BACHELOR of SCIENCE in NURSING (COLLABORATIVE) PROGRAM

STUDENT HANDBOOK

Years 1-1V

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1.1 MESSAGE FROM THE CENTRE FOR NURSING STUDIES

Welcome to the Centre for Nursing Studies (CNS) and the Bachelor of Science in Nursing (BScN) (Collaborative) Program.

The information in this handbook is designed to facilitate your adjustment to the nursing program. It provides a concise reference source for both students and faculty. Presented is general information regarding the organization of the school, the philosophy and conceptual framework from which the curriculum is developed, and the services/resources available to students.

The handbook outlines the policies and procedures governing curriculum activities. Included are academic, clinical and professional standards which students are expected to meet to successfully complete the nursing program.

1.2 CNS PROGRAMS

The Centre for Nursing Studies, established in 1996, is operated by Eastern Health.

An innovative baccalaureate curriculum was developed through the collaborative efforts of all schools of nursing in the province and implemented in the 1996-97 academic year. The BScN (Collaborative) Program is delivered through a consortium partnership with Memorial University of Newfoundland and Western Memorial Health Care Board. It is designed to maximize the personnel, educational and material resources of basic nursing programs and to enhance the opportunities for individuals to be prepared at the baccalaureate level for entry into professional nursing practice.

The BScN (Collaborative) Program was awarded a seven year accreditation status by the Canadian Association of Schools of Nursing (CASN) in 2022 and full approval from the College of Registered Nurses of Newfoundland and Labrador (CRNNL) in 2015 (awaiting decision of the 2022 review).

In addition to the four year Bachelor of Science in Nursing (Collaborative) Program, the CNS offers a Practical Nursing Program and Continuing Education Programs for RNs and LPNs.

1.3 SOUTHCOTT HALL LOCATION

The CNS is housed at the Miller Centre Site, operated by Eastern Health.

This site includes the Miller Centre, the Department of Veterans Affairs (DVA) Pavilion and Southcott Hall.

The CNS occupies seven floors of Southcott Hall:

- Basement Level - Student Lockers and Lounges, Conference Room, Nursing Skills Lab
- Ground Floor – Classrooms, the Learning Resource Centre (LRC), CNS Mailroom, Guidance Counseling Office and Office of the CNS Operations Officer
- First Floor - Classrooms, Technology Resource Centre and Nursing Skills Labs
- Second Floor - Conference Rooms, Nursing Society Office, and Faculty Offices
- Ninth Floor - Nursing Skills Labs and Faculty Offices
- Tenth Floor - Faculty, Secretarial and Administrative Offices
- Eleventh Floor – Faculty, Secretarial, Administrative Offices and the Research Office

The allocation of classroom, lab and conference room space for each year of the program will be posted at the beginning of each semester.

Once the master schedule for the semester has been posted, additional booking requests will be handled as follows:

- Classroom Space – Executive Assistant to the Director (Office 1031)
- Lab Space – Instructional Resource Centre (IRC) Coordinator (Office 1118)
- Conference Room Space – Learning Resource Centre (LRC)

1.4 ACCESS TO THE BUILDING

Access to the CNS may be gained via the main entrance to Southcott Hall, Monday to Friday 06:00 – 18:00. **All students entering the building after 1800 must use the main entrance of the Miller Centre and must sign in and sign out with security personnel. This also includes anyone staying late after 1800. Security can be reached at 746-1494.**

Students are reminded that access to the LRC, IRC and mailroom will only be provided during the hours when staff and/or student proctors are available. Students may gain access to the CNS Mailroom for drop off purposes only until midnight of each day when the Miller Centre entrance is locked. Students are requested not to ask security personnel to provide access to these areas after the designated hours.

1.5   MISSION, VALUES & VISION OF THE CENTRE FOR NURSING STUDIES

Our Mission

The Centre for Nursing Studies will deliver a continuum of nursing education programs that prepare 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, 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.

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2.   BSCN (COLLABORATIVE) PROGRAM

The Centre for Nursing Studies, Memorial University Faculty of Nursing and Western Regional School of Nursing support the highest standards of academic and professional ethics. Ethical behavior encompasses integrity, conduct, respect, and professionalism. It also means that students will take responsibility for their learning and pursue academic goals in an honest and engaged manner to reflect the principles, values, and expectations that are espoused as members of the schools of nursing and future nurse professionals.

2.1 MISSION STATEMENT

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

EDUCATIONAL FRAMEWORK

2.2 EDUCATIONAL PHILOSOPHY

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

2.3 CONCEPTUAL FRAMEWORK

The BScN (Collaborative) Program is based on the four Metaparadigm Concepts of Nursing (Person, Health, Environment, and Nursing) and the core concepts for nursing practice as organized by Jean Giddens (2017) under three categories: Health Care Recipient Concepts, Health and Illness Concepts, Professional Nursing and Health Care Concepts.

Metaparadigm Concepts

Person

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

Health

Health is a dynamic process of physical, mental, spiritual, and social well-being. It is a resource for everyday living and is influenced by a person's beliefs, values, attitudes, and the determinants of health. Wellness and illness are dimensions of health. Health is a separate and distinct entity that coexists with illness or injury such that regardless of the seriousness of a person's disease/injury, health is always present in some form. Health involves the development of person's capabilities, capacities, special gifts and competencies (Gottlieb, 2013).

Environment

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

Nursing

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

Curriculum

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

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

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

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

Contextually relevant, learner-focused opportunities are provided to enable students to acquire the competencies (knowledge, values, attitudes and skills) required for entry-level practice. Critical inquiry skills including reflection, self-evaluation, ethical decision-making, and clinical judgment are facilitated progressively throughout the curriculum.

Technological competence is enhanced through use of information technologies.

The curriculum emphasizes the collaboration among students, educators, and others, e.g., healthcare professionals, throughout the educational process. Interprofessional learning is facilitated through the development of professional relationships with other health team members and other sectors of society.

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

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

Teaching and Learning

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

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

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

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

Nursing Practice

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

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

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

References

Giddens, J. (2017). *Concepts for nursing practice.* 2nd ed. Elsevier: St. Louis, MO.

Gottlieb, L. (2013). *Strengths-based nursing care: Health and healing for person and family.* Springer Publishing: New York, NY.

Iwasiw, C., & Goldenberg, D. (2015). *Curriculum development in nursing education.* 3rd Edition, Illustrated, Jones and Bartlett Publisher, Burlington, MA.

BScN (Collaborative) Program
Conceptual Model
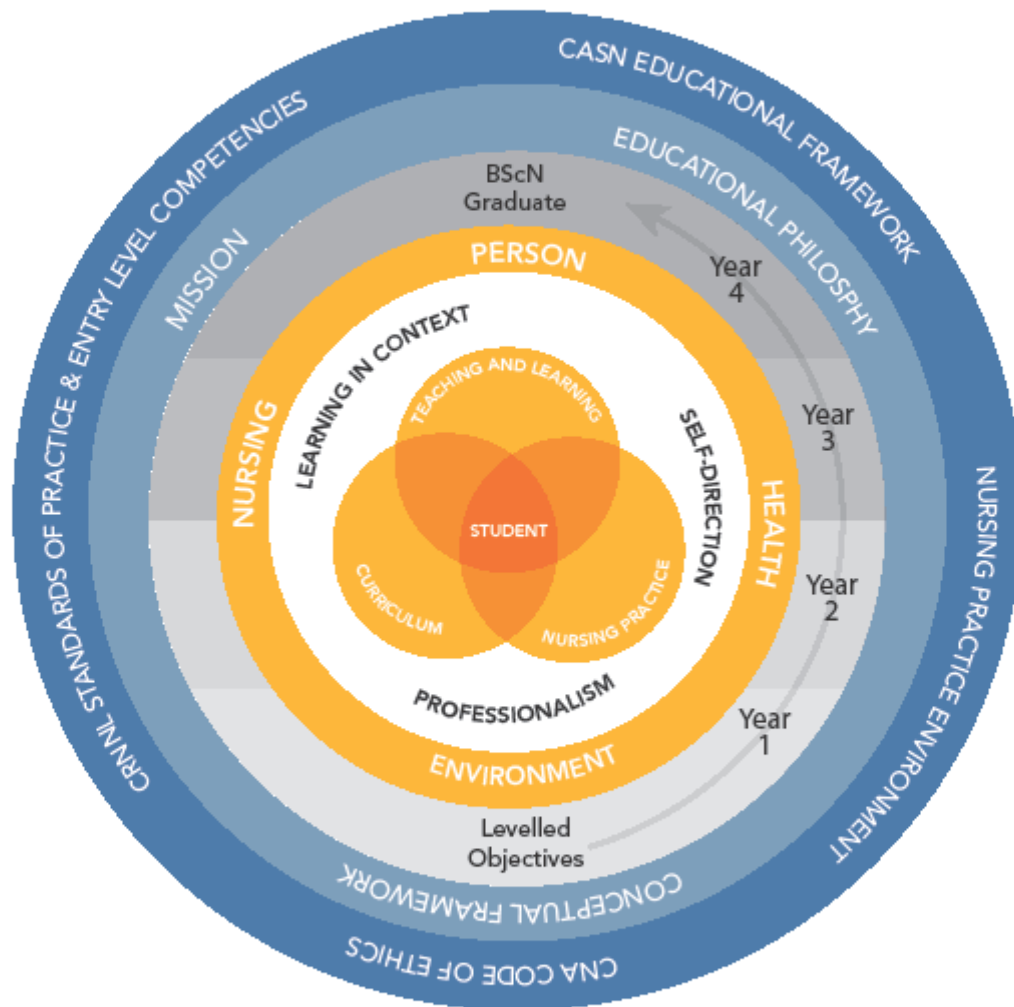
Updated November 2021

2.4 COURSE SEQUENCE: BACHELOR of SCIENCE in NURSING (COLLABORATIVE) PROGRAM

FALL	WINTER	SPRING
1002 Anatomy and Physiology I (Lab) **1003** Developing Therapeutic Relationships (Lab) **1004** Nursing Foundations **1017** Fundamental Psychomotor Competencies (Lab) **English** (Critical Reading/Writing Course) **Biochemistry** 1430	**1012** Anatomy and Physiology II (Lab) **1014** Health Assessment (Lab) **1015** Health Promotion **1016** Caring for the Older Adult: Theory **1520** Caring for the Older Adult: Practice (96 hrs)	
2003 Pathophysiology (Tutorial) **2004** Pharmacology (Lab) **2015** Health Alterations I: Theory **2515** Health Alterations I: Practice (96 hrs + lab) **Psychology** 1000	**2002** Caring for the Childbearing Family : Theory **2502** Caring for the Childbearing Family: Practice (48 hrs + lab) **English** (Critical Reading/Writing Course) **Biology** 3053 **Statistics** 1510 or 2500 or equivalent, or Education 2900 **2520** Extended Practice II (96 hours over 3 weeks at end of semester)	
3000 Community Health: Theory (seminar) **3500** Community Health: Practice (96 hrs) **3001** Mental Health: Theory (seminar) **3501**: Mental Health: Practice (96 hrs) **3104** Nursing Research	**3015** Health Alterations II: Theory **3515** Health Alterations II: Practice (120 hrs + lab) **3113** Professional Development I **Philosophy** 2500-2599 or Religious Studies 2610 **Sociology, Anthropology or Archeology**	**3523** Preceptorship (240 hrs) **4512** Community Health Practicum (240 hrs) -30 students
4100 Advanced Concepts and Skills (Lab/Seminar) **4103** Professional Development II **4512** Community Health Practicum (240 hrs over 6 weeks) *Elective	**4516** Consolidated Practicum (40 hours per week for 12 weeks)	**Award of BScN Degree**

NOTE: * An elective in the final year could be completed in the Spring or Fall – timing would allow for funding with at least 9 credit hours in that semester.

These courses will be offered during the same year at all sites, but the semester of course offering may vary with each site.

2.5   LEVELLED OBJECTIVES / PROGRAM OUTCOMES

Levelled outcomes for each year

		Year 1	Year 2	Year 3	Year 4
Knowledge	1	Identifies foundational knowledge of the health related needs of diverse clients in the provision of promotive, preventive, curative, rehabilitative, and end-of-life nursing care.	Explains and applies knowledge of the health related needs of diverse clients in the provision of promotive, preventive, curative, rehabilitative, and end-of-life nursing care.	Applies in-depth knowledge of the health related needs of diverse clients in the provision of promotive, preventive, curative, rehabilitative, and end-of-life nursing care.	Integrates in-depth knowledge of the health related need of diverse clients in the provision of promotive, preventive, curative, rehabilitative, and end-of-life nursing care.
	2	Identifies and describes approaches to care that can be applied to diverse clients which reflect an understanding of concepts and theories of sciences, humanities and nursing.	Demonstrates application of relevant concepts and theories of sciences, humanities and nursing in the approaches to care of diverse clients.	Appraises and modifies approaches to care of diverse clients which reflect synthesis of concepts and theories of sciences, humanities and nursing.	Develops approaches to care of diverse clients which reflect synthesis of concepts and theories of sciences, humanities and nursing.
Research Methodologies, Critical Inquiry and Evidence	3	Seeks, locates, and discusses information relevant to nursing practice.	Selects and applies relevant evidence to support nursing practice.	Critically appraises a range of evidence, methodologies and practice observations and relevance to nursing practice.	Critically appraises a broad range of evidence, methodologies, and practice observations within the profession and across disciplines and relevance to nursing practice.
	4	Identifies the principles of critical inquiry in relation to nursing as a profession, discipline and health science.	Applies the principles of critical inquiry to nursing as a profession, discipline and health science.	Analyzes the principles of critical inquiry skills to support evidence-informed nursing practice.	Integrates critical inquiry in nursing as a profession, discipline, and health science.

Nursing Practice	5	Practices holistic nursing care by collaborating with individuals to assist them to achieve health and well-being through health promotive and protective nursing care.	Practices holistic nursing care by collaborating with individuals and families with health alterations to assist them to achieve health and well-being through promotive, preventive, curative, rehabilitative, and end-of-life nursing care.	Practices holistic nursing care within a variety of settings, by collaborating with individuals, families, groups and communities to assist them to achieve health and well-being through promotive, preventive, curative, rehabilitative, and end-of-life nursing care.	Practices holistic nursing care within a variety of settings, by collaborating with individuals, families, groups and communities with complex health needs to assist them to achieve health and well-being though promotive, preventive, curative, rehabilitative, and end-of-life nursing care.
	6	Participates in the provision of safe, competent, compassionate, ethical, and culturally sensitive nursing care to individuals.	Provides safe, competent, compassionate, ethical, and culturally sensitive nursing care to individuals and families.	Plans and provides safe, competent, compassionate, ethical, and culturally sensitive nursing care for individuals, families, groups, and communities.	Coordinates and provides safe, competent, compassionate, ethical and culturally sensitive nursing care in response to the diverse and dynamic needs of individuals, families, groups and communities.
Communication and Collaboration	7	Demonstrates beginning competence in communication through self-awareness, use and monitoring of strategies to participate in therapeutic, caring and culturally sensitive relationships with clients and nursing colleagues.	Applies effective communication and collaboration strategies to engage in therapeutic, caring and culturally sensitive relationships with clients, nursing colleagues and other members of the health care team.	Adopts and adapts strategies to establish and maintain therapeutic, caring and culturally sensitive relationships through effective communication and collaboration with diverse clients, nursing colleagues, other members of the health care team, and community partners.	Communicates and collaborates with clients, nursing colleagues and other members of the health care team to establish and maintain therapeutic, caring and culturally sensitive relationships within diverse and evolving practice situations.

	8	Discusses the purpose and demonstrates appropriate use of information and communication technologies to provide	Uses appropriate information and communication technologies to support engagement with clients and the interprofessional team.	Uses and integrates information and communication technologies to engage with clients and the interprofessional team.	Integrates information and communication technologies to plan, and provide evidence-informed nursing care.
Professionalism	9	Identifies and applies the professional standards that guide nursing practice.	Articulates the significance of professional standards that guide nursing practice and applies these across a variety of health care settings.	Consistently applies professional standards to the delivery of nursing care in a variety of health care settings.	Practices nursing within the context of professional standard of practice, ethical, regulatory and legal codes.
	10	Demonstrates with guidance self-directed learning to keep abreast of advancements in technology, knowledge and cultural diversity.	Demonstrates professional growth through self-directed learning to keep abreast of advancements in technology, knowledge and cultural diversity.	Demonstrates responsibility for self-directed learning to keep abreast of advancements in technology, knowledge and cultural diversity.	Incorporates strategies for self-directed personal and professional growth to keep abreast of advancements in technology, knowledge and cultural diversity.
Leadership	11	Recognizes the significance of leadership in nursing.	Demonstrates beginning leadership skills to meet client health care needs.	Demonstrates effective leadership skills to meet client health care needs.	Critically appraises and assumes appropriate leadership roles to coordinate client health care needs in diverse healthcare environments.
	12	Explores the role for the nurse to advocate for and influence change.	Demonstrates beginning skills as an advocate for change within the context of nursing practice.	Advocates for change within the context of nursing practice.	Advocates for change within health care systems and across sectors to address issues of safety, social justice, health equity and other disparities affecting the health of clients.

3.	STUDENT SERVICES AND RESOURCES

3.1 LEARNING RESOURCE CENTRE

The LRC is comprised of the Library on the ground floor of the CNS and the Technology Resource Centre on the first floor. The LRC provides an expanding collection of books, periodicals, A-V and computer software to support CNS curricula and to foster independent learning.

The LRC is an integral part of the CNS and has a major role in 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 learners.

All CNS students are registered with the LRC and have usage and borrowing privileges. Students will be issued an ID card that must be presented when borrowing materials or booking facilities.

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 policies to ensure equitable access to resources and facilities for all students. Students not adhering to policies may have LRC privileges revoked.

Hours of Operation

0800-1630 Monday to Friday with some after-hours access to be determined on a semester to semester basis.

Full reference and instructional services are available from 08:30 – 16:30 Monday to Friday. Check with the LRC for exact hours of operation.

To Contact Us:

Circulation Desk   -   777-8179

Reference/Administration   -   777-8189

Technology Resource Centre -   777-8194

E-mail: karen.hutchens@mun.ca   lindsay.porter@mun.ca

LRC General Policies

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

- The noise level should not exceed quiet talking. Students should be considerate of others working or studying.

- All materials must be signed out by staff person or student on duty.

- Borrowed materials should be returned promptly so that others are not deprived of access to them.

LRC Circulation Policies

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. To access:

- Go to http://centrefornursingstudies.ca/Library Click on Online Catalogue

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 periodicals (journals and magazines) are for use in the LRC only.

- Books from stacks can be signed out for 2-week or 1-week periods, and may be renewed unless previously reserved.

- Reserve materials are for 2-hour loan and must be used in the LRC. These include articles, books and A-V materials which have been placed on Reserve.

LRC Services

Some of the LRC services which students can avail of:

Orientation sessions are provided to all incoming students. These consist of a thorough tour of the LRC and a review of policies and services.

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. They also include instruction in use of all software programs, including the Library Online Catalogue.

Interlibrary Loans - Students are responsible for obtaining books and journal articles that are available locally. To obtain materials from outside the province, BSCN students should check with the Interlibrary Loan Department, Health Sciences Library. The CNS can provide this service at cost. Students should read Guidelines for Centre for Nursing Studies BSCN Students Concerning use of MUN Libraries. (Appendix A)

Access to Photocopying Facilities – There are three photocopiers available in the LRC. Two photocopies require a photocopier card. Photocopying cards are sold in $2, $5 and $10 amounts and can be purchased in the library. A $2 refundable deposit is required for cards. There is one coin-operated photocopier. The photocopiers are located in room G23.

Instruction in the Use of Computerized Reference Tools will be covered in orientation. Further instruction will be provided by staff during regular LRC hours.

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.

Technology Resource Centre

The Technology Resource Centre is located on the first floor of the CNS. This Technology Resource Centre 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

There are four group study rooms available for student use. These rooms can be booked for use between 8:30 am and 4:30 pm Monday through Friday. These rooms can be used for a maximum of two hours per group.

3.2 INSTRUCTIONAL RESOURCE CENTRE

For nursing, it is important that the academic program is complemented by practice and experience in real and/or simulated settings. The IRC provides opportunity for simulated learning in both psychomotor competencies and interpersonal skills. IRC faculty offices are located on ninth floor of Southcott Hall.

Facilities and Equipment Available

The IRC is 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 and simulation use. There is one high fidelity simulator, as well as three medium fidelity and various task trainers.

Lab Policies

- Students must comply with the following lab policies or will 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 coats and bags in the corridor outside the lab rooms, in chairs, or by elevators**, **as this poses a safety risk**.

- Students may bring water but no coffee cups or food is permitted in the lab.

- Lab rooms and stations must be tidied before leaving the room.

- Students must come prepared for their lab.

- Please carefully handle and respect the lab equipment.

- Cell phones, smart watches, and any other type of 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 9th floor adjacent to IRC Coordinator's office.

Lab Supplies

Students must bring lab kits to required labs. Please do not discard any reusable materials/supplies in the lab. Students should return all supplies to the original package when you have finished practicing. Needles and sharps must be disposed of in a sharps container. Needles are not to be reused and are only for practice on mannequins or other provided lab equipment.

Returning Students

Students who have been away from clinical can seek remedial help for clinical skills. These sessions will be based on the students' individual learning needs.

Policies for Borrowing and Lending of Equipment

Students must fill out a lab equipment request form located adjacent to the IR 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 borrow equipment for a longer period depending on demand for the item at that particular time. Students take responsibility for the safe return of equipment. If the equipment is damaged the student may have to replace the item.

Missed Labs

Students are expected to attend all the psychomotor skills labs. Missed labs will not be repeated. Students who miss labs are expected to notify lab faculty and review lab content independently.

3.3   STUDENT HEALTH SERVICES

The Student Wellness and Counselling Centre, located on the fifth floor of the University Centre (Smallwood Student Center, 864-8500, option #3) holds regular clinics and provides the same services you would expect from your family physician, with an emphasis on wellness education.
https://www.mun.ca/studentwellness/about/Booking.php

The Student Wellness and Counselling Centre is staffed by a nurse. Physician and counsellors. Appointments are necessary. All services provided are strictly confidential.

All students are eligible to participate in the MUNSU Student Health and Dental Plans.

3.4   GUIDANCE AND COUNSELLING SERVICES

Guidance and Counselling services are provided by a qualified Guidance Counsellor and are available to all students enrolled at the CNS. The guidance office is located at the CNS, Ground floor, Southcott Hall.

Services Offered:

- **Individual and/or group counselling** is available in personal, academic and career planning areas.
- **Small group sessions** *designed to meet identified student needs include the following:*
  - ♦ Study Skills, Exam Writing Strategies, Resume Writing, Developing Clinical Confidence, Dealing with Death and Dying, Mindfulness Based Stress Management
- **Career exploration services** are available to any prospective students who think they might benefit from counselling in terms of decision-making regarding nursing as a career.
- **Ongoing assessment and program development** to meet new need areas identified by students and/or faculty.

Accessing Services

An open door, drop-in policy is encouraged. However, in order to ensure a specific appointment time, advance booking is recommended. This may be done in either of the following ways:

- Telephone or email:

- Dawn Lanphear (777-8187) dawn.lanphear@mun.ca

- Write the word "booked" beside a designated time slot on a schedule posted on the Guidance Counsellor's office door.

Group sessions will be advertised on student bulletin boards. Advance sign-up is recommended as attendance is limited.

Utilization of Services

Student utilization of these services is generally on a voluntary basis. However, students may also be referred to a Guidance Counsellor by a faculty member. In these instances, students work collaboratively with the Guidance Counsellor and faculty member, if necessary, to develop and implement strategies to help resolve the identified problem area. It is the student's responsibility to set up an appointment time and follow through with the sessions.

Confidentiality

The Guidance and Counselling policy for client/counsellor confidentiality is in accordance with the professional regulations of the Canadian Nurses Association.

Other

Counselling services are also available through Memorial University. The Counselling Centre is located on the 5th floor of the University Centre, Room 5000, telephone 864-8500. Office hours Monday-Friday 0830-1630.

3.5 ACADEMIC ACCOMMODATION

The CNS is committed to providing accommodation to all students who self-identify and have documentation pertaining to a disability. Academic accommodation refers to a change to teaching or evaluation procedures designed to accommodate the particular needs of a student with a disability without compromising academic integrity of the assignment, course, or program. Academic integrity is defined as the demonstration of acquisition of a body of knowledge or the skill normally required for passing a course and/or completing a course or program as determined by the instructor and/or CNS.

As per Memorial University policy, BScN (Collaborative) students should contact the Glenn Roy Blundon Centre, University Counseling Centre, with all appropriate documentation, in a timely manner to make a request for accommodation or to request a change in accommodation. Following contact with the Glenn Roy Blundon Centre, Academic Accommodation Request Forms are emailed to the course instructor. Students are required to discuss their academic accommodation with their instructors, and any others in light of the nature and requirements of the particular assignment, course, or program. https://www.mun.ca/student/about-us/units-and-contacts/accessibility-services---the-blundon-centre/

Students can seek the assistance of the CNS Guidance Counselor for support in accessing additional services or agencies available in the community.

Students should consult Memorial University policies for further information related to Accommodations for Students with Disabilities and Procedures for Arranging Student Accommodation. https://www.mun.ca/student/accessibility-services/

3.6 DEVELOPING SCHOLARLY WRITING SKILLS

Developing scholarly writing skills is a critical component of the BScN (Collaborative) Program. CNS faculty have developed a resource entitled "Handbook for Developing Scholarly Writing Skills" which provides students with guidance in the following areas: (Booklet can be found on CNS website)

- Improving Writing Skills (including APA Editorial Style)
- Leveling Writing Skills Across the Curriculum
- Identifying Resources to Assist with Writing Assignments

3.7 ACADEMIC ADVISING

Students requiring academic advising should initially contact the appropriate Program Coordinator or the Associate Director, BScN (Collaborative) Program, CNS. Program inquiries made at the Office of the Registrar, Memorial University must be directed to the Assistant Registrar responsible for Nursing.

3.8 STUDENT ORGANIZATIONS

Students at the CNS will have the opportunity for participation in a number of student organizations.

3.8.1 MUN STUDENTS' UNION

The MUN Students' Union (MUNSU), which represents more than 14,000 undergraduate students, is elected each spring by the student body at Memorial. The council exists for the purpose of making students' concerns heard and providing input into all administrative and academic decisions with these concerns in mind. https://www.munsu35.ca/

All students become members of the MUNSU by virtue of the fees paid upon registration.

MUNSU also has affiliation with the Canadian Federation of Students (CFS).

3.8.2 NURSING SOCIETY

As students within the school of nursing, you will have the opportunity to become members of the Nursing Society that will be recognized by and have representation on the Memorial University of Newfoundland Students Union (MUNSU).

The purposes of the nursing society are to:

- promote interest in extracurricular nursing activities

- promote unity among the nursing student body and to act as a liaison between nursing students, faculty and other student organizations

- provide a forum through which students can express their opinions on issues in nursing

- encourage participation in professional and liberal education

The annual Nursing Society fee is collected in September.

The Nursing Society Constitution is contained in Appendix E of the Student Handbook.

3.8.3   CANADIAN NURSING STUDENTS' ASSOCIATION

The purpose of the organization is to promote professionalism among nursing students. CNSA aims to bring issues of relevance in our field to the attention of student nurses and to make students more aware of the legal, moral, professional, and educational problems that are a large part of nursing and that must be faced now rather than when students become licensed or registered.

How does CNSA fulfill this purpose?

➢ Provides a communication link among baccalaureate nursing students across Canada
➢ Acts as the official voice of baccalaureate nursing students
➢ Provides a medium through which members can express their opinions on nursing issues
➢ Encourages participation in professional and liberal education
➢ Maintains a direct link with other organizations concerned with nursing:
  ➢ Canadian Nursing Association
  ➢ Canadian Association of Schools of Nursing
  ➢ Canadian Federation of Nurses Unions
➢ Enhances the awareness of need for nursing research

The CNS, as a member of the CNSA, elects an Official and Associate Delegate to the organization each year.

3.8.4   Class Executive

Students in each year of the program elect their own class executives who assume responsibility for conducting the affairs of the class and for organizing class activities, fundraising events, etc.

3.9   CNS SUPPORT FOR STUDENT PROFESSIONAL DEVELOPMENT

The faculty of the school are supportive of student efforts to participate in professional development activities. The following guidelines clarify how support of nursing students, who participate in CNSA activities, will be demonstrated.

Guidelines:

- Students will inform their professor/instructors, in writing, of their desire to attend a CNSA conference/activity, not later than **four** weeks prior to the CNSA conference/activity. Since the student may not be able to identify the exact date of the conference in the letter of intent it is important to inform faculty of intent as early as possible in the semester.

- Students attending the conference will normally be excused from clinical during the time period of the CNSA conference/activity without that time being considered missed time.

- Faculty have the right to refuse a request for excused time from clinical if the faculty member has determined that the student's clinical performance is weak.

- Faculty refusing a request for excused clinical time must provide the student with written documentation which supports this refusal.

- The learning experience gained as a result of attending such conferences/activities, may in collaboration with faculty be incorporated as an evaluation component of the course for that student.

- Students will collaborate, as necessary, with LRC instructors for the purpose of rescheduling lab testing/re-testing. Psychomotor retesting to be scheduled after nursing exams are completed.

- It is the student's responsibility to ensure that missed class and /or lab content is acquired independently.

- Students will collaborate, as necessary, with professors to determine appropriate rescheduling of dates for the completion of assignments and/or exams.

- There is a total of $1000.00 funding available to support professional activities, to be vetted through the Nursing Society.

3.10 STUDENT REPRESENTATION ON CNS COMMITTEES

The CNS is committed to enabling student representation on standing committees of the school. Faculty value student participation on these committees, which are useful forums for promoting communication among students and faculty.

Student representatives sit on the following committees:
- Academic Council
- Undergraduate Studies Committee
- Learning Resource Committee
- BScN (Collaborative) Program Advisory Committee

4.	ACADEMIC REGULATIONS AND GUIDELINES

4.1 GENERAL ACADEMIC REGULATIONS (MEMORIAL UNIVERSITY)

The BScN (Collaborative) Program is governed by the rules and regulations passed by the Senate of Memorial University. These are outlined in the current University Calendar. Students should become familiar with academic regulations pertaining to their program and are advised to make a point of reading the General Academic Regulations (Undergraduate), in the current University Calendar. These regulations are also readily accessed at the MUN website: www.mun.ca/regoff/calendar.

4.2 ACADEMIC STANDARDS AND PROMOTIONS

The general regulations governing the BScN (Collaborative) Program are outlined in the School of Nursing section of the current University Calendar. These regulations can also be accessed on the web at www.mun.ca/regoff/calendar; go to School of Nursing, then Promotion Regulations.

It is critical that students become familiar with these regulations which outline the passing grade for nursing courses and other requirements related to continuance in the program. Students should note that a grade of at least 65% or a grade of PASS, as appropriate, is required in each of the Nursing courses required for the degree.

4.3 SUPPLEMENTARY EXAMINATIONS

Only three supplementary examinations in Nursing courses can be written during the program. Any student receiving a grade of 60% in a Nursing course is eligible to write a supplementary examination in that course. Further guidelines related to supplementary exams in the BScN (Collaborative) Program are outlined in the School of Nursing section of the current University Calendar or at www.mun.ca/regoff/calendar.

4.4 FAILURE IN NURSING COURSES: NOTIFICATION OF STUDENTS

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

Fall Semester Failure

Students who fail a Fall Semester nursing course will receive their grade via the Memorial Self-Service, once grades are officially released by the University.

Winter Semester Failure
Students in Year II who fail a Winter Semester nursing course will receive notification via their MUN e-mail accounts once the grades are approved by the Director. This is necessary due to the NURS 2520 *Extended Practice* course timelines.
The e-mail notification will also include notification of supplementary exam eligibility or ineligibility.

All students should check their MUN e-mail accounts <u>daily</u> for the first week following their last nursing exam.

Students must not telephone the Associate Director, CNS Registrar or their course leader for their grade.

4.5   STUDENT DECISION MAKING IN THE EVENT OF A FAILED NURSING GRADE

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

<u>It is strongly recommended that any student who does not have access to the web during the Christmas break should have a copy of the current University Calendar in his/her possession.</u>

What to do in the case of a failure in a nursing course if you are a student in the regular four year option of the BScN (Collaborative) Program:

1. Promotion Regulations of the BScN (Collaborative) Program identify a passing grade as 65%. Therefore you have failed a nursing course if this grade is not achieved.

2. If your grade is 59% or less, you will have to repeat the course next year. You can determine pre-requisites by referring to the course list at the end of the School of Nursing section in the University Calendar. Any student in this situation should immediately make an appointment with the appropriate Program Coordinator in order to be advised about a new program of studies plan.

3. If your grade is at least 60% through 64%, you **MAY** be eligible for a supplementary exam.

   - Only three supplementary examinations in nursing courses can be written during the program.

   - If you have written fewer than three supplementary exams and your grade is at least 60% through 64%, send the Coordinator an e-mail stating your intent to write a supplementary. There is a fee for writing a supplementary.

     Fees can be found on the website http://www.mun.ca/regoff/calendar/ under University Regulations: **FEES AND CHARGES PERTAINING TO APPEALS.** Please note: CNS students pay their fee to the CNS Business Officer – Office 1032, CNS. This must be paid before the supplementary exam writing date.

- If you have already written three supplementary exams, you are not eligible to write a fourth one. If this represents your situation and the failed course is a pre-requisite to Winter Semester course NURS 2520 *Extended Practice*, you will not be able to take this course. Any student in this situation should immediately make an appointment with the appropriate Program Coordinator in order to be advised about a new program of studies plan.

- A student may write a supplementary examination for any one course only once. If you have already written a supplementary exam for the failed course in a previous year, you are not eligible to write another supplementary in the same course. A second failure in a given nursing course requires withdrawal from the BScN (Collaborative) Program. Any student in this situation should make an appointment with the Associate Director.

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

4. Students have certain rights regarding final examinations. Please refer to the website http://www.mun.ca/regoff/calendar/ under University Regulations, General Academic Regulations for additional information regarding the following topics:

- Examinations:
  - Access to Final Examination Scripts
  - Rereading of Final Examination Scripts

5. Students have the right to appeal regulations. Please refer to the website http://www.mun.ca/regoff/calendar/ under University Regulations, General Academic Regulations for additional information regarding the following topics:

- Appeal of Regulations:
  - General Information
  - Appeal Procedures
  - Information Required in Letters of Appeal
  - Information Required for Certificates from Health Professionals

NB: Any student who wishes to initiate an appeal should submit the appropriate information outlined above to:

Associate Director, BScN (Collaborative) Program
Office 1125, CNS

6. Supplementary exam dates will be communicated to all students via e-mail before the last class day each semester. Fall semester supplementary exams will normally be scheduled the week preceding the start of Winter semester.

4.6   EXAMINATIONS (TERM TESTS, MIDTERMS & FINAL EXAMINATIONS)

4.6.1   Examination Schedules

The dates for final examinations are published in the Memorial University Calendar for the full academic year. The dates for term and/or lab exams are provided during each course orientation.

Students should not make travel arrangements that conflict with the examination schedule for each semester. The CNS will not grant deferred exams to students who fail to comply with this directive. Neither will the CNS assume responsibility for travel arrangements made for students by family or friends.

Supplementary and deferred exams for the Fall semester will normally be scheduled the week preceding the start of the Winter semester.

4.6.2   Centre for Nursing Studies Regulations Governing the Writing of Examinations

All nursing examinations will be written at the CNS. The General Academic Regulations (Undergraduate) of the current University Calendar govern the writing of the CNS nursing exams.

The following additional regulations will apply:

- All students are required to sit for the exam at the time scheduled for the writing.
- Photo IDs must be worn to all examinations completed at the Centre.
- Brief cases, textbooks, binders, handbags, etc. are not permitted in the exam room.
- Caps of any sort are not to be worn during exams.

- Smart phones, electronic translators and other electronic devices are **NOT** permitted in the exam room. A basic calculator may be permitted at the discretion of the course professor.

<u>Important: Student Questions During Exams</u>

- Faculty will not answer any questions regarding content.

- Faculty will not define words/explain any phrases pertaining to content.

- Faculty will only answer questions related to a perceived error on an exam.

4.6.3   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 working days following the release of grades or assignments.

Section 6.8.3 of the General Academic Regulations (Undergraduate) of the MUN Calendar outlines the process for student access to final examination scripts.

4.6.4   Guidelines for Rereads of Final Exam

A student who makes an inquiry about the rereading of final examination scripts is referred to the University Calendar, "General Academic Regulations (Undergraduate): Regulation **6**.**8.4 Rereading of Final Examination Scripts**". This regulation applies to final examinations only. A formal application must be made to the Office of the Registrar for a reread to occur.

Once the School has received a request for a reread from the Office of the Registrar the following process will occur:

1. The Director, who normally would receive the request, will delegate the responsibility to conduct the reread to the Associate Director.
2. The Associate Director will contact the relevant course professor to request the following:
    a. Final examination script of the student who made application for the reread
    b. The grading key for the examination; alternatively, a selection of other graded final examination scripts from the same cohort can be obtained which demonstrate an A, B, C, D, F range of awarded grades
3. The script of the student who requested the reread will remain unaltered but the original will be copied. All comments and marks made by the course professor will be removed by white-out on copy. That copy will then be re-copied, thus resembling as closely as possible the original script submitted by the student. It is this copy that will be given to the professor selected to reread the script.
4. The Associate Director will contact an appropriate professor to reread the script in question**.**
5. An 'appropriate' professor will be one who has taught the same or a similar course. That professor may be another faculty member of the same School of Nursing or a faculty member at one of the collaborative partner sites.
6. Once a professor has agreed to reread the script, they will be given the 'copy' as previously defined, the grading key, and/or a sample of unaltered, original scripts that reflect a range of grades from A through F.
7. There will be no collaboration between the course professor and the reread professor during this process.
8. The professor who conducts the reread will submit their evaluation and grade for the script to the Associate Director and will return all pertinent documents. The professor will be expected to grade the reread script within 48 hours.
9. The Associate Director will complete the appropriate change of grade section on the reread request form, and will return it to the Office of the Registrar.

Recalculation of the Grade following the Reread

Students should be advised that the outcome of a reread may either improve or lower their grade.

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

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

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

4.7 DEFERRED EXAMINATIONS

Provision for deferred **final** examination will be made in accordance with the guidelines outlined in the MUN Calendar General Academic Regulations (Undergraduates) **Section 6.8.2**.

Throughout the semester deferred course examinations are permitted only under extraordinary circumstances. In cases of illness, medical documentation from a health professional is required, normally in the form of the Student Health Certifcate. www.mun.ca/regoff/forms.php

Students unable to sit for a scheduled course examination are requested to notify the faculty member **prior** to the scheduled writing time.

When a student misses a scheduled course examination, the provision of an alternate method of evaluation will be at the discretion of faculty.

During the Fall and Winter Semesters, in situations where exams for non-nursing courses coincide with scheduled clinical experiences, students are requested to contact the faculty member and request a deferred exam.

4.8 RELEASE OF GRADES DURING THE SEMESTER

Grades will not be released to students by phone. Students obtain term test results from their Brightspace account.

Students are **not** to request grades for other students.

4.9 CHALLENGE FOR CREDIT GUIDELINES

The BScN (Collaborative) Program offers a *limited* opportunity for *Challenge for Credit*. Students of the BScN (Collaborative) Program who are also Licensed Practical Nurses (LPNs) will be given the opportunity to Challenge for Credit NURS 1017 and NURS1520.

Students must apply for the *Challenge for Credit* as stipulated in the University Calendar: https://www.mun.ca/regoff/calendar/sectionNo=REGS-0421 Students who choose to apply for the challenge for credit are not required to register for NURS 1017 or NURS 1520. If registered for the courses the student will drop the course if subsequently successful in the challenge.

Students will be advised that if their application for the challenge for credit is accepted (Associate Director needs to verify that the student is an LPN), the challenge will occur during the first week of classes in the case of NURS 1017 Fundamental Psychomotor Competencies, or during the first 2-3 shifts of NURS 1520 Caring for the Older Adult: Practice.

Students who fail the challenge will be given the opportunity to immediately register for NURS 1017 and to continue NURS 1520 (as applicable). Students will be responsible for paying all fees associated with the challenge process.

4.10   TRANSFER TO A PARTNER SITE DELIVERING THE BScN (COLLABORATIVE) PROGRAM

Students may request a transfer to another site (i.e. Memorial University Faculty of Nursing or Western Regional School of Nursing) if they are experiencing extenuating circumstances (such as the illness of a family member). The granting of a transfer is dependant on the resources available at the requested site which may not always be immediately available. Transfers can only occur at the end of each academic year. This is due to the fact that courses will be offered during the same year at all sites, but the semester of course offering may vary with each site.

Students should follow the following process when requesting a transfer:

1.   Transfer requests should be made in writing to the Associate Director of the school they are currently attending.

2.   Transfer request letters should clearly state the extenuating circumstance and provide appropriate documentation.

3.   A copy of the student's transcript indicating progress to date, should accompany the request.

4.   The Associate Director sends the request to the receiving site to be considered as soon as possible.

5.   The student, Associate Director and Registrar are notified of the outcome as soon as possible.

6.   If the request is granted, a copy of the student's file is sent to the receiving site.

TRANSFER TO THE ACCELERATED OPTION OF THE BScN (COLLABORATIVE) PROGRAM

Students in the 4-year-option of the Bachelor of Science in Nursing (Collaborative) Program who qualify, may apply for transfer to the 3-year Accelerated Option should seats become available and if they meet the requirements. Due to program requirements, the only point where transfer could occur is after completion of the winter semester of year 1. To determine eligibility for entry into the Spring-

Summer semester of the first year of the Accelerated Option, the student is required to:

1. Meet the requirements for admission to the Accelerated Option (as outlined in the current Memorial University Calendar found on the MUN website), which includes having the required pre-requisites and non-nursing course credit hours completed prior to having begun the nursing program.
2. Achieve an overall average of 75% in nursing courses in Year 1 of the program.

Clinical performance in NURS 1520 *Caring for the Older Adult: Practice* will be considered. Students who fail a nursing course in the 4-year-option of the BScN (Collaborative) Program are **NOT** eligible to apply.

PROCESS FOR TRANSFERS

1. In the winter semester, first year 4-year-option students at each site will be advised of a April 1 deadline to apply for transfer to the Accelerated Option, by the Associate Dean/Directors of each site. Students would be cautioned that while applications will be accepted until April 1, there is no guarantee that seats will be available to fill (that information will not be available until the conclusion of the winter semester).
2. Students will direct a letter of request to transfer to the Accelerated Option to the Associate Dean/Director of their site.
3. Associate Dean/Directors will take responsibility for advising students of their eligibility to apply. The students will be advised that they are required to meet all admission requirements outlined in the MUN Calendar for the Accelerated Option.
4. Students shall be advised that when vacancies arise in the Accelerated Option students from St. John's area (CNS and MUNFON) compete for vacancies at MUNFON. Students from Corner Brook area (WRSON) compete for vacancies at WRSON. If all seats are not filled using this process, offers will be extended to students from the other sites.
5. The Associate Dean/Director will review and recommend transfers.
6. The Associate Dean/Director will notify students of their decision.

4.11   GUIDELINES FOR STUDENTS RETURNING TO THE PROGRAM AFTER A PERIOD OF ABSENCE

1. Students who withdraw from a course/semester for medical reasons must provide proof of medical clearance before resuming studies.

2. Returning students will be asked to provide the following documentation; a) up-to-date immunization record; b) current CPR-HCP or BLS Provider Certificate; c) Certificate of Conduct; with Vulnerable Sector Check.

3. All policies outlined in the current University Calendar, Academic Standards and Promotion and Supplementary Exam Sections for the BScN (Collaborative)

Program will apply from the time of the students' **INITIAL** admission to the program.

4. Students wishing to register for nursing courses are required to notify the Associate Director by March 1st for Fall semester registration and by October1st for Winter semester registration.

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

6. Students wishing to do so may access the services of the CNS Guidance Counsellor during a period of absence from the Program.

7. A remedial plan may be developed for a returning student as applicable to the individual circumstances.

4.12   APPEALS

The regulations governing appeals are included in Section 6.15 "Appeal of Decisions" of the General Academic Regulations (Undergraduates), current University Calendar.

Students wishing to obtain initial information about the appeals process should consult with the Associate Director, BScN (Collaborative) Program, Centre for Nursing Studies.

Appeals are to be submitted to the Chair of the Faculty of Nursing Undergraduate Studies Student Appeals Committee.

In the event that an appeal is denied, the student will be advised of the next avenue of appeal that may be taken.

Students with an appeal in progress may attend classes and labs but are not permitted to attend clinical experience in a course for which they are not registered.

As per University policies, grades awarded in individual courses cannot be appealed. Dissatisfaction with grades is not sufficient grounds for an appeal.

4.13   ACADEMIC MISCONDUCT

Students in the BScN (Collaborative) Program at the CNS are governed by the regulations for Academic Misconduct as outlined in Section 6.12 of the General Academic Regulations (Undergraduate) of the current University Calendar. Students should become familiar with those actions that could be considered an Academic offence.

4.13.1   Plagiarism Guidelines

These guidelines are derived from the MUN Regulation Governing Academic Misconduct. (Section 6.12 in the University Calendar)
http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748. Students and faculty

members are referred to these regulations as their primary source of information regarding definition and management of plagiarism.

Promoting an environment of academic integrity

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

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

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

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

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

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

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

- Students are exposed to information about plagiarism, appropriate referencing, and appropriate academic conduct throughout the program.
- Course professors may have information regarding plagiarism on their Brightspace/BRIGHTSPACE course shell and/or their course outline. Information usually includes:
  o Messages that plagiarism is a serious offence and penalties will be enforced, including potential termination of the student from the program.
  o Links to the MUN regulations regarding plagiarism (academic misconduct), including the modules Integrity A/B as applicable.

- o Links to resources related to appropriate citation and paraphrasing, as well as ways to avoid plagiarism.
- Course outlines that clearly state expectations related to referencing, including use of references in the Brightspace/BRIGHTSPACE discussion forum.
- Reminders from course professors at the beginning of the term and/or before students first written assignment that plagiarism is unacceptable

3. <u>Procedure for addressing plagiarism offences</u>

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

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

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

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

If the student is not in agreement with the recommended actions, then another meeting will be scheduled with the student, the course professor and the Associate Dean/Director. If a resolution cannot be obtained after this meeting, the matter will be addressed through the formal university processes and referred to the Senate Committee on Undergraduate Studies (SCUGS), as per university regulations 6.12.3 *Procedures for Resolution of Alleged Academic Offences by the Senate Committee on Undergraduate Studies* – http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748

4. <u>Possible actions for plagiarism</u>

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

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

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

More severe penalties may be imposed if the nature of the infraction requires forwarding to SCUGS for investigation.

4.14   POLICY FOR MISSED NURSING LABS

Students unable to attend a lab should notify their lab faculty member **prior** to missing the lab. If lab absenteeism is a pattern, a student may be asked to provide supporting documentation in order to write a missed pretest/post-test. It is the student's responsibility to make arrangements with the assigned lab faculty member to write the missed pretest/post-test, if applicable. **This must be arranged within one week of the missed lab.**

4.15   STUDENTS CONDUCTING SURVEYS AS PART OF NURSING COURSES

Any student who conducts a survey questionnaire as part of a nursing course assignment is responsible to bring the questionnaire to the attention of the course leader for review prior to distribution.

Additionally, the questionnaire must include the following statement:

This questionnaire is part of a course at the Centre for Nursing Studies (include course name and number). It is not part of a research study. Professor (faculty member's name) reviewed this questionnaire with me and it has been approved for the purposes of this course. The information collected will be used only for the course and you will not be able to be identified.

4.16   EXTENSION OF ASSIGNMENT DEADLINES

Assignment deadlines will be extended only under extraordinary circumstances. Students requesting such consideration are expected to contact the faculty member prior to the due date. The granting of extensions will be at the discretion of faculty.

4.17   DEAN'S LIST

Memorial University acknowledges the academic success of its students in various ways. One of these is by naming students to the appropriate deans or vice-president's list. Annually, every academic unit will name to its list a maximum of **10%** percent of its students, selected on the basis of academic performance in the nominating period. The nominating period shall be the Spring, Fall, and Winter Semesters immediately preceding the nomination, which will occur at the end of the Winter Semester. Minimum criteria for admission to such lists are the following:

1. A GPA of at least 3.5 in the credit hours completed in the preceding Spring, Fall and Winter Semesters.

2. Attendance as a full time student in at least two of the three semesters in the nominating period.

3. **Successful completion of at least 27 credit hours over the nominating period, although an academic unit may require that the 27 credit hours be completed in any two of three semesters in the nominating period.** *Note: In consideration of specific programme requirements, individual academic units may include students who have successfully completed, over the nominating period, a course load other than 27 credit hours, but which is consistent with the course load defined by the programme.*

Students will receive a letter of congratulations from the Director.

A notation will be placed on the student's transcript indicating that the student has been named to the list.

5.   CLINICAL POLICIES

5.1   ORIENTATION TO CLINICAL COURSES

An orientation session will be provided at the beginning of each clinical course. This session will include information related to:
- teaching 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

5.2   REGISTRATION AND START DATES FOR CLINICAL COURSES

Students are not permitted to attend clinical learning experiences unless they are registered for the clinical course. Students who have not met the pre-clinical requirements will be de-registered from the course.

Students are not permitted to begin clinical experiences earlier than the scheduled date unless permission has been granted by the Committee on Undergraduate Studies for the BScN (Collaborative) Program.

5.3   ATTENDANCE

Prolonged/excess absence from scheduled clinical learning experiences normally requires some form of documentation. Regardless of the evidence provided for clinical absenteeism, the student must ultimately demonstrate successful achievement of the objectives specified for each nursing practice course. Failure to demonstrate an acceptable level of clinical competency may result in failure or a request to withdraw from the course.

The faculty member is 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 his/her evaluation.

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

Clinical opportunities are inclusive of:
- attendance in clinical
- preparation for/participation in conferences
- individual meetings at the discretion of the faculty member

5.4   CLINICAL PLACEMENT COORDINATION

Nursing Education Program Clinical Experience Responsibilities
Basic nursing education programs prepare generalists to engage in entry-level nursing practice. The Undergraduate Nursing Program:

- Provides students with the opportunities to acquire the knowledge, skills, and attitudes required for entry-level practice and pursue life-long learning ((ARNNL, 2006; ARNNL 2013a; ARNNL 2013b; CASN 2014);
- Ensures that student practice learning experiences reflect national and jurisdictional standards and prepares graduates to achieve entry-level competencies (ARNNL, 2013; CASN 2014);
- Works in partnership with health care settings to ensure that students have access to quality practice learning experiences (ARNNL, 2013);
- Is committed to providing the clinical experiences necessary to prepare students for entry-level scope of practice primarily through the use of medical and surgical clinical areas.

Clinical Placement Assignments
- Clinical placements will be assigned by the Nursing Program. These placements may be changed at any time due to unforeseen circumstances.

- Group clinical courses will use a variety of clinical areas throughout the program to support learning.
- The primary foci of clinical experiences in N3523 and N4516 will be medical and surgical clinical areas.
- Students may submit requests for placements outside St. John's or Corner Brook (city of site of study respectively), within or outside Newfoundland and Labrador for N3523, N4512 and N4516.
- Students cannot submit requests for unit/hospital-specific placements within their site of study city (St. John's or Corner Brook respectively).
- It is the decision of the School of Nursing to approve student placements.
- Placements may be changed at any time due to unforeseen circumstances.

Approval Criteria for Clinical Placements
The following will be used to determine clinical placement assignments:
- Clinical placement history
- Academic performance in courses completed to date
- Clinical performance throughout the program; this includes nursing practice appraisal comments, consideration of learning plans, med errors, occurrence reports, sick time, etc.
- Student's professional behavior demonstrated throughout the program

    In addition, the following will be used to determine students' eligibility for clinical placements outside the St. John's and Corner Brook areas and outside of the province.
    Student must have had no previous clinical failures throughout the program. Pre-clinical placement requirements must have been met by the last day of class of the preceding semester to receive approval for an out of city/out of province placement, regardless of whether or not the placement is confirmed by the agency.

Clinical placements for faculty led, group courses will be posted on the course Bright Space Site during the first week of the clinical course. Any changes to the clinical schedule must be approved by the faculty and the Clinical Coordinator (or designate).

Clinical placements for 3523, 4512 and 4516 will be posted in HSPnet two weeks prior to the start of the course or when accepted by the clinical agency, whichever is sooner. Any changes to the clinical schedule must be approved by faculty and the Course Lead.

5.5   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 shift.

5.6   PREPARATION FOR CLINICAL ASSIGNMENTS

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.

5.7   CLINICAL AGENCY POLICY GUIDELINES

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

5.8   BScN STUDENT MEDICATION ADMINISTRATION POLICY

Medication Administration Competency (excluding High Alert Medications)

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

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

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

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

Administration of High Alert Medications

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

Medications that are designated as *high alert* require an *independent double check* before administration. An *independent double check* is a procedure in which two licensed health care practitioners, who are competent and authorized in medication administration (e.g. Registered Nurse, Licensed Practical Nurse, Physician,

Pharmacist), separately check (alone and apart from each other, then compare results) each component of prescribing, dispensing, and verifying the high-alert medication before administering it to the patient. The students' role in independent double checks are as follows:

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

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

Students must comply with agency policy regarding medications designated as High Alert Medications. In addition, even if not indicated in agency policy, the following medications must be treated as high alert:

- ▪ All Narcotics
- ▪ Controlled Substances (as identified in agency policy)
- ▪ Insulin
- ▪ All Antithrombotics (including anticoagulants and thrombolytics)

5.9   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. The decision to permit a student to perform a skill prior to completion of a nursing lab will be at the discretion of faculty. Such skills may be undertaken only under the direct supervision of the faculty member.

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 should check with faculty to determine if supervision is required.

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

5.10   MEDITECH PASSWORD POLICY

An initial Meditech password will be issued to students in the BScN Program, usually in the first clinical course. This password will be needed for the remainder of the BScN Program and will be necessary for the student to complete clinical with Eastern Health. The computer will prompt you to take a new password every 12 months. You will not receive a new password for every clinical course. Access to this computer system is vital for students to complete preparation forms, communication and documenting patient care. A student should not access the system using another student, staff or faculty password. **It is important that students keep their passwords in a safe and secure place (NOT on the back of their ID) and log in on each clinical day.** Students can log into their meditech account in the Technology Resource Centre here at CNS prior to a clinical rotation to check their password. If you are an Eastern Health employee, please ensure your designation on top of your log in screen matches your credentials; ie: BScN student.

Students will fill out an application for a Meditech password, included in the admission package. The initial passwords are sent to each student's MUN email account.

The clinical faculty will be responsible to help the students with their first login to the system. At the first login, students will be required to choose their own password and have it ready to enter. *NOTE: New alpha-numeric passwords must be 8 characters in length and include at least one number.

Students will then be responsible for keeping this to memory or in a safe, secure place. This is a confidential code and should not be shared. The password request form students sign has an agreement to be responsible for their password and to keep it confidential.

If students are having difficulty with their passwords or Meditech menu, they must contact the person as indicated on their Brightspace shell for their clinical course.

Students will not be permitted in the clinical area without an active Meditech password. Please ensure that your password is active before clinical starts.

5.10.1 Process for a Replacement Meditech Password

Loss of a Meditech password is a serious incident, as this could compromise patient confidentiality. If you are unable to log into Meditech, please notify the person identified on your course Brightspace page via email. Please notify them of your

name, student number, clinical location and issue (ie: forgot password, no access) and list screen prompt. **Always keep your password in a safe place!**

PYXIS

Pyxis is an automated medication dispensing system being used in most areas of Eastern Health. Students need access to this system in order to administer medications. An initial Pyxis username/password will be issued to each student in the BScN program through their MUN email account at the beginning of NURS 2515. When the Pyxis system is used for the first time, each student will be prompted to register their fingerprint, please use the index finger of the right hand). You are also required to complete a password.

It is essential that all students complete this as all future access to the Pyxis system will be acquired by using your username and password/fingerprint. If you unable to access Pyxis in your assigned clinical area, please notify the person identified on your clinical course Brightspace page via email.

5.11   CO-ASSIGNMENT OF STUDENTS

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.

5.12   CONFIDENTIALITY

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**.

Violations of standards related to confidentiality will be considered a serious incident and will be dealt with accordingly.

5.13   PRE-CLINICAL PLACEMENT REQUIREMENTS

Please refer to the *Student Pre-Clinical Requirements* booklet for further information.

Students are **not** permitted in the clinical setting if the required documents are not on the students' file i.e.: current CPR-Health Care Provider/ BLS Provider Certificate. Students unable to meet these requirements may therefore be delayed or prevented from completing the nursing program.

Clinical agencies require students to have a current Certificate of Conduct and Vulnerable Sector Check that is satisfactory to the clinical agency. These can be requested from the RCMP or RNC. Upon admission, students are required to submit the original documents and keep a copy for their records. A student is required to submit a new certificate of conduct, that is satisfactory to the clinical agency, upon returning to the program following:

1. An approved leave of absence.
2. Readmission to the Program.
3. As per clinical agency requirements.

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

Failure to report a criminal offence may result in dismissal from the program. Criminal offences will be reviewed by the Admin Team of the School of Nursing for the implications of the conviction in view of the professional and ethical mandate to protect the public. A listing on the Child Abuse Registry, or failure to report the listing, will result in dismissal.

5.14   FIT TESTING

All students are required to undergo protective mask fit testing prior to clinical placements and to ensure testing is repeated every two years.

5.15   PROFESSIONAL APPEARANCE POLICY

The purpose of this policy is to assist the student to understand boundaries for personal decision making regarding professional dress and grooming. A professional image communicates respect and caring and inspires confidence and trust with clients and others. In addition, elements of the professional appearance policy are directly related to infection control principles and safety issues impacting both the student and client. These guidelines reflect recognition that clients' perceptions of the profession of nursing are influenced in part by how nurses display a professional image in all practice settings. These guidelines also reflect the boundaries that are acceptable to agencies that provide clinical placements for students in the BScN (Collaborative) Program. Students are also referred to CRNNL's position statement "Professionalism and the Registered Nurse" at www.crnnl.ca

Personal Grooming

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

Hair

Hair must be neatly groomed. Hair longer than shoulder length must be tied back and secured. Should ponytails be worn they are not to extend beyond shoulder length. Hair ornaments must be small and neutral in color. Whether short or long, hair should not hang in the face or over the eyes when leaning forward. Wide hair bands and head scarves are not permitted unless required for religious/cultural integrity.

Beards

Beards are to be neatly trimmed or netted.

Make Up

An overall neutral look is permitted. No enhancements or false eyelashes are permitted.

Nails

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

Jewelry

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

- o No rings are permitted.
- o Small stud earrings, to a maximum of two per ear only, are permitted.
- o All other visible body jewelry must be removed or replaced with a clear or neutral spacer.
- o Lapel watch is permitted. Wrist watches must be removed during client care and when hand washing. A lapel watch with a second hand indicator is recommended.
- o Medical Alert Jewelry – Please consult with your clinical faculty and Infection Prevention Control Policy

Tattoos

Visible tattoos and body art with wording or images must be covered (if possible) while in clinical.

Perfumes/Scents

The use of scents is not permitted. This policy is strictly enforced and is inclusive of perfume, aftershave and scented products such as lotion, soap, hair spray, deodorant and powder. In the interest of clients and colleagues who experience allergic reactions, students are also asked to use non-scented products and to avoid offensive odors such as cigarette smoke on clothing.

Beards

Beards are to be neatly trimmed or netted.

Identification (ID)

Students must wear appropriate identification at all times when in the clinical setting. This includes the program issued name tag, a photo identification badge (ID), and program crest on the upper left sleeve of the uniform. The photo ID must be worn at all times when in clinical practice areas (i.e. in hospital and non-traditional clinical settings). The ID must be appropriately attached to clothing and must be visible at all times (placed above the waist).

Note: Regional Health ID badge is to be worn during all clinical related activities and in Regional Health agencies only.
Students are asked to note the Eastern Health Policy regarding Lanyards (Policy OPS-SC – 040: Identification badges and access cards [Infection Control section]) which states: Lanyards are only to be worn when there is no patient/resident/ client contact. ID badges must be secured by a clip when providing direct patient care.

Clinical Uniform Attire

Clinical uniforms are required for clinical practice within a hospital or long-term care facility. The clinical uniform must be standard uniform apparel and professional in appearance. Students are required to purchase their own uniforms. A minimum of two uniforms is needed to satisfy the usual requirements of most clinical courses. Uniforms may be worn to and from the clinical area provided they are covered when exposed to outside elements. Uniform selection should be made in accordance with the following guidelines.

Uniform

Uniform components may consist of pants/skirt and a top, or a dress and a warm-up jacket. The uniform color is navy blue pants and white top. The uniform must be clean, ironed, and in good condition. Tops should extend beyond the top of the leg and provide full coverage during movement.

Long-sleeved shirts under the uniform are not permitted unless required for religious/cultural integrity. The uniform must accommodate the freedom of body movement needed to perform tasks in a manner that will prevent injury. It should be roomy and loose fitting. It should have pockets large enough to hold items such as a small note pad, pen, and scissors.

Footwear

Footwear is considered part of uniform attire. A standard "duty" shoe or footwear of a sports shoe/sneaker variety is required. Footwear must be primarily white. The shoe must be closed at the toe and heel. Clinical uniform footwear must **NOT** be worn outside the clinical area.

It is recommended that students purchase footwear which satisfies the guidelines established by the Canadian Centre for Occupational Health and Safety.

Footwear should be shaped like your foot i.e., it should not be pointed, it should not crowd your toes (The end of your longest toe should be a thumb's width away from the end of the shoe. You should be able to pinch the leather across the widest part of your foot).

The footwear should have a reinforced heel and should firmly grip your heel. It should be closed at the toes and heel, fit securely, and have a pivot area under the ball of the foot. The footwear should have a good arch support and the soles should be flexible.

Footwear made of fabric or leather is best to allow for cleaning and the foot to breathe.

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

Lab Coats/Warm-Up Jackets for Clinical Area

When in client care areas for client research only, students are required to wear a lab coat or warm-up jacket over their appropriate/suitable non-uniform attire when not in uniform. Warm up jackets must be white and are not to be worn at the bedside when delivering client care.

Any hip to or mid-thigh length white warm-up jacket with buttons is acceptable Under no circumstances are students to wear lab coats that are worn for science-based lab courses.

Clinical Equipment (Required for Winter Semester Year 1)

All students must have their own:

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

Professional Non-Uniform Attire

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

Business Attire

Within most community agencies the guidelines for suitable business attire includes casual/dress pants, skirts knee length or longer, non-see-through blouses and casual/dress shirts.

Unsuitable attire includes clothing that is excessively tight, form fitting or excessively baggy. Low necklines are inappropriate. Any attire displaying pictures, names, slogans, logos or inappropriate expressions is not acceptable. Spandex, jeans, and sweatpants are unsuitable.

No other clothing items (e.g. hoodies, fleece jackets, sweaters, etc.) are to be worn in clinical areas (i.e. direct patient care areas and indirect areas such as desk area, medication room, conference rooms, etc.).

Suitable footwear includes shoes with enclosed toe and heels. Clogs, sandals, high heels or boots are not appropriate.

Students will be required to leave the clinical area if their professional appearance does not conform to this policy.

5.16 PROTOCOL FOR CLINICAL VISITS

When visiting a clinical agency to see clients or review records, students should seek out the nurse/agency personnel in charge of the unit or client. A full introduction, including name, school, course and purpose of the visit, should be made. If there are difficulties in meeting the objectives of the visit, the student should contact the faculty member. A professional image, as outlined in 5.1.5 Clinical Dress Code: Business Attire, is the appropriate standard.

5.17 VALUABLES IN THE CLINICAL SETTING

Valuables taken to the clinical agency are the responsibility of the student. Students are advised not to take more money than they require for that day into the clinical area. In most clinical agencies, there is nowhere to store valuables.

5.18 EVALUATION OF STUDENT CLINICAL PERFORMANCE (NURSING PRACTICE APPRAISAL FORM)

The evaluation criteria for clinical learning experiences 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.

5.19 CLINICAL INCIDENT REPORT

In the event of a clinical incident such as a medication error, treatment error, patient fall, etc., the student, in consultation with faculty, will complete a CNS Clinical Incident Report (Appendix B).

In most clinical agencies students will also be assisted in completing an agency-specific incident report.

The action taken following any such clinical incident will be at the discretion of faculty and in keeping with 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.

5.20   REMEDIAL LABS

Students experiencing problems in the performance of nursing skills may be referred to the IRC to do a remedial lab.

This referral may be required for students who are involved in actual or potential medication errors. The nature of the remedial experience will be determined by the faculty member and IRC Coordinator, based on the type of error made.

5.21   PHARMACOLOGY CLINICAL CALCULATIONS

At the beginning of clinical courses, there will be a learning experience designed to assist students in maintaining their competency in drug calculations and to identify any area(s) in which improvement is needed.

5.22   STUDENT AT RISK OF CLINICAL FAILURE OR DEEMED UNSAFE

Policy Regarding Student at Risk of Clinical Failure, or Deemed Unsafe in
Clinical Practice

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

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

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

<u>Expectations for Safe Clinical Practice</u>

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

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

<u>Definitions</u>

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

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

<u>Procedure for the At Risk Student</u>

<u>The Clinical Instructor:</u>

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

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

2. Informs the Course Leader.

3. Documents, within 48 hours, specific information about the area of concern (e.g. criteria not being met due to an occurrence or pattern of 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 concerns and documentation. The meeting outlined in Step 1 and this meeting may be the same meeting.

a. Signs and dates the documentation.

5. Collaborates with the student to develop a Learning Plan (Appendix D) to address deficiencies noted in progression toward the standards of nursing practice and/or competencies as outlined in the Nursing Practice Appraisal Criteria and/or other course designated evaluation criteria. The plan provides specific details outlining the objectives, strategies (e.g. return to the lab for instruction and review; review specific theory before next clinical day, follow up meetings with faculty), outcomes, and timelines that the student will have to meet. The consequences of failing to meet criteria will be outlined in the Learning Plan, e.g. removal from clinical unit or failure of the course.

a. Informs the student that his/her clinical performance will be evaluated for consistent and sustained improvement in accordance with the Learning Plan.

b. Advises the student that the consequences of failing to demonstrate consistent and sustained improvement in nursing practice will include a failed grade.

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

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

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

9. At the end of the placement, determines if the student passes or fails the course in consultation with the course leader, Associate Dean or designate.

The Student:

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

2.   Meets with the faculty member to discuss concerns and review the documentation.

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

3.   Collaborates with the faculty member to develop a Learning Plan to address identified concerns/deficiencies in relation to standards of nursing practice and/or competencies for the course.

a.   Signs and dates the Learning Plan.

b.   Works toward meeting all components outlined in the Learning Plan.

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

Procedure for the Unsafe Student

The Clinical Instructor:

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

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

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

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

6.1

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

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

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

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

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

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

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

> **6.2**
>
> It is acknowledged that there are some situation of unsafe/unprofessional behavior which cannot be effectively remediated with a Learning Plan. In such circumstances, instructors, in consultation with the course leader, coordinator and Associate Dean/Director, as applicable, will seek the consideration of the Committee on Undergraduate Studies to review the unsafe clinical practice of the student and make a determination as to whether the unsafe practice requires that the student be withdrawn from the nursing course and/or from the program as per the university calendar nursing promotion regulation (7.12 in the 2021-2022 Calendar).

The Student:

1. Meets with the faculty member to discuss the unsafe behavior.

   a. Reviews the documentation.

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

2. If a Learning Plan pathway has been chosen (6.1 above),

   a. Collaborates with the faculty member to develop a Learning Plan to address unsafe practices and meet the standards of nursing practice and/or competencies.

   b. Signs and dates the Learning Plan

   c. Acts to meet all components outlined in the Learning Plan.

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

3. If invocation of the promotion clause is sought permitting the Undergraduate Studies Committee to remove a student from the course or program, the student follows that procedure.

a. The student may appeal the decision if it is determined that unsafe behavior requires them to be withdrawn from the nursing course and/or from the program, as per the calendar regulations (see current University Calendar, General Academic Regulations, Appeal of Regulations.)

<div align="center">

Invocation of Promotion Regulation Clause to Remove a Student
From a Clinical Course or the Program

</div>

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

***This regulation (7.12 in 2021-2022 Calendar) is rarely required, and when used, has
predominantly focused on removal of a student from a course or the program due to
"unsafe" behavior in a clinical setting. Unsafe care in a clinical setting is acknowledged
to be potentially reflective of professional unsuitability.***

***All instances of invocation of promotion regulation 7.12 (for unsafe care or
unprofessional behavior) will follow the same procedure, but for clarity are outlined
separately.***

<div align="center">

Invocation of the Clause for Unsafe Behavior

</div>

The Instructor:

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

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

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

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

The Student:

If advised of a request to invoke Regulation [7.12 in 2021-2022 Calendar, or subsequent
version]:

1.   Responds in writing to the request and documentation provided within 48 hours of
     receiving the document. It is recommended that the student discuss his/her

perceptions of personal performance and how it relates to the standards of nursing practice and/or competencies as outlined in the Nursing Practice Criteria and/or other course designated evaluation criteria.

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

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

The Associate Dean\Director:

1. Upon receipt of a request to invoke the Regulation [7.12 or subsequent version]. the Associate Dean\Director (AD):

    a. Calls a special meeting of the Site Undergraduate Studies Committee to occur within one week.

    b. Notifies the student of the process in progress, and advises them that they may submit a statement and/or other documentation pertinent to the review.

    c. Provides a copy of the documents to be presented by the instructor and the student to the alternate person. Each is given an opportunity to respond in writing to the other's documents.

2. The AD prepares to chair the special meeting of UGSC to determine whether the student's performance as documented in the reviewed package materials requires that the student be withdrawn from the nursing course and/or from the program as per the university calendar nursing promotion regulation.

    a. The AD coordinates the preparation of the package of materials for UGSC consideration, including the statements and documentation from the instructor and the student.

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

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

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

4. Decisions possible are as follows:

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

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

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

d. Not required to withdraw from the Program.
   If the committee determines that, based on the documentation provided and the discussion held within the meeting, the action of immediate removal from the program is not merited, the student may continue in the program. This decision does not preclude the following:

i. The student may be removed from the course(s) in which the behavior was noted. The policy outlined in (a) above would be followed.

ii. The committee may include a remedial program to be followed if the student remains in the program. Any remedial activities will be articulated during the meeting and included in the decision letter provided to the student.

5.23   PROCEDURE FOR THE STUDENT DEMONSTRATING BEHAVIOR UNSUITABLE TO THE PROFESSION

<u>**Decision to Implement a Learning Plan**</u>

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

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

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

<u>**The Instructor (Clinical, Class or Lab):**</u>

1.   Brings the unprofessional behaviour immediately to the student's attention by interrupting, and/or temporarily dismissing the student from the situation at hand. The student is dismissed if demonstrating behaviour unsuitable to the profession either through one serious event or a pattern of behaviours.

2.   Notifies the course leader (if applicable), who will assist the instructor to determine whether a learning plan can be implemented. The instructor or course leader will notify the Associate Dean\Director or designate if further consultation is desired at this time.

3.   Documents specific information about the situation/event and behaviour demonstrated. Documentation includes date(s) and time(s) when the student was informed of the occurrence or behaviour and the feedback (written or oral) given to the student to-date.

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

5.   Signs and dates the documentation.

6.   If applicable, collaborates with the student to develop a Learning Plan to address the unprofessional behaviour. The plan provides specific details about

the objectives, strategies (e.g. review specific documents, reflection assignment, personal goal setting, follow up meetings with faculty, etc.), outcomes, and timelines that the student will have to meet. The consequences of failing to meet criteria outlined in the Learning Plan will be clearly outlined, e.g. result in a failed grade in the course and/or withdrawal from the course/program in accordance with implementation of the university calendar nursing promotion regulations (see current University Calendar, FON, Promotion Regulations).

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

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

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

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

7. If demonstrated behaviour reflects a significant breach of professional standards, agency policy or competencies mandated at a prior level of the program, or a pattern of continued behaviors which have not been resolved after multiple notations of the same, the instructor may submit a request in writing for UGSC to invoke Program Regulation 7.12 removing the student from the course at hand or the program (level of withdrawal to be specified in the request).

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

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

The Student:

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

2. Reviews the documentation.

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

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

   a. Signs and dates the Learning Plan

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

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

Invocation of Promotion Regulation Clause to Remove a Student from a Course or the Program

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

This regulation (7.12 in 2021-2022 Calendar) is infrequently required, and when used, has predominantly focused on removal of a student from a course or the program due to "unsafe" behavior in a clinical setting. Unsafe care in a clinical setting is acknowledged to potentially be reflective of professional unsuitability. Other behaviors also are unsuitable for the profession. The procedure below is articulated to address behaviour deemed unsuitable for the professional, but are not in the category of unsafe care.

All instances of invocation of promotion regulation 7.12 (for unsafe care or other behaviour unsuitable to the profession) will follow the same procedure, but for clarity are outlined separately.

The Instructor:

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

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

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

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

The Student:

If advised of a request to invoke Regulation [7.12 in 2022-2023 Calendar, or subsequent version]:

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

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

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

The Associate Dean\Director:

1. Upon receipt of a request to invoke the Regulation [7.12 or subsequent version]. the Associate Dean\Director (AD):

   a. Calls a special meeting of the Site Undergraduate Studies Committee to occur within one week.

   b. Notifies the student of the process in progress, and advises them that they may submit a statement and/or other documentation pertinent to the review.

   c. Provides a copy of the documents to be presented by the instructor and the student to the alternate person. Each is given an opportunity to respond in writing to the other's documents.

2. The AD prepares to chair the special meeting of UGSC to determine whether the student's practice/behaviour as documented in the reviewed package materials requires that the student be required to withdraw from the nursing course and/or from the program as per the university calendar nursing promotion regulation.

a.   The AD coordinates the preparation of the package of materials for UGSC consideration, including the statements and documentation from the instructor and the student.

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

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

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

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

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

    c. To be withdrawn from the Program
        If the committee determines that, based on the documentation provided and the discussion held within the meeting, the student must be removed from the program, the student will be advised of the same and dropped from all nursing courses for the semester effective immediately. Notation of "Required to Withdraw RWD" will be

allocated to all nursing courses on the students' transcript of that semester. The student is ineligible for readmission to the program.

d. Not to be required to withdraw from the Program.
    If the committee determines that, based on the documentation provided and the discussion held within the meeting, the action of immediate removal from the program is not merited, the student may continue in the program. This decision does not preclude the following:

    1. The student may be removed from the course(s) in which the behavior was noted. The policy outlined in (a) above would be followed.

    2. The committee may include a remedial program to be followed if the student remains in the program. Any remedial activities will be articulated during the meeting and included in the decision letter provided to the student.

6.	ADDITIONAL INFORMATION AND RESOURCES

6.1   CLASSROOM ETIQUETTE

In addition to the guidelines listed below, students are expected to adhere to Memorial University's *Student Code of Conduct 2014* available at

https://www.mun.ca/student/student-supports-and-services/respectful-campus-community/student-code-of-conduct/

There are rules of courtesy and professionalism that apply to classroom situations. A classroom is a formal setting; however, that does not mean that the interactions need to be controlled. It does mean that students and faculty have rights and responsibilities with regards to treating each other with courtesy.

Throughout this program you will have guest speakers, student presentations, and faculty lectures/lab/clinical activities which require much preparation. It is expected that you treat guest speakers, fellow classmates, and faculty members with respect. Respectful, professional and courteous behavior is expected during all activities. Outlined below are expectations for professional conduct to promote a healthy environment conducive to learning:

Noise
- When class begins, please stop your conversation.
- Wait until class is completely over before putting your materials away in your backpack, standing up, or talking to friends.

Entering and Exiting Class
- Please arrive on time to class and stay for the entire class. Late arrivals and early departures are disruptive for the presenter and for your classmates.
- If despite your best efforts, you arrive late, please enter through the rear door and quietly take a seat at the back of the classroom. If there are

extenuating circumstances and you anticipate that you will need to leave class early please sit close to the rear door and leave as quietly as possible.

Electronic Devices
- Cell phones/smart phones /other electronic devices should be silent during the class period and placed in your backpack, purse etc.
- No audio, video, or picture taking during class without permission.
- If faculty notes any of the above, it will be addressed during the class period.

E-Mail Etiquette
- 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 will make 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.

Food and Beverages
- Food is not permitted in the classroom during class time. Water bottles and beverages in covered cups are permitted.
- Food is permitted during class breaks. All garbage must be placed in the proper receptacle.

Other

If there are extenuating circumstances on a specific day regarding any of the above expectations please discuss with faculty in advance to ensure acceptable action.

6.2   INFORMAL RESOLUTION OF STUDENT COMPLAINTS

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 Eastern Health 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.

6.3   CANCELLATION OF LEARNING EXPERIENCES DUE TO ADVERSE WEATHER CONDITIONS

Students are advised that if Memorial University is closed **DUE TO ADVERSE WEATHER CONDITIONS** scheduled learning activities for the CNS will also be cancelled.

When the university is closed due to weather conditions, students are not expected to attend clinical if the clinical experience is supervised by faculty.

Students in a preceptored experience or in an independent practice supervised by staff nurses may go to clinical because they will be supervised by the agency.

For these students, liability coverage is not affected by closure of the university.

Senior students in preceptorship or independent practice must make their own decision regarding their ability to get to their clinical area safely. If you are working in a clinical area and the university closes, you must make your own decision as to whether you remain in the area.

ALL BScN STUDENTS ARE REMINDED THAT LEARNING EXPERIENCES MISSED DUE TO MUN CLOSURE <u>MAY</u> HAVE TO BE MADE UP IF FACULTY DEEMS THAT MAKE UP IS NECESSARY FOR EVALUATION PURPOSES.

6.4   EVALUATIONS (COURSE AND FACULTY)

Students may be requested to complete the following evaluations:

- o   Faculty evaluation - 11th week of the semester
- o   Course evaluation via on-line CEQ   - 12th week of the semester

These evaluations are meant to be used to improve either the course structure or teaching methodologies. Individual student responses are anonymous. The faculty will not have access to the evaluations until the course grades are submitted.

6.5   SUBMISSION OF ASSIGNMENTS

Assignments may be placed in faculty mailboxes located in the CNS Mailroom. There are also assignment drop boxes located in the lobby of Southcott Hall. Whenever major course assignments are due, a drop box will be labeled, two days prior to the due date, with the name of the course, the faculty member and the due date. The drop slot will be emptied by 16:00 on the due date. Students are asked to ensure that assignments are placed in the correct drop box.

One assignment drop box is also labeled for other mail, dropped off after designated mailroom hours, which will not fit in the mailroom drop slot.

Assignments, other than major papers, projects, etc, may be placed in the drop slot in the mailroom door.

Students are advised to keep an electronic or hard copy of assignments prior to submitting them.

6.6   STUDENT RECORDS

6.6.1   Student Files

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

- • eligibility for admission to and promotion in the program
- • assessment of special needs or circumstances relevant to the student's progress
- • references to potential employers and/or admission to graduate studies

6.6.2   Access

A student has the right to view his/her file in the presence of a faculty member or the CNS Registrar for the BSCN (Collaborative) Program.

6.6.3   Use of Student Papers/Projects

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

6.6.4   Student Profile

Students are asked to submit a Student Profile Form (Appendix C) at the beginning of the school year.

The information submitted is used in support of scholarship applications that require documentation of involvement in extracurricular activities and/or can be used in references.

Information will not be added retrospectively, so it is in your best interest to keep your profile current.

6.7   VERIFICATION OF ENROLMENT

Please note that when students require letters to confirm their enrollment in the Program, the letters can be provided by the CNS registrar. However, documents requiring the Memorial University seal must be obtained from the Registrar's Office at Memorial University.

6.8   IDENTIFICATION

All students are required to purchase a CNS photo ID card. This card is to be worn in a visible area at all times during all clinical learning experiences and when writing examinations at the CNS. It is also to be presented when requesting borrowing privileges from the LRC or IRC.

Students will also be required to purchase a name pin with the CNS logo, name and the designation Bachelor of Science in Nursing Student. Name pins will be required for all lab and clinical learning activities.

6.9   FINANCIAL ASSISTANCE/STUDENT LOANS

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

The School of Nursing has no mechanism for dealing with individual loans for those students who are in student loan program(s) of Memorial University. It is the student's responsibility to know current policies governing funds regarding eligibility.

6.10   SCHOLARSHIPS

A full list of Memorial University scholarships, bursaries and awards can be found in the University Calendar.

Throughout the year, students will be made aware of other scholarship sources as they arise. Notices will be placed on the appropriate bulletin boards.

6.11   LOCKERS

Lockers will be made available to students who request them. Students will complete locker application forms during the first week of class. Lockers will be shared. Locker assignments will be posted. All students are responsible for purchasing their own locks. Lockers should be locked at all times. At the end of the Winter semester/academic year, all personal belongings and locks should be removed from the lockers or they will be removed by CNS employees.

6.12   MAIL

The CNS mail room is located on the Ground Floor of Southcott Hall. The hours for mail distribution will be posted at the beginning of each semester.

Assignments, papers and other mail that you need to submit to faculty is to be brought to the mail room. The Operations Officer will place any mail submitted in the designated faculty mailbox. Students should ensure that the faculty member's name is clearly indicated on any mail submitted.

The use of the Assignment Drop Box is discussed in the section of the handbook labeled Submission of Assignments.

There is a drop slot in the mailroom door and students may submit mail via this manner at any time.

Memos from faculty/staff intended for students will also be distributed from the CNS mailroom. When there is mail for you, your name will be posted on the student Mail Distribution Bulletin Board adjacent to the mailroom.

For confidentiality reasons, students are not permitted to request mail for any other student.

It is your responsibility to check for mail daily and to cross your name off the list when you have collected your mail.

Students are not permitted to enter the faculty workrooms on tenth and eleventh floors to place mail in the internal faculty mail boxes.

Correspondence that you wish to submit to the Associate Director, BScN (Collaborative) Program should be given to the Secretary for the BScN (Collaborative) Program, Room 1111.

Students are requested not to have personal mail directed to the CNS. Such mail will be returned to sender.

Members of the Nursing Society Executive, CNSA Delegates and Class Executives may have professional correspondence forwarded to their attention to the:

Administrative Office
Centre for Nursing Studies
10th Floor, Southcott Hall
100 Forest Road
St. John's, NL A1A 1E5

Fax: (709) 777-8176

6.12   E-MAIL

All students will have a MUN e-mail account. Students will be given their e-mail address and have a password set up by the LRC staff during the LRC orientation.

Group distribution lists are established for each year of the program. Students should check their MUN e-mail on a regular basis as email is the method of correspondence. Please note: Each course will have a BRIGHTSPACE shell, and all course related email is sent through BRIGHTSPACE.

6.14   BULLETIN BOARDS

Bulletin boards are provided for notices and other informational materials. Such notices must be kept current and should not be placed elsewhere.

Notices should be typed or neatly written and should be dated. Notices, with the exception of those containing information needed throughout the entire semester, will not remain on the bulletin boards for more than two weeks.

Removal of outdated items will be the responsibility of the CNS Operations Officer.

Student Bulletin Boards are located as follows:

Ground Floor

- Notices regarding clinical placements, clinical orientation, etc. are posted on these boards.
- Nursing Society
- Learning Resource Centre
- General Information Board Intended for Public Use
- Community Initiatives
- Classroom, Lab and Conference Room Schedules
- Student Mail Distribution

First Floor

- Classroom, Lab and Conference Room Schedules

Students are responsible for checking bulletin boards on a regular basis.

6.15   TRANSPORTATION

All nursing courses will be taken at the CNS. Non-nursing courses will be taken on the MUN campus. Whenever possible, schedules will be planned to keep your commuting time between the CNS and the MUN campus to a minimum. Arrangements related to the travel between the two sites are the responsibility of the student.

Transportation costs associated with clinical course requirements require additional financial expenditure on the part of the nursing students. Students assigned to acute care agencies and nursing homes will be assigned to shifts which necessitate arrival to or departure from an agency, outside the normal operating hours of public transportation.

The CNS increasingly makes use of clinical placements in community and non-traditional health care agencies within St. John's and the surrounding communities.

Due to the difficulty in finding sufficient clinical placements within St. John's to accommodate learning experiences for all students, it is likely that clinical placements outside of St. John's will continue to increase across all years in the program.

The travel and/or living expenses associated with clinical placements need to be budgeted for during each semester.

6.16   FOOD SERVICE

Canteen service is available from the Cafeteria located on the first floor of the Miller Centre. Hours of operation are as follows:

- Monday-Friday 08:00 – 15:00

Please note: These times may vary throughout the year. Notices of change are posted in the cafeteria.

6.17   PARKING

A limited number of parking permits will be made available to students in each year/program. A parking permit does not guarantee a parking place. A random draw of completed applications will take place to equitably distribute the parking permits.

These permits are valid only for the student parking lot. Cost determined on a yearly basis.

A permit will not be issued until an application form containing the vehicle model, color and license plate number is submitted.

At the beginning of each academic year notices regarding the sale of parking permits will be posted on the ground floor bulletin boards for students in each year of the program. Students who are not able to obtain a parking permit may place their names on a waiting list and will be notified if a permit becomes available.

6.18   SMOKING REGULATIONS

Smoking and second-hand smoke are recognized as serious health hazards. Effective since September 23, 2009, Eastern Health has a Smoke Free Environment Policy at all of its owned and operated facilities.

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

6.19   Fire Safety

As part of the CNS orientation, all students are required to attend a general information session on fire safety. This session is a mandatory pre-clinical requirement.

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 Site are posted throughout the CNS including classrooms, conference rooms, lab rooms and by elevators. 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.

6.20   EMERGENCY PREPAREDNESS

All students are required to attend a general information session on emergency preparedness. This session is a mandatory pre-clinical requirement.

Codes have been established for various types of emergency situations in Southcott Hall.

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.

For all other codes, **DIAL EXTENSION 2000** and identify the emergency situation you are reporting.

Action cards for Code Red (fire) are posted in all classrooms, lab rooms, conference rooms and near all elevators.

6.21   SCENT-FREE GUIDELINES

Eastern Health 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 Eastern Health Buildings. All persons are advised to use fragrant-free personal care products. Eastern Health is committed to using environmentally friendly products.

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

6.22   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, video or photograph for personal reasons in the clinical setting is prohibited during working hours. Personal smart phones should be placed on vibration/silent mode during working hours 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:

GUIDELINES FOR CENTRE FOR NURSING STUDIES BScN STUDENTS CONCERNING USE OF MUN LIBRARIES

1. BScN students of the Centre for Nursing Studies should normally use the resources and services at the Centre for Nursing Studies Learning Resource Centre before using those at MUN Health Sciences Library (HSL) or Queen Elizabeth II (QEII) Library.

2. Instructional services in the use of library resources, including learning how to perform computer literature searches are available to you at the Centre for Nursing Studies Learning Resource Centre. Help with all computer programs is available by asking LRC staff for assistance, or by making an appointment for more in-depth instruction. The Health Sciences Library also provides workshops that are open to any MUN student.

3. Journals, books and audiovisual materials held at the QEII and Health Sciences Libraries can be used in-house.

4. You can sign out books and other circulating materials from the Health Sciences and QEII Libraries using your MUN student ID card.

5. MUN ID cards can also be used for photocopying and printing at HSL and QEII libraries.

6. The Study Rooms in the Health Sciences Library are available on a first-come, first-served basis to groups who are in health programs or who are using health science materials. Priority is given to students who are in the MUN Faculty of Medicine, School of Nursing or School of Pharmacy. Use of group rooms is limited to a minimum of two people.

Please Note: This applies to study rooms within the Health Sciences Library. Second floor seminar rooms in the Health Sciences Centre are for MUN School of Medicine students only.

7. Students requiring articles through Interlibrary Loan, which are not locally available may request the articles from Document Delivery at the Health Sciences Library using the request form located at http://www.library.mun.ca/borrowing/ill/index.php. When requesting articles, be sure to identify yourself as a Centre for Nursing Studies student. Journal articles requested through Document Delivery will normally be emailed; books ordered require in-person pick-up at the HSL.

8. Reference assistance in using the HSL or QEII Library is only available when the relevant Information Desk is open. It is not available from the Circulation Staff.

9. It is recommended that you use your primary site of instruction for library services whenever possible.

Questions or concerns related to these guidelines should be referred to the Learning Resource Centre at the CNS.

APPENDIX B:

CLINICAL INCIDENT REPORT

To be completed by faculty for student incidents and submitted to the Associate Director, BScN (Collaborative) Program.

Date of Incident _____   Course _____
Clinical Area in which the incident occurred _____

Student: _____
Faculty: _____

Type of Incident: Drug Error _____   Treatment Error _____ Fall _____ Other ___ (please specify) _____
_____

Description of the Incident (include a precise description of the event; client's immediate reaction, if any; person(s) advised of incident; where/ how incident was recorded; outcome)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Summary of Student Interview and Recommendations Made:

_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX C:

STUDENT PROFILE

NAME: _____ STUDENT NUMBER _____

ADDRESS: _____

_____

ENTRANCE DATE: _____ EXPECTED GRADUATION DATE: _____

EXTRA CURRICULAR ACTIVITIES (include participation in intramural sports, school recruitment, health fairs, committees, clubs/societies, any volunteer work, etc.)

_____

_____

_____

_____

_____

_____

AWARDS/SCHOLARSHIPS (include any awards, prizes or scholarships that you have received during the program)

_____

_____

_____

_____

_____

_____

COMPETITIONS (include public speaking events, essay contests, etc. you may have entered while in the program)

_____

_____

_____

_____

_____

Signature: _____ Date: _____

APPENDIX D

LEARNING PLAN TEMPLATE

BACHELOR of SCIENCE in NURSING (COLLABORATIVE) PROGRAM
CENTRE FOR NURSING STUDIES
STUDENT LEARNING PLAN

Name	Student #	Distribution
		_____ Copy given to student
Date	Course/Semester	_____ Original retained on file

Reason(s) for Learning Plan (i.e. Identify course evaluation criteria not being met due to an occurrence or pattern of behavior.)

<u>Learning Plan</u>

Objective	Strategy	Expected Outcome	Timeline
Objective	**Strategy**	**Expected Outcome**	**Timeline**

Results of failing to meet Learning Plan objective(s) by the stated timeline (s).

Signatures Required:

Student	Faculty

Date	Date

<u>EVALUATION OF STUDENT LEARNING PLAN</u>

Objective	Evaluation

Faculty Comments:

Student Response:

Further action required: Yes _____ (Explain)   No _____

Signatures Required: The student signature is required.

Student	Faculty
Date	**Date**

APPENDIX E:
CENTRE FOR NURSING STUDIES
NURSING SOCIETY CONSTITUTION

ARTICLE I: NAME, PURPOSE, MEMBERSHIP, AND AFFILIATIONS

Section 1: Name

a. The name of this organization shall be the Centre for Nursing Studies Nursing Society hereafter referred to as the CNS Nursing Society.

Section 2: Purpose

a. The Objectives of the CNS Nursing Society:
    i. to promote interest in extracurricular nursing activities.
    ii. within the limits of the society, to promote unity among the nursing student body and to act as a liaison between nursing students, faculty and other student organizations.
    iii. to provide a medium through which students can express their opinions on issues in nursing.
    iv. to encourage participation in professional and liberal education.
    v. to enact events to encourage school spirit and morale.

Section 3: Membership

a. Membership shall be open to students duly registered in the Bachelor of Science in Nursing (Collaborative) Program and the Practical Nursing Program at the Centre for Nursing Studies.
b. Such students become, upon payment of the prescribed fee, members in good standing of the CNS Nursing Society.
c. Members of MUN Faculty of Nursing (Nursing Society) and the Western Regional School of Nursing (Nursing Society) may attend meetings as non-voting participants, by invitation.
    i. One member chosen by the MUN Faculty of Nursing Nursing Society may attend meetings, upon invitation by CNS Nursing Society, and be allowed to vote on exclusively collaborative events between MUN Faculty of Nursing and CNS sites.

ARTICLE II: ORGANIZATION

Section 1: Society Positions

a. The student represented executive directors of the CNS Nursing Society shall be the President, Vice-President, Secretary, Treasurer, and CNSA Official Delegate.
   i.   Students holding the position of CNSA Official Delegate may also hold another executive position, including President, Vice President, Treasurer, or Secretary.
   ii. Members holding executive positions of President, Vice President, Secretary, Treasurer, and CNSA Official Delegate are also given the role of student representatives of the CNS Academic Council.
        1. One (1) delegate from the acting executive shall attend each academic council meeting.
b. The student represented officers of the CNS Nursing Society shall be the Charity Ball Coordinator, Associate Charity Ball Coordinator, MUNSU representative, and CNSA Associate Delegates (2).
   i.   Students holding these positions may simultaneously be executive directors in the event of being elected for multiple positions or by appointment by the President in the event no names are put forward for said positions.
c. Other student-represented positions of the CNS Nursing Society shall be considered student affiliates. They include: the Shinerama Coordinator, Shinerama Associate Coordinator, CRNNL Student Representatives from each year of the Bachelor of Science in Nursing program, Undergraduate Studies Committee Student Representatives, Non Degree Programs Committee Representative, two Student Representatives from the 1st, 2nd, 3rd, and 4th year Bachelor of Science in Nursing classes, and two Student Representatives from each year of the Practical Nursing Program.
   i.   Students holding these positions may simultaneously be executive directors in the event of being elected for multiple positions or by appointment by the President in the event no names are put forward for said positions.
d. Other represented positions of the CNS Nursing Society shall be the staff representative and faculty representatives, including a Bachelor of Science in Nursing representative and a Non-Degree Programs representative.

Section 2: Elections

a. Elections for the following student-held positions shall take place the last week of September so that positions are elected by September 30th and ready to take office by October 1st: President, Vice President, Secretary, and Treasurer.

     i.   Previous experience as a class representative is required of an individual to run as a candidate for the above-listed positions. Positions may be held by a BScN or PN Student.

    ii.   The above clause (i) be overwritten in the event of no other names being put forward for the positions.

   iii.   A crossover period of executive duties shall take place from October 1st to November 1st each year whereby outgoing executive members shall mentor incoming executive members relative to their respective duties. This clause applies to the President, Vice President, Treasurer, and Secretary.

   iv.   When a director or officer position is unable to be held in the middle of the term, acting executive members will hold an application process to determine the representative(s) of these positions.

b. Class representatives will be voted for during the second week of class of the Fall semester for Bachelor of Science in Nursing years 2, 3 and 4 and during the fourth week of class of the Fall semester for the Bachelor of Science in Nursing Year 1 and Practical Nursing Program.

c. The MUNSU representative shall be elected in coalition with the MUNSU General Elections and By-elections.

d. The Associate Shinerama Coordinator from the previous year will become the acting Shinerama Coordinator for the upcoming year.

     i.   The Associate Shinerama Coordinator shall be appointed by acting executive members by means of an application process by the end of April each year.

    ii.   In the event of a vacancy of either position for the Shinerama Coordinator or the Associate Shinerama Coordinator, acting executive members and terminating coordinator(s) will collaborate to hold an application process to determine the representatives of these positions.

e. The incoming Charity Ball Coordinator is solely responsible for the selection of the incoming Associate Charity Ball Coordinator by means of an application process by October 1st of each year. The Associate Charity Ball Coordinator from the previous academic year may then become the Charity Ball Coordinator for the next academic year.

     i.   In the event of a vacancy of either position for the Charity Ball Coordinator or the Associate Charity Ball Coordinator, acting executive members will hold an application process to determine the representatives of these positions.

f. The outgoing CNSA Official Delegate is solely responsible for the selection of the incoming CNSA Official Delegate by the end of February each year.

     i.   CNSA Associate Delegates are to be selected by the current acting CNSA Official Delegate.

       ii.   The CNSA Official Delegate position can be held for a maximum of two (2) academic years.

g. CRNNL Student Representatives shall be appointed by staff and faculty representatives by means of an application process on an annual basis.

h. Undergraduate Studies Committee Student Representatives and Non-Degree Programs Committee Representative shall be selected by the staff and faculty members of the committee by means of an application process each Fall semester.

<u>Section 3: Functions of the Society Positions</u>

a. The President shall:
   i. preside over all meetings.
   ii. represent the society in its relations with any other organization or person, except business pertaining to MUNSU and CNSA.
   iii. be responsible for the direction and integration of the actions of the executive.
   iv. be responsible for the calling of meetings of the Society subject to the provision of Article 3.
   v. be an ex-officio member of the Charity Ball Committee and the CNSA Chapter at the Centre for Nursing Studies.
   vi. appoint special committees, as they see fit.
   vii. attend graduation committee meetings upon invitation.
   viii. oversee all financial duties of the Treasurer and Vice President and be a signatory on all bank accounts.
   ix. update the CNS Society bulletin board with help of other executive members as they see fit.

b. The Vice-President shall:
   i. assume the duties of the President in their absence or at the request of the President.
   ii. automatically assumes the office of the President should that office become vacant during the academic year.
   iii. carry out such other duties as the executive shall assign them.
   iv. be a signatory on all bank accounts and assist the Treasurer with financial duties, including maintenance of lottery licenses, submission of financial reports, payment of fees, and reimbursements.
   v. be responsible for all public relations, including email and social media correspondence.

c. The Secretary shall:
   i. once elected, submit a copy of the newly elected Society Executive to the MUNSU.

ii. be responsible for and keep a record of all correspondence of the CNS Nursing Society.

iii. be responsible for keeping accurate minutes of the important actions and points of the Society and Executive meetings.

iv. shall keep an accurate record of membership.

v. shall be responsible for notification of the members of the Executive in the case of an emergency meeting.

vi. assume such other duties as the executive shall assign them.

d. The Treasurer shall:

i. be responsible to the Society and the Council of the Student's Union for the finances of the Society.

ii. submit an annual financial report to the society and to the MUNSU.

iii. keep books showing the current financial condition of the CNS Nursing Society.

iv. collect and keep a record of membership dues.

v. carry out such other duties as the executive shall assign them.

vi. maintain an organizational system of receipts such that reimbursements may be issued efficiently.

vii. work in conjunction with the Vice President for the submission of financial reports and for the maintenance of lottery licenses including lottery tracking and overseeing all lotteries held by students of the Centre for Nursing Studies.

e. Canadian Nursing Students Association (CNSA) Representative shall:

i. The Official Delegate shall:

1. represent the Centre for Nursing Studies on a national level.

2. be an official or associate delegate of the previous year if possible.

3. attend regional and national CNSA meetings and conferences.

4. update the CNSA bulletin board throughout their term as they see fit.

ii. The Associate Delegate shall:

1. represent the Centre for Nursing Studies on a national level.

2. attend Regional and National CNSA meetings/conferences.

3. assist the official delegate in updating the CNSA bulletin board throughout their term as they see fit.

f. MUNSU Representative shall:

i. act as a liaison between the Nursing Society and other societies on campus.

ii. assist the treasurer in ratifying the Nursing Society for each semester. In the case that the MUNSU representative is away on a clinical rotation they are responsible for delegating someone to do this.

iii. attend all MUNSU meetings and provide the minutes from the previous meeting to the Nursing Society by email. The MUNSU Representative is then responsible for informing students of any relevant information from the meeting minutes through means of email and social media. Any student wishing to see an electronic or print copy of the minutes can directly request this from the Nursing Society.

iv. pass on any Special Project Grants or Individual Merit Fund Applications to the MUNSU for approval of funds.

v. bring a list of agenda items from weekly MUNSU meetings to the Nursing Society meetings and discuss each item so it may be passed on to other students by their class representatives.

vi. As a councillor on the MUNSU you are also required to help out MUNSU campus activities such as volunteering for Fall Orientation, Winter Carnival, and other such events.

g. Bachelor of Science in Nursing (Collaborative) Program Class representatives and Practical Nursing Program representatives shall:

i. inform their class of meeting times, business discussions and agendas for future meetings.

ii. bring suggestions and issues from the class to Society meetings.

iii. carries out such other duties as the executive should assign.

iv. propose and organize events as approved by the Nursing Society executive which foster school spirit and community within the representative's class.

v. update their class's bulletin board throughout the year as they see fit.

h. Staff and Faculty representatives shall:

i. attend all Nursing Society meetings.

ii. act as a resource person between faculty and the Society.

iii. carry out such other duties as the executive should assign.

i. The Charity Ball Coordinators Shall:

i. The Charity Ball Coordinator shall:

1. attend all CNS Nursing Society meetings.

2. act as a liaison between the CNS Nursing Society and the MUN Faculty of Nursing (Nursing Society) regarding information relative to the annual Charity Ball fundraiser.

3. collaborate with MUN Faculty of Nursing's Charity Ball Coordinator.

4. assist in selecting a charity which will receive the revenue from the Charity Ball.

5. organize and facilitate fundraisers and sponsorship throughout the year leading up to the Charity Ball in order to fund the event.

6. contact faculty, staff, and relevant community representatives.

7. act as a mentor to the incoming Charity Ball Coordinator.
8. oversee the coordination and delivery of the Charity Ball event day.
    ii. The Associate Charity Ball Coordinator Shall:
1. Collaborate under the direction of the Charity Ball Coordinator to organize   the Charity Ball Fundraiser.
2. Assist in the coordination of the Charity Ball Fundraiser.
3. Act as a mentee of the Charity Ball Coordinator.
j. The Shinerama Coordinators shall:
    i. The Shinerama Coordinator shall:
1. act as a liaison between all relevant jurisdictions of Shinerama and the CNS Nursing Society.
2. coordinate and facilitate fundraisers leading up to and including Shine Day.
3. present the monies raised to the representative from Cystic Fibrosis Canada.
4. attend the annual National Shinerama Conference in May if possible.
5. act as a mentor to the Associate Shinerama Coordinator.
6. Facilitate the selection of the incoming Associate Shinerama Coordinator.
    ii. The Associate Shinerama Coordinator shall:
1. Assist the Shinerama Coordinator with the planning and execution of all fundraising and awareness events.
2. Oversee the logistics of Shine Day as directed by the Shinerama Coordinator.
3. Act as a liaison between the Shinerama Coordinator and the campaign volunteers.
4. Act as a mentee of the Shinerama Coordinator.
k. CRNNL Student Representatives shall:
    i. attend an orientation session to the program.
    ii. share CRNNL resources with fellow students.
    iii. attend monthly CRNNL meetings and all nursing society meetings.
    iv. support communication between the CRNNL and nursing students.
    v. optionally participate in CRNNL Workplace Representative Meetings, the CRNNL Annual General Meeting, and Business Meetings.
    vi. maintain a Nursing Student Representative Program bulletin board at the Centre for Nursing Studies.
l. Undergraduate Studies Committee Student Representatives shall:
    i. be a student in the second year of the Bachelor of Science in Nursing (Collaborative) Program at the time of selection.

      ii.   hold the position for a two year term.

     iii.   attend all monthly meetings of the Undergraduate Studies Committee.

     iv.   act as a liaison between the Undergraduate Studies Committee and the Nursing Society.

     v.   attend the first Nursing Society Meeting following each Undergraduate Studies Committee meeting.

m. The Non Degree Programs Committee Student Representative shall:

     i.   attend all monthly meetings of the Non Degree Programs Committee.

     ii.   act as a liaison between the Non Degree Programs Committee and the Nursing Society.

     iii.   attend the first Nursing Society Meeting following each Non Degree Programs Committee meeting.

ARTICLE III: MEETINGS

Section 1: Annual General Meeting

a. The annual general meeting of the Nursing Society shall be held in the month of March each year.

b. Public notice shall be given at least one week before the annual meeting stating the time, place, and purpose of the meeting. Posters should be posted throughout the various sections of the Centre for Nursing Studies.

c. The business of the meeting shall consist of:

     i.   general business

     ii.   presentation of the financial report

     iii.   review of the goals of the Nursing Society

     iv.   review of Society initiatives since the previous September

     v.   amendments to the constitution of the Nursing Society

          1. all amendments to the constitution must be ratified by the majority of the members at the Annual General Meeting. Notices outlining proposed amendments must be made available to students throughout the Centre for Nursing Studies one week prior to the Annual General Meeting.

     vi.   recommendations for following year of Nursing Society

     vii.   adjournment.

Section 2: Regular Meetings

a. Regular meetings of the society shall be held no less than once every three weeks of the academic year as called by the President in accordance with Article II, Section 3.
b. At least one week's notice shall be given before all meetings with the exemption of emergency meetings.
c. Attendance shall be taken at each meeting by Secretary as per Article II Section 3:
    i. all residing directors, officers, and affiliates shall attend all CNS Nursing Society meetings unless they have reasonable cause for absenteeism.
    ii. presiding directors, officers, and affiliates of nursing society must give at least 24 hours notice if they are unable to attend the meeting
        1. above subclause (ii) shall be overwritten in cases of emergencies
    iii. if a presiding director, officer, or affiliate misses 3 or more meetings or events without notice of absenteeism, the executive directors may hold an emergency meeting to discuss the member's term of office being terminated.

ARTICLE IV: OTHER

Section 1: Fundraising

a. All Nursing Society related fundraising, including but not limited to Charity Ball, Shinerama, and CNSA, have precedence over all other fundraising efforts at the Centre for Nursing Studies with relation to the reservation of space required for the fundraiser, including classrooms and table spaces.

Section 2: The Council of the Students' Union

a. The Council of the Students' Union has the right to make changes to this constitution in regards to matters that apply to all clubs and societies. These changes shall be made known to clubs/societies in the term that they are made.