered Nurse will separately check each component of prescribing, dispensing, and verifying the high alert medication before administering it to the patient (ISMP, 2018). In addition, both the student and the Registered Nurse are required to sign the medication record. When deemed competent, a student may perform an independent double check. Students cannot independently double check medications prepared by another student. Students are expected to comply with agency policy regarding medications, designated as high alert. In addition, if not indicated in agency policy, the following medications must be treated as high alert:

- All Antithrombotic (including anticoagulants and thrombolytics)
- Insulin
- Controlled substances (as identified in agency policy)
- All Narcotics

### **Transcription of Orders**

When deemed competent, nursing students can transcribe and verify medication orders (i.e., a student cannot be both the transcriber and verifier of the same medication order). Students cannot be the second check for another student (i.e., two students cannot be the transcriber and verifier for the same medication order). **Students are not permitted to take verbal or telephone orders.** If placement is outside of NLHS, students must follow the agency’s policy in consultation with faculty.

## **4.14 CLINICAL INCIDENT REPORT**

In the event of a clinical incident such as a medication error, treatment error, patient fall, student injury, etc., the student, in consultation with faculty, will complete a CNS Clinical Incident Report (see Appendix A). In most clinical agencies students will also be assisted in completing an agency-specific incident report.

The action taken following any clinical incident will be at the discretion of faculty and in keeping with the seriousness of the incident as well as the unique circumstances surrounding each situation.

A major focus of the incident review will be assisting the student to meet learning objectives identified as a result of the incident. The Clinical Incident Report will also be used to document any injury incurred by a student (i.e., needle stick in the clinical area). Any injury is to be reported immediately to the Occupational Health Nurse at the site. The Occupational Health Nurse will assume responsibility for initiating necessary treatment, teaching and follow-up. If the Occupational Health Nurse is not available or if any injury occurs

during an evening or night shift or during a weekend, students should proceed immediately to the Emergency Department at that site for assessment. Based on the assessment, priority is determined and students are seen in order of importance.

#### **4.15 STUDENTS AT RISK OF CLINICAL FAILURE OR DEEMED UNSAFE**

As per Program Regulations, 3.1(i) noted in the Student Handbook: A student may be required to withdraw from a nursing practice course or the Program at any time if, upon review by, and a recommendation from the NDPC, it is deemed that the student would not profit from continued practice and /or is considered to be unsafe in the practice setting. In such cases, students who are required to withdraw from the Program would not be eligible for future admission/readmission to the Program.

##### **Policy**

Expectations for Safe Clinical Practice:

1. Students are expected to demonstrate growth in clinical practice through the application of knowledge and skills from previous and concurrent courses.
2. Students are expected to demonstrate growth in clinical practice as they progresses through the course and to meet the clinical practice expectations described in the course outline.
3. Students are expected to prepare for clinical in order to provide safe and competent care.

If the clinical course is not faculty led, the faculty member will instruct the preceptor, co-signed nurse or agency contact to notify the faculty member as early as possible if any of the above three expectations are not met. This provides for timely initiation of remedial activities to maximize a student's clinical progress.

##### **Definition**

###### ***At Risk***

A student is considered to be *at risk* for clinical failure if they have difficulty meeting the program course objectives as outlined in the clinical evaluation tool.

###### ***Unsafe***

A student is considered to be *unsafe* in clinical practice when their performance places them or another individual at risk for, or actually causes physical, psychosocial, or emotional harm (Scanlan, Care, & Gessler, 2001).

The CNS 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 behavior\*, 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 and continues to place them or others at harm or potential harm, the student will fail the clinical course and the program promotion regulation 3.1 (e) will apply.

### **Procedure for the At Risk Student**

#### **The Faculty Member:**

1. Identifies the occurrence or pattern of behavior that places the student at risk of clinical failure and arranges to meet and discuss the same with the student as soon as possible.
2. Informs the course leader and, at any point in the process, the course leader may inform the Coordinator, Continuing Nursing Studies and/or the Associate Director, Non-Degree Programs.
3. Documents, within 48 hours, specific information about the area of concern (e.g., objective not being met due to an occurrence or pattern of behavior). Documentation must include date and time when the student was originally informed of the occurrence or pattern of behavior 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 their deficiencies in meeting the standards of nursing practice 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 meeting(s) 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 their 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 competencies as outlined in the IEN Bridging/RN and LPN Re-entry Program clinical evaluation tool.
11. Determines if the student passes or fails the course in consultation with the course leader, Coordinator, Continuing Nursing Studies and/or the Associate Director, Non-Degree Programs.

#### **The Student:**

1. Meets with the faculty member to review the documentation.
2. Signs the form to verify they have read the document. The student's signature does not mean that they agree with the documentation but that it was discussed with them.

3. Responds, in writing, to the documentation, if desired, within 48 hours of receiving the document. It is recommended that the student discuss their perceptions of personal performance and how it relates to the competencies as outlined in the IEN Bridging/RN and LPN Re-entry clinical evaluation tool.
4. Collaborates with the faculty member to develop a Learning Plan to address their deficiencies to meet the competencies.
5. Acknowledges, in writing, that they are willing to participate in the 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 services, Coordinator, Continuing Nursing Studies and/or the Associate Director, Non-Degree Programs.

### **Procedure for Unsafe Student**

#### **The Faculty Member:**

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 behaviors.
2. Notifies the course leader, who will notify the Coordinator, Continuing Nursing Studies and/or the Associate Director, Non-Degree Programs.
3. Documents, as soon as possible, specific information about the unsafe situation/event/behavior\*. Documentation must include how the occurrence or behavior failed to meet program course objectives as outlined in the clinical evaluation tool. Documentation includes date and time when the student was originally informed of the occurrence or behavior 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 behavior. 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 meeting(s) with faculty), outcomes and timelines that the student will have to meet. The consequences of failing to meet the criteria outlined in the Learning Plan will be clearly outlined (e.g., result in a failed grade in the course and/or implementation of the program 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 consequences of failing to demonstrate consistent and sustained improvement in nursing practice will result in a failed grade.
9. Holds periodic meetings with 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 competencies, as outlined in the clinical evaluation tool.

11. Determines if the student passes or fails the course in consultation with the course leader and Coordinator, Continuing Nursing Studies and/or the Associate Director, Non-Degree Programs.
12. The Associate Director, Non-Degree Programs consults with the NDPC 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 Promotion regulation.

**The Student:**

1. Meets with the faculty member to review the documentation.
2. Signs the form to verify they have read the document. The student's signature does not mean that they agree with the documentation but that it was discussed with them.
3. Responds, in writing, to the documentation, within 48 hours of receiving the document. It is recommended that the student discuss their perceptions of personal performance and how it relates to the standards of nursing practice and/or competencies, as outlined in the clinical evaluation tool.
4. Collaborates with the faculty member to develop a Learning Plan to address their 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 they are willing to participate in the learning plan.
7. Consults at any point in the procedure with individuals such as the course leader, individuals from counselling services, Coordinator, Continuing Nursing Studies, and/or the Associate Director, Non-Degree Programs.
8. May appeal the decision if it is determined that unsafe behavior requires them to be withdrawn from the nursing course and/or from the program, as per Regulation 3.13 Appeal of Regulations, IEN Bridging/RN and LPN Re-Entry Student Handbook.

\* **Note:** In relation to competencies, as outlined in the clinical evaluation tool.

#### **4.16 PRECEPTORSHIP**

Through consultation with nurse managers, preceptors are carefully selected to facilitate the clinical experiences in the IEN Bridging/RN and LPN Re-entry Program. Qualities of preceptors often include: additional education related to the program, extensive "hands-on" experience in the specialty, expert nursing care, prior teaching/mentoring experience, and realistic expectations of the student.

During the clinical experience, the preceptor will facilitate the student's achievement of the clinical objectives and clinical competencies. Refer to the preceptorship manual for more information on preceptor roles/responsibilities as well as the student's (preceptee) role and responsibilities.

#### **4.17 CLINICAL DRESS CODE**

The CNS and affiliating clinical agencies have in place a clinical dress code for the practice setting. It is expected that all students follow this dress code. This will be explained in the orientation to a nursing practice course.

## 5. STUDENT SERVICES AND ADDITIONAL INFORMATION/ GUIDELINES

### 5.1 DISTANCE EDUCATION

The IEN Bridging/RN and LPN Re-Entry Program is offered by Centre for Innovation in Teaching and Learning (CITL) Brightspace combined with some lab/classroom activities and supplemented with web-based communications and audio conferencing. There are many benefits of learning at a distance, especially for adult students. Its accessibility, particularly for adults whose family, professional and social commitments make it impossible to attend on-site classes, is a major advantage. Distance students can choose when and where they will study and can maintain a flexible study schedule that allows them to continue other important roles in life while performing the role of student.

For many students, distance learning is a new experience. Instead of attending classes 2 or 3 times a week, the student's home becomes the classroom and the student assumes independence in their own learning. Faculty is available as needed by email or telephone to provide guidance and support, to offer explanations concerning the content, and to discuss concerns.

Success in the program/course is largely dependent on the student's initiative and self-direction, study habits, level of motivation, organizational and time management skills.

Personal life factors such as work and family responsibilities, social commitments and community involvement can all affect the amount of time the student will spend on completing program requirements. It is essential the student evaluate the amount of time spent at all activities and organize or manage time to include at least **8-10 hours per week** for completing program requirements. The student should establish a specific study schedule and follow it as closely as possible.

#### *Peer Support*

The support of peers (classmates) is widely recognized for its benefits to the learning experience. Continuing Studies distance education programs encourage students to maintain ongoing communication with their peers to discuss difficult concepts, share ideas and provide support/encouragement. Students registered in the same course are able to email each other through CITL secured email.

This medium provides an ideal opportunity to meet and share ideas with fellow classmates. Peer interaction provides students with another support system in addition to school and family support.

Student utilization of the guidance services is generally on a voluntary basis. However, students may also be referred to the Guidance Counselor by a faculty member. In these instances, students work collaboratively with the Guidance Counselor and faculty member, if necessary, to develop and implement strategies to help resolve the identified problem area.

### **Program Orientation and Learning Package**

All students are provided with a Program Orientation and Learning Package after admission to the IEN Bridging/RN and LPN Re-Entry Program is confirmed.

The orientation will be arranged by the Continuing Nursing Studies Coordinator. The Learning Package will include:

- The Student Handbook.
- A recommended schedule for program/course completion.
- A course textbook list that includes a list of books. **(Students are responsible to purchase all textbooks.)**
- Individual course materials are provided to the student once the student is registered for a specified course.
- A Preceptorship Manual is provided to students required to complete a nursing practice course once the student is registered in the specified course.

## **5.2 ACADEMIC ADVISING**

Students requiring academic advising should contact the Continuing Nursing Studies Coordinator.

## **5.3 STUDY SKILLS**

A successful experience for an independent, distance student requires active participation in the learning process. Effective study skills are an essential component of that process.

Two major concepts the student must consider before beginning to study are preparation and organization. Both concepts are equally important, because the best study techniques cannot help if the student approaches work unprepared or disorganized.

### **Preparation**

- a. Motivation: As adults, motivation to learn is based on specific needs. Motivation stems from a desire to improve one's current job or life situation. Without that intrinsic drive, difficulty in achieving success may be experienced. Students are advised to examine own level of motivation to learn prior to approaching the course/ program. Distance, self-directed, independent learning will demand adjustments in daily schedules as well as considerable effort and concentration on the part of the student.
- b. Physical preparation: It is essential that the student obtain adequate sleep and proper nutrition before studying. This allows the student to be energized, think clearly and remain focused.

- c. Positive attitude: The student's attitude toward learning can affect their success. It is easy to be negative about studying, especially if the content is difficult and the workload is heavy. Academic success does not happen without considerable effort on your part. Believe you can and will succeed and enjoy the learning experience. For most students in Continuing Nursing Studies this is a continuation of lifelong learning. You have been learning since your basic education and have many health-related experiences that have contributed to your overall knowledge.

### **Organization**

- a. Study schedule: Establishing a definite study schedule, which does not interfere with work, personal, and family matters, is essential. Decide how many hours per week you will devote to study. A minimum of 8-10 hrs/wk is recommended. Develop and post your schedule each week in a visible location in your home (e.g. on the refrigerator). This will remind you of study times, enabling you to be compliant. Maintaining your schedule will provide you with a sense of accomplishment and improve your attitude. Settle down and begin studying quickly when the scheduled time arrives. Continue studying until the scheduled time is over. Take a short break every hour. Leave the room so that you can take your mind off the study. A refreshed mind improves concentration and retention of information.
- b. Study location: Select a room that is quiet with adequate lighting and ventilation. A desk with a firm, but comfortable chair is ideal for study. Store all learning materials in or near your desk. Distracters such as radio, television and telephone should be turned off.
- c. How to study: Firstly, survey the course content and additional readings you plan to study. Think about the title, look at the table of contents to identify units, objectives, headings, and subheadings, scan the course and read the summary. This gives you a general idea of how the material is organized and direction for your reading. Next, go back and read with the purpose of learning the information under specific headings or objectives. Set goals for yourself about how much time you will spend on specific sections based on the level of difficulty of the topic and strive to achieve that goal. Try not to memorize. It is impossible to remember everything you have read. Instead, aim at understanding the content and being able to apply it to a nursing situation. Identify key concepts that are essential to understanding and mastering the objective. Be active in the learning process by trying to anticipate what the author will say next as you read through the materials. Search for meaning by looking for the main idea in each section. Learn to identify and, then, briefly scan unimportant information. Think about what the objective is asking you (e.g., identify factors affecting the pain experience). Can you answer this? The advantage of asking yourself a question is that it increases your curiosity and makes learning more meaningful and interesting. Refer to notes from required readings and information listed under the objective. Complete any learning activities related to the objective.

Make notes or highlight important information at this time. Notes are merely key words/phrases to help guide you to the body of information you need to know. Do not rewrite the module or highlight every word in the textbook or reading material. Highlight and/or record only pertinent thoughts and important details. Use familiar abbreviations, make short lists, or draw simple tables to save time in note taking.

As you complete this process for each course, answer the comprehension check questions at the end of the module. If you score a mark that is equivalent to the pass mark for the program/course, continue on to next module. If not, go back and review areas of difficulty. If included, complete the post-test at the end of the unit. Identify areas of strength and weakness. Go back and review areas where your knowledge or understanding is insufficient. Use the notes you have taken to review important concepts. Continue to do this until you feel you understand the content.

## **5.4 TEST TAKING**

Most often you will be writing multiple choice exams. Many people think that these are the easiest types of exams you can write, but this is inaccurate. You need to know your material just as much, and usually more, for a multiple choice test than for most other types of exams.

There are ways in which you can improve your chances of performing well on an exam.

Below are some tips for you to follow in preparation for and while writing multiple choice exams.

### **Test Taking Tips**

- Do not cram for the test the night before as this often causes undue stress. Plan and spread your review time over several days. Try to summarize the content rather than reviewing all the material. Notes taken during initial the study period are useful during the review. Purposefully give attention to areas you initially identified as important and try to predict test questions.
- As you begin the test, think positively and believe in yourself as a successful student. Skim the entire test once, briefly, to get a sense of what it is all about. Read the directions, twice, underlining or circling key instructions if necessary. Find out how much time you have to write the test, how much time you have per question (usually about 1 minute or so), if there are any compulsory questions, and if you will be penalized for incorrect guesses.
- Attempt to answer the questions in the order in which they are given to you. If you don't know the answer to a question, make a mark next to it, and move ahead to the next one. Come back to the difficult ones after you've completed the other questions.

- Read the question part of the problem, the “stem”, carefully, at least twice. Underline key terms such as “best action”, “primary reason”, “initial response.” Rephrase the stem in your own words if you feel it will help. Ask for clarification of any terms you do not understand. Anticipate what the answer will be and then look for it among the options given. You can often identify at least some of the characteristics of the correct answer.
- Read each option (answer) available to you even though one may seem like the correct answer to you. In multiple choice questions, all of the answers may be true but only one best answers the question. Actively reason through each, testing it against the question and eliminate the ones that you are certain are incorrect by crossing them off. Usually you can narrow your choices to two possible answers. Using logical reasoning, choose the more encompassing option as the one with the greatest chance of being correct.

## **5.5 FOOD SERVICES**

A cafeteria service is located on the first floor of the Miller Centre. Hours of operation are as follows:

- Monday-Friday 0800 - 1500

Please note: These times may vary throughout the year. Notices of such changes are posted in the coffee shop

## **5.6 SMOKING REGULATIONS**

Smoking and second-hand smoke are recognized as serious health hazards. NLHS has a Smoke Free Environment Policy at all of its owned and operated facilities.

This policy includes that smoking is not permitted in or near buildings, on the grounds, in parking garages, or on the parking lots of NLHS sites and facilities.

## **5.7 FIRE SAFETY**

As part of the CNS orientation, all students are required to attend a general information session on fire safety.

Part of the orientation to every clinical area includes reference to the student’s duties in the event of fire. The guidelines entitled, “Centre for Nursing Studies ‘Code Red’ Action Card” prepared by the Emergency Preparedness Committee, Miller Centre are posted throughout the CNS including classrooms, conference rooms, and lab rooms and by all elevators in Southcott Hall. Students are advised to acquaint themselves with these guidelines as well as knowing the nearest exit of all the rooms occupied for learning activities scheduled at Southcott Hall.

## 5.8 EMERGENCY PREPAREDNESS

NLHS, as part of its Emergency Preparedness Plans, has established codes for various types of emergency situations in all of its facilities.

These codes apply to Southcott Hall and the Miller Centre. A listing of the codes is posted by all elevators in Southcott Hall. To call a code **DIAL EXTENSION 2000** and identify the emergency situation you are reporting.

For any **Medical Emergency** requiring medical assistance at Southcott Hall, **Dial 9 for an outside line, then 911**. State your medical emergency and your exact location in Southcott Hall.

## 5.9 SCENT FREE GUIDELINES

NLHS endeavors to provide a scent-free environment for clients, employees and all persons who use its facilities. Scented products contain chemicals which may cause severe problems for persons with asthma, allergies and chemical sensitivities. To achieve this goal a **Scent-Free Policy** is in effect for all NLHS Buildings. All persons are expected to use fragrant-free personal care products. NLHS is committed to using environmentally friendly products.

Commonly scented products of concern include perfume/cologne/aftershave, body sprays, deodorant, hair products/spray/gel/oil, including heavily scented shampoo and conditioner, essential oils, moisturizers (hand/face/body cream), laundry detergent, fabric softeners, and laundry “scent boosters”.

Please note that students wearing scented product(s) may be asked to leave the learning area (class/lab/clinical) in the event a sensitivity or allergy is identified by a student, faculty member, staff, resident or patient.

**Students are expected to follow this policy and are not to wear scented products in any clinical setting or while in the Southcott Hall or Miller Centre Buildings.**

## 5.10 CELL PHONE USE

The use of electronic communication devices, such as cell phones and smart phones, to place/receive calls, text messages, access internet sites, emails, videos or photographs for personal reasons in the clinical setting is prohibited during scheduled working/learning experiences.

Personal smart phones should be placed on vibration/silent mode during such times and should only be used during rest periods and meal breaks. Use of personal cell phones in the presence of a patient is strictly prohibited.

Cell phone use is permitted in the Southcott Hall Building but must be silenced during scheduled learning activities.

**APPENDIX A**  
**Non Degree Program CLINICAL INCIDENT REPORT**

<b>Student Name:</b>		<b>Date:</b>	
<b>Student Number:</b>		<b>Course:</b>	
<b>Clinical Area:</b>			
<b>Agency Incident/ Occurrence Form Completed:</b>		Yes	No

*\*Note: Client refers to client, patient, and resident.*

**SECTION A: TYPE OF INCIDENT/ OCCURRENCE (Check Appropriate Box)**

Medication Incident (complete Section B)		Infection Control Issue		Client Fall (witnessed by student)		Needle Stick Injury (requires referral to Occupational Health)	
Breach of Policy/ Protocol		Breach in Confidentiality		Near Miss		Other (describe in Section C)	

**SECTION B: TYPE OF MEDICATION INCIDENT (Complete Only If Medication Incident)**

Wrong Medication		Wrong Dose		Administered discontinued med	
Wrong Client		Omission- Failure to Administer		Documentation Error	
Wrong Time		Medication Already Given		Other (describe below)	
Wrong Route		Administered a Held Dose			

**SECTION C: DETAILED INCIDENT/OCCURRENCE DESCRIPTION**

**C-1 Description of the Incident/Occurrence** (include a precise description including client's immediate reaction if applicable, person(s) advised of the incident, where/how the incident was recorded)

**C-2 Description of client follow-up if applicable**

**C-3 Description of student follow-up if applicable** (e.g., details of Occupational Health follow-up)

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**SECTION D: STUDENT REFLECTION ON INCIDENT/ OCCURRENCE**

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**SECTION E: FACULTY COMMENTS**

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Academic Follow-up Required (e.g. student interview, learning plan, etc.)	Yes (If yes explain below)		No	

<b>Student Signature:</b>		<b>Date:</b>	
<b>Faculty Signature:</b>		<b>Date:</b>	