



CONTINUING NURSING STUDIES

STUDENT HANDBOOK

2023 - 2024

Please retain this booklet for reference during your course or program of studies.

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1. GENERAL INFORMATION

1.1 MESSAGE FROM THE CENTRE FOR NURSING STUDIES

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

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

This handbook is intended to provide information needed by students in Continuing Nursing Studies programs/courses. Regulations that govern the academic, clinical, and professional components of the program are described; as well as information related to the resources available to students. Students must meet the applicable course and/or program and other regulations as outlined in this handbook. Please refer to the table of contents at the beginning of the handbook for a listing of its contents.

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

1.2 CNS MISSION, VISION AND VALUES

Our Mission

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

Our Vision

To enhance excellence and leadership in nursing education, innovation, partnerships, research and other domains of scholarship.

Our Values

Collaboration

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

Diversity

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

Excellence

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

Professionalism

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

Respect

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

1.3 CENTRE FOR NURSING STUDIES PROGRAMS

The CNS offers a Bachelor of Science in Nursing (Collaborative) Program, a Practical Nursing Program, and Continuing Nursing Studies programs/courses. Continuing Nursing Studies encourages Registered Nurses (RNs) and Licensed Practical Nurses (LPNs) in the province of Newfoundland and Labrador to pursue lifelong learning in their professional development. Continuing Nursing Studies offers post-basic specialty programs, professional development courses and re-entry programs for RNs, LPNs, internationally educated nurses (IENs) across Canada and abroad.

1.4 CONTINUING NURSING STUDIES ACADEMIC DIARY

The following diary, where possible, identifies the approximate date that a Continuing Nursing Studies program/course begins and ends.

Important Notes Concerning Certain Program or Course Offerings:

- a) Applications for the RN and LPN Re-Entry programs will be processed during the month of August for a September intake.
- b) The following Post Basic programs are offered based on registrant or employer demand and may not be offered on a yearly basis:
 - i) **Perioperative Nursing Program for RNs**
 - ii) **RN First Assist Program**
 - iii) **Post Basic Critical Care Program for RNs**
 - iv) **Post Basic Gerontology Program for RNs**
 - v) **Post Basic Gerontology Program for LPNs**
 - vi) **Perioperative Nursing Program for LPNs**
 - vii) **Post Basic Mental Health Program for LPNs**
 - viii) **Advanced Footcare Program for Nurses** is offered based on demand throughout the academic year. Interested students should contact the Registrar, Non-Degree Programs at (709) 777-8174 to inquire about course registration and potential start dates.

1.5 CONTINUING NURSING STUDIES CONTACT INFORMATION

Director - CNS

Dr. Kathy Watkins: kwatkins@mun.ca Office 1030 709-777-8161

Associate Director, Non-Degree Programs

Natasha Fulford: natasha.fulford@mun.ca Office 1035 709-777-8173

Coordinator, Continuing Nursing Studies

Natasha Churchill: natasha.churchill@mun.ca Office 1017 709-777-8196

Secretary, Continuing Nursing Studies

Jennifer Lucas: jennifer.lucas@mun.ca Office 1026 709-777-8162

Registrar, Non-Degree Programs

Catherine Rice: catherine.e.rice@mun.ca Office 1007 709-777-8174

Business Officer

Ann Jellah Layam: ann.jellah.layam@mun.ca Office 1032 709-777-6644

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

1.6 CHANGE OF NAME AND ADDRESS

Students are advised to notify the CNS immediately of any change in name, address or phone number.

1.7 CANCELLATION OF PROGRAMS/COURSES

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

2. ADMISSION AND REGISTRATION INFORMATION AND REGULATIONS

2.1 ADMISSION TO CONTINUING NURSING STUDIES PROGRAMS/COURSES

Program/course offerings are advertised through professional organization newsletters, e-mail, social media, CNS website, or bulletins forwarded to education departments of the regional health authorities (RHAs). Interested individuals may also contact the Office of the Registrar at any time for information about the various program/course offerings.

2.1.1 Admission Criteria

All programs and courses are developed for RNs or LPNs. With the **exception** of re-entry programs, an active RN or LPN license is required for all programs/courses. For admission criteria to specific programs/courses, see individual program/course information.

2.1.2 Personal Health Information Act (PHIA)

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

2.1.3 Admission Start Dates

Admission start dates vary depending on which specific program/course you are registering for.

For specific admission start dates contact the Office of the Registrar (Catherine Rice) at 777-8174 or by email catherine.e.rice@mun.ca.

2.2 FINANCIAL INFORMATION GOVERNING FEES AND RECEIPTS

Centre for Nursing Studies Online Payment

The Centre for Nursing Studies accepts online payment by Visa and MasterCard. A *non-refundable* 2.5% convenience fee will be applied to credit cards. Online payments can be completed by visiting the link below and scrolling to the **pay online** option at the bottom of the page.

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

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

For payment by mail, please use:

Business Office

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

For payment by wire transfer, please email al4415@mun.ca for banking information.

**Please include your name and the name of the program/course/module.*

Supplementary Examination Fee: The fee for writing a supplementary examination is \$100. Payment is to be made to online at <https://cns.easternhealth.ca/programs-and-courses/continuing-nursing-studies/tuition/> Students are not permitted to write a supplementary examination until the examination fee has been paid.

Credit Recognition Fee: Students applying for Credit Recognition through Transfer Credit or Prior Learning Assessment Recognition (PLAR) will be charged a **minimum** fee of \$100.

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

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

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

Other Associated Program Costs: Students are provided with an approximated textbook cost list; students are responsible for purchasing textbooks. Other costs including uniforms, lab coats and other supplies are purchased individually by the student.

**** The CNS reserves the right to make changes to its financial policies as deemed necessary.**

2.2.1 Tuition Amounts Per Program/Course:

The following outlines the tuition fees for each of the Continuing Nursing Studies programs/courses offered during the current academic year. It is the responsibility of students to ensure that financial obligations associated with their program/course are met.

Students are responsible for purchasing any textbooks that are required for a program/course.

<u>RN PROGRAM/COURSE</u>	<u>TUITION</u>
IEN Bridging/RN Re-Entry Program	\$8250
Fall Semester	\$1450
Winter Semester	\$2050
Spring/Summer	\$1650
Late Summer/Fall	\$3100
RN First Assist Program (in-province)	\$2000
(out of province)	\$3000
Post Basic Gerontology Course for RNs	\$1000
Post Basic Critical Care Program for RNs	\$1500
Perioperative Nursing Program for RNs	\$1500
<u>LPN PROGRAM/COURSE</u>	<u>TUITION</u>
LPN Re-Entry Program	\$6000
Perioperative Nursing Program for LPNs	\$4000

Post Basic Gerontology Course for LPNs	\$1000
Post Basic Mental Health Course for LPNs	\$1000
LPN Health Assessment Course	\$600
LPN Medication Administration Course	\$600
Pathway to Success	\$1500

COMPETENCY MODULES

Intradermal Injections	\$100
Intramuscular Injections	\$100
Immunizations	\$100
Intravenous Initiation	\$100
Intravenous Therapy Administration	\$100
Intravenous Medication Administration	\$100
Blood and Blood Products Administration	\$100
Hypodermoclysis	\$100
Central Venous Access Devices (CVAD)	\$100
Wound Care	\$100

The following modules can be purchased by the regional health authorities (per student) or other employers:

Male and Female Catheterization	\$25 + HST
Gastrointestinal Tube Feedings and Nasogastric Suctioning	\$25+ HST
Oxygen Therapy and Oral Suctioning	\$25+ HST

WORKSHOPS

Advanced Footcare Management Course for Nurses	\$500
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2.2.2 Outstanding Fees:

Students who have not paid all fees or arranged for fee payment with the Business Officer prior to the first day of the program/course may have their registration cancelled at the discretion of the CNS. Transcripts, grade reports, references and diplomas will not be issued unless all fees have been paid in full.

2.2.3 Refunds

Continuing Nursing Studies refund policies consider costs incurred by the CNS. The amount of refund available to the student is specific to the module/course/program and determined by such factors as the length of the module/course/program, development costs, the number of students enrolled, and administrative costs.

Any student withdrawing from a module/course/program that requires **six months or less** to complete will receive a **75%** refund if a student withdraws within **14 days** from the start date. After **14 days**, **no refunds** will be granted.

Any student withdrawing from a module/course/program that takes **greater than six months** to complete will receive a **75%** refund if a student withdraws within **30 days** from the start date. After **30 days**, **no refunds** will be granted.

IEN Bridging/RN Re-Entry, LPN Re-Entry and program refunds are at discretion of Associate Director for Non Degree Programs.

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

2.3 REGISTRATION PROCEDURES

To register for any program/course, students must provide specific registration information and submit the completed forms to the CNS with the specified tuition fees before the designated deadline date. RN and LPN students must also provide proof of licensure.

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

Health Authority Sponsored Students: For some programs/courses excluding re-entry programs, employees of RHAs are provided a number of designated seats. The name of the sponsoring agency and contact person along with confirmation of sponsorship must be submitted by students who are sponsored.

2.4 WITHDRAWAL FROM A PROGRAM/COURSE

Students may withdraw from any program/course at any time. Students are encouraged to consult with the Coordinator for Continuing Nursing Studies before making a final decision.

3. INFORMATION RELATED TO CONTINUING NURSING STUDIES PROGRAM/COURSE OFFERINGS

3.1 CONTINUING NURSING STUDIES INTRODUCTION

Continuing Nursing Studies encourages RNs and LPNs in the pursuit of lifelong learning. As nurses motivated to expand theoretical and clinical bases of practice or to enhance professional development, our mandate is to support and facilitate attainment of your goals. Continuing nursing education is essential for all nurses to maintain personal and professional competency. Therefore, we congratulate you on your decision to continue your education.

3.2 APPROVAL OF CONTINUING NURSING STUDIES PROGRAMS/COURSES

All programs/courses offered through Continuing Nursing Studies are evaluated and revised on an ongoing basis to ensure they meet provincial and national practice standards. Consultation with the regulatory bodies for RNs and LPNs occurs regularly in order to ensure such standards are upheld.

3.3 GOALS, VISION, MISSION, VALUES AND BELIEFS

3.3.1 Goals

Continuing Nursing Studies offers post basic specialty programs, professional development modules, an IEN Bridging/RN Re-Entry program, LPN Re-Entry programs, and competency assessments and other programs based on assessed needs. The goals of Continuing Nursing Studies are to:

- facilitate ongoing professional development for RNs and LPNs practicing in a rapidly changing clinical environment.
- support and assist nurses in education through distance education.
- make learning opportunities accessible and affordable for all nurses.

3.3.2 Vision

The vision of Continuing Nursing Studies is to be a leader in professional development by empowering students to access timely, outcome based, user friendly learning resources that stimulate the desire for continuous learning and continuous quality improvement.

3.3.3 Mission

Continuing Nursing Studies is committed to developing and maintaining competency of nurses by providing post basic specialty and professional development modules and courses that are based on needs of key stakeholders and that are accessible to all students.

3.3.4 Values and Beliefs

Continuing Nursing Studies, in pursuit of leadership in professional development, believes in developing the strengths of its students by promoting respect, competence, self-direction, individuality, trust, collaboration, and critical thinking. The Continuing Studies Program is committed to providing planned learning experiences beyond basic nursing education programs.

These educational programs are designed to promote evidence-based practice and personal development by expanding the nurse's knowledge, skills, and attitudes. Content included in these programs arises from evolving scientific knowledge and changing professional standards. The planned learning experiences are built upon adult learning principles, are specific to the student's needs, and are applicable to the student's goal. Values identified by Continuing Nursing Studies are:

- **The student as an individual** in the identification of their learning needs and potential;
- **Collaboration and partnerships** both within the CNS and outside the CNS, in order to realize the vision and mission;
- **Lifelong learning principles** in order to stimulate continuous learning and continuous quality improvement;
- **Continuing education** as an integral part of the change process which allows the student to actively prepare for and respond to change;
- **A non-threatening learning environment** conducive to the student's self-direction, self-inquiry, and self-actualization;
- **Methods of delivery** of educational programs that promote self-directed learning and accessibility to students;
- **Ongoing continuing evaluation** to ensure programs being offered are relevant, current, and meet quality improvement principles.

3.4 CONTINUING NURSING STUDIES PHILOSOPHY

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

Person

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

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

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

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

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

Health

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

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

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

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

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

The Health Process 211

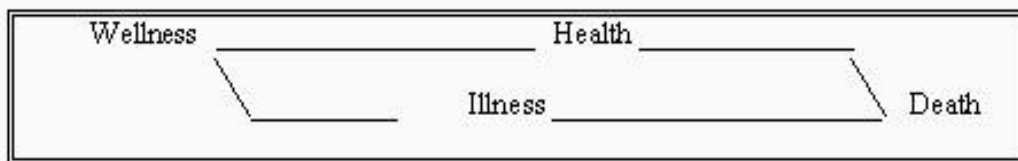


Figure 10-3 Health Continuum (Reprinted with permission from Twaddle, AC: *A Sociology of Health*, p. 13. St. Louis, C.V. Mosby, 1977).

Environment

Environment in the broadest sense includes all of the internal and external influences affecting the development of a person or group. These influences are seen as systems that are open and interact with one another. A person is many systems and sub-systems that interrelate in an integrated fashion to maintain one's totality or holism. Both persons

and environment are seen as living, dynamic, systems with porous boundaries that allow for exchange of matter, energy, and information within and between each other.

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

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

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

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

Nursing

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

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

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

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

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

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

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

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

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

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

Nursing Education

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

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

3.5 CONTINUING NURSING STUDIES CONCEPTUAL FRAMEWORK AND MODEL

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

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

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

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

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

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

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

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

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

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

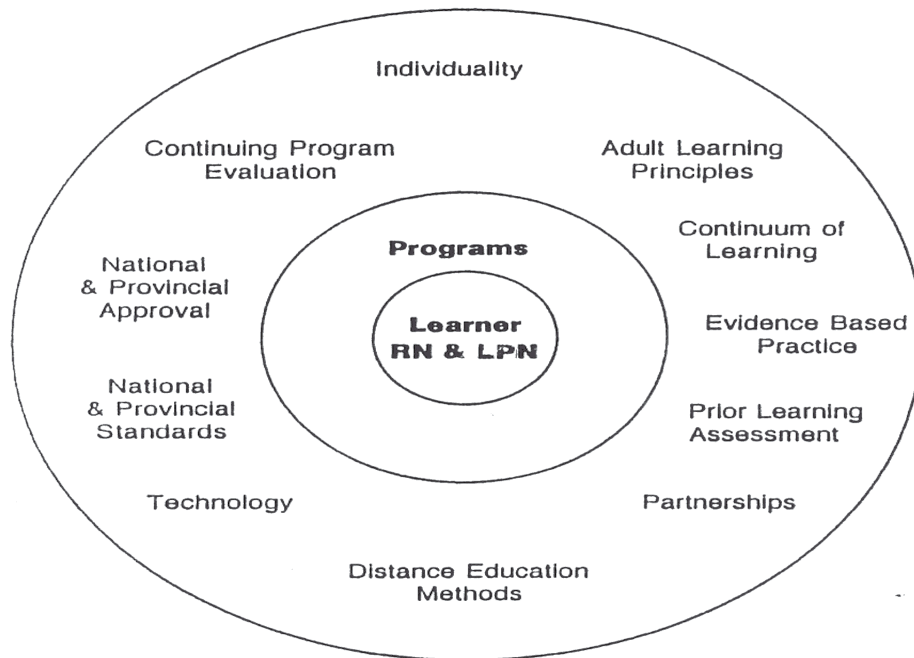
Distance Education Methods - Distance education methods will meet the educational needs of the students by providing accessibility to programs.

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

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

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

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



3.6 RN & LPN PROGRAM DESCRIPTIONS

The following are overviews of programs for RNs and LPNs offered through Continuing Nursing Studies. More detailed descriptions are provided in the course materials. Students enrolled in Continuing Nursing Studies programs/courses should

note that access to a Continuing Nursing Studies faculty member or the Coordinator for Continuing Nursing Studies is available throughout the program/course offering.

Note: Lab and clinical experiences are scheduled by the CNS at designated times throughout the year. Unless otherwise stated, these experiences will take place within St. John's. Students are responsible to arrange their own travel and accommodations.

Students enrolled in RN and LPN Continuing Nursing Studies programs/courses who may be interested in future studies in another offering through the department should view the applicable program/course application and registration information available in the Continuing Nursing Studies Programs page of the CNS website.

3.6.1 RN Re-Entry Program

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

3.6.2 LPN Re-Entry Program

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

- a) Students enrolled in the LPN Re-Entry Program whose basic practical nursing program included medication administration and/or health assessment courses will be required to complete the refresher modules as part of the theoretical component of the Re-Entry Program.
- b) Students enrolled in the LPN Re-Entry Program whose basic practical nursing program **did not** include medication administration and/or health assessment courses will be required to complete the full Medication Administration and Health Assessment courses offered by the CNS. Students must have the full Health Assessment and Medical Administration courses completed before they are eligible for admission to the Re-Entry Program.

3.6.3 Internationally Educated Nurse (IEN) Bridging Program

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

educated and practicing nurse. This program requires successful completion of laboratory and clinical practice components. Students must complete the IEN Bridging Program within **two years** of admission.

3.6.4 RN Perioperative

This program is designed to enable RNs to acquire the necessary knowledge and clinical skills to care for perioperative clients.

The perioperative program is delivered using print-based materials via distance education. It includes self-learning modules, a two-week lab component and a ten week preceptored clinical experience in a perioperative setting.

The program offering is based on demand. The program can be completed at the student's own pace with a maximum time limit for completion of one year. Clinical placements will be accommodated within the student's geographic region where possible. The laboratory component is scheduled during the program year. The time frame is based on clinical resources and students are expected to attend the lab component at the scheduled time. Students must complete the RN Perioperative Program within **one year** of admission.

3.6.5 LPN Perioperative

This program is designed to enable LPNs to acquire the necessary knowledge and clinical studies to care for clients in the operating room setting.

The CNS brokers the program through Grant MacEwan Community College in Alberta. The program is delivered online and includes two self-learning modules, a two-week lab component, and a ten-week preceptored clinical experience in a perioperative setting.

The program offering is based on demand. The program can be completed at the student's own pace with a maximum time limit for completion of **one year**. Clinical placements will be accommodated within the student's geographic region where possible. The laboratory component is scheduled during the program year. The time frame is based on clinical resources and students are expected to attend the lab component at the scheduled time.

3.6.6 Registered Nurse First Assist Program

This program is designed to provide the advanced knowledge and clinical skills necessary to prepare the operating room RN to practice in collaboration with and at the direction of the surgeon during the intraoperative phase of the perioperative experience.

The Registered Nurse First Assist (RNFA) Program is delivered using print-based materials via distance education. It includes four self-learning modules, 200 hours of clinical practice, and a research paper. Clinical placements will be accommodated within the student's geographic region where possible.

Entry into the RNFA Program is on a continuous intake throughout the year based on employer demand. The program can be completed at the student's own pace with a maximum time limit for completion of **one year**. Employer support is required for clinical mentorship.

3.7 Post Basic Programs for RNs & LPNs

3.7.1 Post Basic Gerontology Program for RNs

This program is designed to enable registered nurses to acquire the necessary knowledge and application of knowledge to care for older persons in all health care settings.

The gerontology program is delivered using print-based materials via distance education. The program includes both a theory and clinical component. The theory component includes three core modules and five gerontology modules. Multiple-choice exams are given upon completion of most learning modules. The clinical component will vary depending on the student's clinical experience in a gerontology focused setting. There are **two options** for the clinical component.

- 1) Students with less than one year of clinical experience in a gerontology focused setting will be required to do a four-week preceptored clinical experience in a long-term care facility/agency. Clinical placements will be accommodated within the student's geographic region where possible. The student will also be required to do a written assignment. **Students are required to successfully complete all learning modules before the clinical component commences.**
- 2) Students with greater than one year of clinical experience in a gerontology focused setting will be required to complete **two** written assignments and not required to complete further clinical experience.

The program is offered annually pending sufficient registration. The program can be completed at the student's own pace with a maximum time limit for completion of 12 months. Students must complete the Post Basic Gerontology Program within **one year** of admission.

Students who successfully complete the program are eligible for specified transfer credits from Memorial University, St. Francis Xavier University, and Athabasca University.

3.7.2 Post Basic Gerontology Program for LPNs

This program is designed to enable LPNs to acquire the necessary knowledge and practice expertise to care for older persons in all health care settings.

The gerontology program is delivered using print-based materials via distance education. The program includes both a theory and clinical component. The theory component includes five self-paced learning modules and three multiple-choice exams. The clinical component will vary depending on the student's clinical

experience in a gerontology focused setting. There are **two options** for the clinical component.

- 1) Students with less than one year of clinical experience in a gerontology focused setting will be required to do a four week preceptored clinical experience in a long- term care facility/agency. Clinical placements will be accommodated within the student's geographic region where possible. The student will also be required to do a written assignment. **Students are required to successfully complete all learning modules before the clinical component commences.**
- 2) Students with greater than one year of clinical experience in a gerontology focused setting will be required to complete two written assignments.

The program is offered annually pending sufficient registration. The program can be completed at the student's own pace with a maximum time limit for completion of 12 months. . Students must complete the Post Basic Gerontology Program within **one year** of admission.

3.7.3 Post Basic Critical Care Program for RNs

This program is designed to enable RNs to acquire the necessary knowledge and clinical skills to care for clients in a critical care setting.

The program is delivered using print-based materials via distance education. It includes three pre-requisite modules and six self-learning critical care modules, a laboratory component, and a clinical component. Upon successful completion of the theoretical and laboratory components of the program, a four-to-six week preceptored clinical experience in a critical care setting is required. Students with prior critical care clinical experience may opt to complete a clinical project in their own setting.

The program is offered annually based on sufficient registration. The program can be completed at the student's own pace with a maximum time limit for completion of one year. Students will be accommodated in their own geographic region as much as possible.

Participants who successfully complete this program are still required to complete a critical care orientation before employment. Students must complete the Post Basic Critical Care Program within **one year** of admission.

3.7.4 Post Basic Mental Health for LPNs

This program is designed to enable LPNs to acquire knowledge of psychiatric-mental health nursing and to enhance clinical expertise in the provision of care for clients with mental health disorders in a variety of health care settings.

The program is delivered using print-based materials via distance education. It includes a theory portion and a clinical component. The theoretical portion includes nine learning modules and multiple-choice exams. The clinical component will vary depending on the student's clinical mental health experience. **Students are required**

to successfully complete all learning modules before the clinical component commences. There are **two options** for the clinical component.

- 1) Students with less than one year of mental health nursing experience will be required to complete a three-week preceptorship and two written assignments. Students are also required to do a one-week clinical placement in a community based mental health setting and must complete one written assignment during this experience.
- 2) Students with greater than one year of mental health nursing experience will be required to complete two written assignments. Students are also required to do a one-week clinical placement in a community based mental health setting and must complete one written assignment during this experience.

The program is offered annually pending sufficient registration. The program can be completed at the student's own pace with a maximum time limit for completion of 12 months. Students will be accommodated within their own geographic region as much as possible. Students must complete the Post Basic Mental Health Program within **one year** of admission.

3.8 CONTINUING NURSING STUDIES COURSES FOR LPNs

3.8.1 LPN HEALTH ASSESSMENT

The Health Assessment course addresses methods of formal and informal interviewing techniques, history taking, physical examinations, and documentation of findings that effectively prepares nurses to assess clients across the lifespan. This course includes a laboratory component. Lab experiences are scheduled by the CNS and will take place within St. John's. Students are responsible to arrange their own travel and accommodations. Students have **12 weeks** to complete this course.

3.8.2 LPN MEDICATION ADMINISTRATION

The Medication Administration course addresses basic concepts related to drug administration, Canadian drug legislation and standards, safe preparation of medications, calculation of medication dosages, documentation, and the role of the nursing process in medication administration. This course includes a laboratory component. Lab experiences are scheduled by the CNS and will take place within St. John's. Students are responsible to arrange their own travel and accommodations. Students have **12 weeks** to complete this course.

3.9 POST BASIC COMPETENCY MODULES

A number of modules related to various nursing competencies have been developed. These modules provide the nurse with the knowledge and skills to practice safely in designated roles and settings.

Unless otherwise stated, each post basic competency module has a theoretical and a laboratory component. The theoretical component must be completed before the commencement of the laboratory component. Both components must be successfully completed before a transcript will be issued. If the laboratory component

is not completed in a timely manner after the theoretical component, the student may be required to start the module again. Lab experiences are scheduled by the CNS and will generally take place within St. John's. Students are responsible to arrange their own travel and accommodations. Students have **4 weeks** to complete a module

Prior to performing the skills outlined in these modules, it is the professional responsibility of the nurse to gain proficiency and to review and adhere to the policies of the institution of practice, as well as either the scope of practice of Registered Nurses of Newfoundland and Labrador or the scope of practice of Licensed Practical Nurses of Newfoundland and Labrador.

These modules include:

3.9.1 Intradermal Injections

The purpose of this self-learning module is to prepare nurses to safely administer medications via the intradermal route. This module, supplemented by relevant readings, will provide the student with the necessary theoretical and clinical skills required for intradermal injections. Upon completion of this module, the nurse will be able to apply the theory and perform the skills related to administering intradermal injections.

3.9.2 Intramuscular Injections

The purpose of this self-learning module is to prepare nurses to safely administer medications via the intramuscular route. This module, supplemented by relevant readings, will provide the student with the necessary theoretical and clinical skills required for intramuscular injections. Upon completion of this module, the nurse will be able to apply the theory and perform the skills related to administering medications via the intramuscular route.

3.9.3 Immunizations

The purpose of this self-learning module is to prepare the nurse to safely prepare and administer immunizations through various routes. This module, supplemented by relevant readings, will provide the student with the necessary theoretical knowledge required for administration of immunizations. Upon completion of this module, the nurse will be able to apply the theory related to administering immunizations. This module does not include a laboratory component.

Students must complete the Intradermal Injections and Intramuscular Injections modules prior to registering for the Immunizations module.

3.9.4 Intravenous (IV) Initiation

The purpose of this self-learning module is to prepare nurses to initiate IV therapy for clients. This module, supplemented by readings and institutional guidelines, will provide the student with the necessary theoretical and clinical skills required for initiation and care of IV therapy. Upon completion of this module, the nurse will be

able to apply the theory and perform the skills related to initiating and maintaining IVs.

3.9.5 Intravenous Therapy Administration

The purpose of this self-learning module is to provide nurses with the necessary knowledge to safely care for a client receiving IV therapy. This module, supplemented by the provided readings, will provide the necessary theoretical and clinical skills required for the administration of IV therapy. Upon completion of this module, the nurse will be able to apply the theory and perform the skills related to IV therapy.

3.9.6 Intravenous Medication Administration

The purpose of this module is to provide nurses with the necessary knowledge to safely administer IV medications. This module will supplement previous learning regarding medication administration. This self-directed learning module is divided into ten objectives. Prior to administering IV medications within the practice setting, nurses must be evaluated for proficiency by the employing institution according to the institution's guidelines.

Students must complete the Intravenous Therapy Administration module prior to registering for the Intravenous Medication Administration module.

3.9.7 Blood and Blood Products Administration

The purpose of this module is to provide nurses with the necessary knowledge to safely care for a client receiving blood and blood products. This module, supplemented by the provided readings, will provide the necessary theoretical and clinical skills required for the administration of blood and blood products. Upon completion of this module, the nurse will be able to apply the theory and perform the skills related to the initiation and maintenance of blood and blood products therapy.

The student must complete the Intravenous Therapy and the Intravenous Medication Administration modules prior to registering for the Blood and Blood Products Administration module.

3.9.8 Hypodermoclysis

The purpose of this module is to prepare nurses to initiate hypodermoclysis therapy for clients. This module, supplemented by readings, will provide the nurse with the necessary theoretical and clinical skills required for initiation and care of hypodermoclysis therapy. Upon completion of this module, the nurse will be able to apply the theory and perform the skills related to initiating and maintaining hypodermoclysis.

3.9.9 Central Venous Access Devices (CVAD)

The purpose of this module is to prepare nurses to safely care for clients with CVADs. This module, supplemented by readings, will provide the nurse with the necessary theoretical and clinical skills required for monitoring central line infusions

and completing central line dressing changes. Upon completion of this module, the nurse will be able to apply the theory and perform the selected skills related to the management of a client with a CVAD.

Students must complete the Intravenous Therapy Administration module prior to registering for the Central Venous Access Devices module.

3.9.10 Wound Care

The purpose of this self-learning module is to prepare nurses to provide wound care for clients with all types of wounds. This module, supplemented by relevant readings, will provide the nurse with the necessary theoretical and clinical skills required for the provision of wound care. Upon successful completion of the theoretical component of the module, the nurse will be required to first observe a wound care procedure and then demonstrate wound care according to the performance appraisal criteria provided.

3.10 CONTINUING NURSING STUDIES COURSES FOR LPNs

The following modules are purchased by the regional health authorities or other employers. There are no transcripts or certificates issued. There is no laboratory requirement. Students have **4 weeks** to complete a module.

3.10.1 Gastrointestinal Tube Feedings and Nasogastric Suctioning

The purpose of this self-learning module is to prepare nurses to safely perform gastrointestinal tube feedings and nasogastric suctioning. This module, supplemented by relevant readings, will provide the student with the necessary theoretical and clinical skills required for gastrointestinal tube feedings and nasogastric suctioning. Upon completion of this module, the nurse will be able to apply the theory and perform the skills related to gastrointestinal tube feedings and nasogastric suctioning.

3.10.2 Oxygen Therapy and Oral Suctioning

The purpose of this self-learning module is to prepare nurses to safely provide oxygen therapy and oral suctioning. This module, supplemented by relevant readings, will provide the student with the necessary theoretical and clinical skills required for oxygen therapy and oral suctioning. Upon completion of this module, the nurse will be able to apply the theory and perform the skills related to oxygen therapy and oral suctioning.

3.10.3 Male and Female Catheterization

The purpose of this self-learning module is to prepare nurses to safely perform urinary catheterizations. This module, supplemented by relevant readings, will provide the student with the necessary theoretical knowledge required for urinary catheterization. This module does not currently include a laboratory component. Prior to performing urinary catheterization within the practice setting, nurses must be evaluated for proficiency by the employing institution according to the institution's guidelines.

3.11 WORKSHOPS

3.11.1 Advanced Footcare Program for Nurses

Continuing Nursing Studies offers an eight-week workshop to prepare nurses to perform advanced footcare.

This course will be delivered by distance via the Brightspace learning system in cooperation with Memorial University's Centre for Innovation in Teaching and Learning (CITL). It will consist of the online delivery of seven modules that include: assigned readings, tutorial videos, review of pertinent procedures and documents, and review exercises. Students will also be expected to view an online lecture provided by faculty from the CNS. There will be a two-day onsite practical learning experience at the end of the eight weeks of home study including a short lecture component, one in-class lab, and a one-day clinical experience.

Co-requisite: Routine Practices and Infection Control (IPAC Canada) Certificate. This certificate is delivered through Georgian College. Students will be expected to complete this online certificate by the end of week one of the Advanced Foot Care Course.

This course is generally offered twice during the academic year.

3.12 PRACTICE SUPPORT

Continuing Nursing Studies responds to requests from the CRNNL, CLPNNL, and RHAs to provide experience in completing competency assessments, identifying educational needs, and providing remedial education to nurses. Continuing Nursing Studies also responds to numerous requests for prior learning assessment and recognition, identifying gaps, and resourcing educational needs.

4. ACADEMIC REGULATIONS AND GUIDELINES

4.1 PROMOTION REGULATIONS

- a) To be promoted within a program/course, students must meet the minimum pass mark in the applicable theory, lab, and clinical components of that program/course.
- b) Students may be dismissed from a program/course at any time for failure to achieve the required academic standards, for unsatisfactory clinical performance, or for failure to demonstrate acceptable professional conduct.
- c) Students who fail to achieve the pass mark in a Continuing Nursing Studies program/course are permitted to repeat the given program/course **once** with no limitations on eligibility for readmission.
- d) Students who receive a second failure in a given Continuing Nursing Studies program/course may appeal for readmission to the program/course after a lapse of one year. The appeal will be heard by the NDPC.

- e) Students who fail a given Continuing Nursing Studies program/course for the second time are required to withdraw from the program/course at the CNS.
- f) A student who is not enrolled, or actively participating in any Program/Course offered by Continuing Nursing Studies for either three (3) consecutive academic semesters or the time allocated for the Program/Course will be considered withdrawn from the program/course.
- g) The process for making an appeal for readmission following a required withdrawal from any Program/Course offered by Continuing Nursing Studies is as follows:

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

- h) A student may be required to withdraw from a Continuing Nursing Studies program/course at any time if, upon review by and a recommendation from the NDPC, it is deemed that the student would not profit from continued practice and/or is considered to be unsafe in the practice setting. In such cases, students who are required to withdraw would not be eligible for future admission/readmission to that program/course.
- i) Students who ask for a program/course extension or wish to take a leave of absence from a Continuing Nursing Studies program/course must apply in writing to the Chair of the NDPC.
- j) Students who return to a Continuing Nursing Studies program/course following a period of absence, for any reason, may be required to do remedial work as recommended by the NDPC. This remedial work may require that a student repeat a theory, lab, and/or clinical component.

4.2 ATTENDANCE

It is the responsibility of the student to attend laboratory and clinical practice experiences, as required and as scheduled by the CNS. Students enrolled in a program or course with a clinical component must complete the required number of clinical hours. Students may be scheduled for 8 hour or 12 hour or a combination of 8 and 12 hour shifts, weekdays and/or weekends. Failure to complete these required learning experiences could result in insufficient learning to meet course objectives and, subsequently, a failing grade.

Components of some programs/courses are on site and all students are required to attend. Students are responsible to arrange their own travel and accommodations.

4.3 SUPPLEMENTARY EXAMINATIONS

Under certain conditions, Continuing Nursing Studies students are permitted to write three supplementary examinations for each full program they are registered in. For example, students registered in the IEN Bridging/RN Re-Entry Program may write a maximum of three supplementary exams during the two-year program, with no more than two supplementary exams written in a given semester.

Any student writing a supplementary examination can achieve a maximum grade equal to the pass mark for the program/course.

If the required pass mark for a program/course is not achieved following the supplementary exam, the student will receive a failing grade.

4.4 LAB RETESTS

- a. Students are permitted one retest if they fail a lab exam in a Continuing Nursing Studies program/course.
- b. Students who fail a lab exam in a Continuing Nursing Studies program/course are required to complete remedial work before they are permitted a retest.
- c. Remedial lab work and retest must be completed within a reasonable timeframe following the failed lab exam.
- d. Remedial lab work for each Continuing Nursing Studies program/course is defined within the outline of each given course.
- e. All lab components must be successfully passed to achieve a passing grade in a course.

4.5 CLINICAL REPEATS

- a. Students are permitted one clinical repeat in the event they fail the clinical component of a Continuing Nursing Studies program/course/workshop.
- b. Students who fail the clinical component of a Continuing Nursing Studies program/course are required to complete remedial work prior to commencing the repeat clinical experience.
- c. Remedial work and repeat clinical must be completed within one year following a failed clinical component.
- d. The remedial work required prior to repeating a failed clinical component is defined within the outline of each given program/course.

4.6 WAIVER OF REGULATIONS

The CNS reserves the right to modify, alter or waive any Continuing Nursing Studies program/course regulation in its application to individual students in the event where special circumstances may apply. Requests for waivers should be directed to the Associate Director, Non-Degree Programs as Chair of the NDPC.

4.7 EVALUATION

- a. The method of evaluation for each Continuing Nursing Studies program/course is identified in the program/course materials. These are distributed to students before the commencement of the program/course.
- b. For programs/courses with a lab component, lab skill performance is evaluated through scheduled practical lab assessments.
- c. For clinical components of a program/course, students are evaluated using a pass/fail grading scheme.
- d. Students must complete all scheduled evaluation components of a program/course in order to receive a final grade.

4.8 EXAMINATIONS

4.8.1 Scheduling of Examinations

Students are evaluated on an individual basis. In some programs, examinations will be facilitated online by ProctorU during a specified 24-hour timeframe. In other cases, when a student is ready to write an examination, arrangements are made with the program facilitator (St. John's) or invigilator (outside of St. John's) to administer the examination at a specified time and place. Details regarding scheduling of examinations are provided in program/course outlines.

Post basic programs/courses have specified times for writing examinations, but individual needs are considered.

4.8.2 Regulations Governing the Writing of Examinations

1. All students are required to sit for the examination at the time scheduled for the writing.
2. Photo IDs must be worn at the sitting of all examinations.
3. Brief cases, textbooks, binders, handbags etc., are not permitted in an examination room.
4. Students are expected to come prepared for examinations with pencils/erasers and any other learning tool identified by the course leader.
5. Examinations will start at the designated time and will be invigilated by a faculty member/designated invigilator. Students will not be permitted to enter an exam room after the designated start time, except under extraordinary circumstances, at the discretion of the exam invigilator.
6. Examination booklets, answer sheets and scrap paper must be returned to, and checked by the faculty member upon completion of the exam. Duplication of examination questions is strictly prohibited.
7. Caps of any sort are not to be worn during examinations.

8. Cell phones, electronic translators, smart watches and other electronic devices are NOT permitted in the examination room. A basic calculator may be permitted at the discretion of the course faculty.

4.8.3 Students Feedback Following Examinations

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

4.8.4 Access to Final Examinations

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

4.8.5 Re-reading of Final Examination

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

fee is refunded. If the final numeric grade is unchanged or lowered, the fee is forfeited.

4.8.6 Route for Questioning Grades

1. Grades awarded in individual courses cannot be appealed, as the student shall normally have had the opportunity to contest grades within one month of the official release of examination results (see Access to Final Examinations (4.8.4) and Re-reading of Final Examinations (4.8.5). Dissatisfaction with grades is not sufficient grounds for an appeal.
2. Notwithstanding the above, and recognizing that the awarding of grades is an academic matter, a student who wishes to question the grades awarded in individual courses may consult with the following in the order given:
 - The course instructor
 - The Coordinator, Continuing Nursing Studies
 - The Associate Director, NDPC

4.9 DEFERRED EXAMINATIONS

Deferred examinations are permitted only under extraordinary circumstances. The student is responsible for making the necessary arrangements with the program facilitator.

4.10 MISSED LABS

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

4.11 COURSE ASSIGNMENT EXTENSIONS

Assignment deadlines will be extended only under extraordinary circumstances. Students requesting extensions are expected to contact the course faculty prior to the assignment due date. The granting of extensions is at the discretion of course faculty and the coordinator for Continuing Nursing Studies.

4.12 RELEASE OF GRADES

All tests results will be communicated to the student by the faculty member. Transcripts and certificates will be mailed to the student by the Registrar. Faculty are not to release student grades to another student.

4.13 APPEAL OF REGULATIONS

Regulations of the Continuing Nursing Studies programs/courses are designed to ensure the integrity of program/course standards and the fair and equitable treatment of students. The CNS recognizes the right of individual students to appeal decisions that result from the application of regulations. The Appeal Process is available to consider application of program or course regulations to a student who wishes to have an academic decision reviewed based on the existence of extenuating circumstances. Extenuating circumstances

include illness, bereavement or other acceptable causes. In all cases of appeals, written evidence to support the reason for the appeal is required.

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

The following outlines application of the Appeal Process for students in Continuing Nursing Studies:

- a) The responsibility for making the appeal rests with the student and must be made within one week following the decision resulting from application of the program regulation.
- b) Students with an appeal in progress may attend classes and labs but are not permitted to attend clinical experiences.
- c) The appeal should be made in writing to the Associate Director, Non-Degree Programs.
- d) The appeal letter should state the reason for the appeal and written evidence to support the extenuating circumstances that are cited in the letter of appeal.
- e) Appeals based on medical grounds must include a letter from a physician that clearly indicates that the medical problem was serious enough to interfere with the student's work.
- f) An appeal based on bereavement must be supported by proof of death.
- g) The appeal process recognizes a student's right to confidentiality. However, the NDPC requires substantial evidence in order to make a decision on an appeal. A student who wishes that certain facts concerning the extenuating circumstances remain confidential should discuss these with the CNS Guidance Counselor. The Guidance Counselor, depending on the facts provided and with the student's permission, may write a letter confirming that sufficient grounds existed to support the appeal. This letter would not include the specific confidential extenuating circumstances disclosed by the student to the Guidance Counselor. The Guidance Counselor, depending on the facts provided and with the student's permission, may write a letter confirming that sufficient grounds existed to support the appeal. This letter would not include the specific confidential extenuating circumstances disclosed by the student to the Counselor.
- h) A student making an appeal has permission to address the NDPC prior to the appeal hearing.
- i) Appeals are heard by the NDPC.
- j) The appeal decision is communicated to the student in writing within a week following the appeal hearing.

- k) When an appeal is denied by the NDPC, the student may make application to the CNS Executive Committee for a second appeal hearing. Should the appeal be denied by the Executive Committee, no further appeal within the CNS is possible.

4.14 STUDENT GUIDELINES FOR RESOLUTION OF CONFLICT

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

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

Student to Student Conflict

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

Student to Faculty Conflict

1. Discuss the concern with the faculty member. Should a student express their inability to meet with the faculty member directly, the student should consult with the Course Leader and/or Program Coordinator.
2. If the concern is not able to be resolved after meeting with the Course Leader and/or Program Coordinator, the student should then address the concern with the Program Associate Director.
3. If the concern is not able to be resolved after meeting with the Program Associate Director, a meeting with the Director would be required. A summary record of the concern and efforts made to find a resolution will be provided to the Director prior to the meeting with the student.

4. If a student has a concern related to the Program Associate Director, the student should contact the Director.
5. If a student has a concern related to the Director, the student should contact the NLHS Vice-President responsible for the CNS.
6. At any point in this process, the student may have another student present as a support person. Any student choosing to do so will be notified at the beginning of the meeting that the confidentiality which normally prevails in student/faculty discussions cannot be guaranteed with a second student in attendance.
7. Students who perceive that they need assistance with communication and/or conflict management techniques may seek the services of the Guidance Counsellor prior to requesting an appointment with the faculty member.

4.15 ACADEMIC/PROFESSIONAL CONDUCT

The Centre for Nursing Studies has a responsibility to maintain a high level of academic and professional integrity. Professional conduct in the nursing profession is exhibited by actions and behaviors that demonstrate respect for the freedom and rights of others. While in any Continuing Studies program, all students/registrants are expected to follow a prescribed standard for professional and academic conduct. When this standard is breached, the result is misconduct. Academic/professional misconduct will not be tolerated and students will be subjected to disciplinary action. Disciplinary action could result in a penalty ranging from reprimand to dismissal, depending on the nature of the offense.

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

- a) Dishonesty in any form, such as cheating, plagiarism, furnishing false information through written or spoken media (e.g., falsifying e-mail identity).
- b) Theft of, and/or intentional damage to others, institutional or personal property of others.
- c) Continued refusal to comply with directives of CNS administration/faculty, CNS policies and/or institutional policies of clinical practice.
- d) Chemical substance misuse.
- e) Conviction of a crime that relates adversely to the practice of nursing or to the ability to practice nursing.
- f) Engaging in unfit, incompetent or unsafe nursing practice such as:
 - Performance of unsafe or incompetent client care, failure to adhere to established agency guidelines for the provision of care, or failure to practice within the approved scope of practice.
 - Being unable to provide care by reason of physical or mental disability, and/or substance misuse.

g) Non-compliance with the professional Code of Ethics (2013), and Standards of Practice for Licensed Practical Nurses in Canada (2020).

h) Violation of patient confidentiality, through inappropriate written or verbal disclosure of client information outside the boundaries of professional communications.

i) The use of loud, offensive, discriminatory or other kinds of verbal and non-verbal language that may cause or result in defamation of character and/or harm to other students, faculty, staff, clients or visitors at the CNS, within a clinical practice setting, via social media and/or electronic communications.

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

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

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

If a student wishes to appeal the decision made by the NDPC, it should be made to the CNS Executive Committee. Should the appeal be denied by the Executive Committee, no further appeal is possible within the CNS.

4.16 PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR)

Prior Learning Assessment Recognition is defined by the Newfoundland and Labrador Council on Higher Education as “a process whereby previous formal and experiential learning is recognized and credited.” This concept acknowledges that individuals learn in many different ways. Through this process, a variety of measurement tools can be used to assist the student in identifying and demonstrating knowledge, skills/competencies, and attitudes acquired through formal and non-formal activities. This learning is measured against program learning outcomes to determine credits awarded and thus exempt a student from a particular course or part of a particular program. It is the **learning** from the experience and not the experience itself that is credited, to ensure quality standards are not compromised. A number of methods can be used to evaluate prior learning. These include:

Challenge examination - usually the program final examination.

Challenge Essay (Portfolio) - “Tell about me” - usually consists of a chronological record, life history paper or autobiography, statements of learning, individual challenge essays for each course or part of program challenged and the documentation that supports the claim of learning.

Performance Evaluation/Simulation - Performance evaluation is used when the assessment of learning involves the measurement of one's ability to perform certain tasks or competencies in a given area.

Interview/Oral Examination - An interview or oral examination may be used to counsel or evaluate a student's past learning.

Product Assessment - This method enables the student to provide samples of work or products that provide proof of experience or verify that learning has occurred.

Assessment of Non-Credit Programs/Courses - Work based education and training, union, professional and government sponsored initiatives, and non-credit programs/courses are reviewed for their congruence with theory and skills taught in credit programs.

The methods most commonly used for assessment in Continuing Nursing Studies are the Challenge Examination and Performance Evaluation/ Simulation.

Students who feel they may be able to receive credit for prior learning should contact Continuing Nursing Studies when making application for programs. Students will be assessed to determine relevant prior learning and appropriate methods of assessment. Students who are not successful in evaluation of prior learning must pay tuition fees and complete the program.

4.17 CERTIFICATE OF COMPLETION

Students will be recommended for the certificate of completion when the following requirements have been met:

- All theory, lab, and clinical components of a program/course have been successfully completed.
- All written assignments have been completed and submitted as required.
- All outstanding CNS fees have been paid.

4.18 STUDENT RECORDS

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

5. CLINICAL (NURSING PRACTICE COURSE) REGULATIONS AND GUIDELINES

5.1 OVERVIEW

For programs/courses that include a clinical component, students will begin the clinical experience upon completion of the theoretical component. Students are expected to be self-directed and should evaluate and determine their own learning needs related to the clinical objectives of the program. The course faculty, preceptor and program facilitator will assist the student to successfully meet clinical objectives.

5.2 OBJECTIVES AND COMPETENCIES

Clinical objectives and competencies are specific to each individual program and are based on national and provincial guidelines from professional and specialty nursing organizations and input from nurses in education and practice.

5.3 NURSING REGISTRATION

With the exception of Re-Entry programs, students must have a current active license from the appropriate licensing body (i.e., CRNNL, CLPNNL).

In order to register for the IEN Bridging/RN Re-Entry program students must provide a letter of eligibility from the CRNNL or another Canadian regulatory body.

In order to register for the LPN Re-Entry program students must provide a proof of eligibility form from the CLPNNL.

5.4 REQUIREMENTS PRIOR TO COMMENCEMENT OF A NURSING PRACTICE PLACEMENT

Students required to enroll in a nursing practice course in the IEN Bridging/RN Re-Entry Program must meet certain pre-clinical requirements before permission is given to commence the required course. Students who complete a clinical component in a RHA where they are not currently employed must follow the Pre-Clinical Placement Requirement Policy of that RHA.

Pre-Clinical Placement Requirements include:

1. Up-to-Date Immunization Status

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

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

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

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

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

2. CPR (level Health Care Provider–HCP)

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

3. Certificate of Conduct and Vulnerable Sector Check

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

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

4. Fit Mask Testing

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

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

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

<http://www.health.gov.nl.ca/health/PHIA/#online>.

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

5.5 ORIENTATION TO A NURSING PRACTICE COURSE

An orientation will be provided to all students completing a Nursing Practice component. Orientation will provide students with all information needed related to the individual student's clinical practice setting, teaching faculty and preceptor names, and expectations. This orientation will also review the course evaluation objectives, course expectations, and method of evaluation.

5.6 NURSING PRACTICE/CLINICAL COURSE ATTENDANCE

Attendance is mandatory at all scheduled clinical rotations in the Continuing Nursing Studies Programs. Students unable to attend clinical must notify their faculty prior to missing the clinical shift(s). Continued or excess absence from scheduled clinical rotations due to illness or injury, requires medical documentation. Vacations will not be accepted as valid reasons for clinical absences. Regardless of the evidence provided to support valid clinical absenteeism, the student must successfully demonstrate achievement of the objectives of the clinical practice course. A student's absence from clinical opportunities can impact the amount and/or quality of information obtained to assess student progress and complete their evaluation.

Students who miss 10% or less of the required clinical hours for any clinical course will require **mandatory** make-up time of the clinical hours. The nature and schedule of the make-up time will be at the discretion of the Program Coordinator and/or Associate Director, in consultation with the course leader.

Students who miss more than 10% of the required clinical hours for any clinical course will be required to meet with the Program Coordinator and/or Associate Director to discuss available supports and the ability to provide make up clinical time. This will be determined on an individual basis.

Students who are required to make up clinical time, regardless of the circumstance, will be required to pay a fee of \$50.00 for each clinical make up day, prior to the start of the clinical make up time.

Students who demonstrate a repetitive pattern of absenteeism in clinical courses will be required to meet with the Program Coordinator to discuss available supports and identify strategies to promote attendance during clinical rotations.

Continued absence from clinical will result in a grade of "fail for the clinical course.

5.7 REPORTING OF ABSENTEEISM

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

5.8 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 (see Appendix A). In most clinical agency's students will also be assisted in completing an agency-specific incident report.

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

A major focus of the incident review will be assisting the student to meet learning objectives identified as a result of the incident. The Clinical Incident Report will also be used to document any injury incurred by a student (i.e., needle stick in the clinical area). Any injury is to be reported immediately to the Occupational Health Nurse at the site. The Occupational Health Nurse will assume responsibility for initiating necessary treatment, teaching and follow-up.

If the Occupational Health Nurse is not available or if any injury occurs during an evening or night shift or during a weekend, students should proceed immediately to the Emergency Department at that site for assessment. Based on the assessment, priority is determined, and students are seen in order of importance.

5.9 STUDENTS AT RISK OF CLINICAL FAILURE OR DEEMED UNSAFE

A student may be required to withdraw from a nursing practice course or a program at any time if, upon review by, and a recommendation from the NDPC, it is deemed that the student would not profit from continued practice and/or is considered to be unsafe in the practice setting. In such cases, students who are required to withdraw would not be eligible for future admission/readmission to the program/course.

Policy

Expectations for Safe Clinical Practice:

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

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

Definition

At Risk

A student is considered to be *at risk* for clinical failure if s/he has difficulty meeting the IEN Program course objectives as outlined in the clinical evaluation tool.

Unsafe

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

The CNS recognizes the importance of identifying students who are *at risk* of failing a clinical course or who are deemed *unsafe* in clinical practice. Once the student has been identified as *at risk or unsafe*, through an occurrence or a pattern of behavior*, a process is put in place to assist the student towards achieving competent and safe practice. If the *at-risk* student's performance does not improve and continues to place himself or herself or others at harm or potential harm, the student will fail the clinical course and the IEN Program promotion regulation 3.1 (e) will apply.

Procedure for the At Risk Student

The Faculty Member:

1. Identifies the occurrence or pattern of behavior that places the student at risk of clinical failure and arranges to meet and discuss the same with the student as soon as possible.
2. Informs the course leader and, at any point in the process, the course leader may inform the Coordinator, Continuing Nursing Studies and/or the Associate Director, Non-Degree Programs.
3. Documents, within 48 hours, specific information about the area of concern (e.g., objective not being met due to an occurrence or pattern of behavior). Documentation must include date and time when the student was originally informed of the occurrence or pattern of behavior and the verbal feedback given to the student.
4. Meets with the student as soon as possible to review the documentation.
5. Signs and dates the documentation.
6. Collaborates with the student to develop a Learning Plan to address his/her deficiencies in meeting the standards of nursing practice and/or other course designated evaluation criteria. The plan provides specific details outlining the objectives, strategies (e.g., return to the lab for instruction and review; review specific theory before next clinical day, follow up meeting(s) with faculty), outcomes, and timelines that the student will have to meet. The

consequences of failing to meet criteria will be outlined in the Learning Plan (e.g., removal from clinical unit or failure of the course).

7. Informs the student that his/her clinical performance will be evaluated for consistent and sustained improvement in accordance with the Learning Plan.
8. Advises the student that the consequences of failing to demonstrate consistent and sustained improvement in nursing practice will result in a failed grade.
9. Holds periodic meetings with the student to discuss progress toward meeting the Learning Plan objectives.
10. Documents supporting evidence of the student's ongoing clinical performance in relation to meeting the competencies/objectives as outline in clinical evaluation tools.
11. Determines if the student passes or fails the course in consultation with the course leader, Coordinator, Continuing Nursing Studies and/or the Associate Director, Non-Degree Programs.

The Student:

1. Meets with the faculty member to review the documentation.
2. Signs the form to verify s/he has read the document. The student's signature does not mean that they agree with the documentation but that it was discussed with him/her.
3. Responds, in writing, to the documentation, if desired, within 48 hours of receiving the document. It is recommended that the student discuss his/her perceptions of personal performance and how it relates to the competencies as outlined in the Practical Nursing clinical evaluation tool.
4. Collaborates with the faculty member to develop a Learning Plan to address his/her deficiencies to meet the competencies.
5. Acknowledges, in writing, that s/he is willing to participate in the Learning Plan.
6. Meets all components outlined in the Learning Plan.
7. Consults at any point in the procedure with individuals such as the course leader, individuals from counselling services, Coordinator, Continuing Nursing Studies and/or the Associate Director, Non-Degree Programs.

Procedure for Unsafe Student

The Faculty Member:

1. Dismisses the student immediately from the clinical area if the student is deemed to be unsafe, either through one serious event or a pattern of unsafe behaviours.
2. Notifies the course leader, who will notify the Coordinator, Continuing Nursing Studies and/or the Associate Director, Non-Degree Programs.
3. Documents, as soon as possible, specific information about the unsafe situation/event/behavior*. Documentation must include how the occurrence or behavior failed to meet the course objectives as outlined in the clinical evaluation tool. Documentation includes date and time when the student was

originally informed of the occurrence or behavior and the verbal feedback given to the student.

4. Meets with the student as soon as possible to review the documentation.
5. Signs and dates the documentation.
6. Collaborates with the student to develop a Learning Plan to address the unsafe practice or behavior. The plan provides specific details about the objectives, strategies (e.g., return to the lab for instruction and review; review specific theory before next clinical day, follow-up meeting(s) with faculty), outcomes and timelines that the student will have to meet. The consequences of failing to meet the criteria outlined in the Learning Plan will be clearly outlined (e.g., result in a failed grade in the course and/or implementation of the promotion regulations).
7. Informs the student that clinical performance will be evaluated for consistent and sustained improvement in accordance with the Learning Plan.
8. Informs the student that the consequences of failing to demonstrate consistent and sustained improvement in nursing practice will result in a failed grade.
9. Holds periodic meetings with student to discuss progress toward meeting the Learning Plan objectives.
10. Documents supporting evidence of the student's ongoing clinical performance in relation to meeting the competencies, as outlined in the clinical evaluation tool.
11. Determines if the student passes or fails the course in consultation with the course leader and Coordinator, Continuing Nursing Studies and/or the Associate Director, Non-Degree Programs.
12. The Associate Director, Non-Degree Programs consults with the NDPC at any point, as necessary, to review the unsafe clinical practice of the student. The committee will make a determination as to whether the unsafe practice requires that the student be required to withdraw from the nursing course and/or from the program as per the promotion regulations.

The Student:

1. Meets with the faculty member to review the documentation.
2. Signs the form to verify s/he has read the document. The student's signature does not mean that s/he agrees with the documentation but that it was discussed with him/her.
3. Responds, in writing, to the documentation, within 48 hours of receiving the document. It is recommended that the student discuss his/her perceptions of personal performance and how it relates to the standards of nursing practice and/or competencies, as outlined in the clinical evaluation tool.
4. Collaborates with the faculty member to develop a Learning Plan to address his/her deficiencies to meet the standards of nursing practice and/or competencies.
5. Meets all components outlined in the Learning Plan.

6. Acknowledges, in writing, that s/he is willing to participate in the learning plan.
7. Consults at any point in the procedure with individuals such as the course leader, individuals from counselling services, Coordinator, Continuing Nursing Studies, and/or the Associate Director, Non-Degree Programs.
8. May appeal the decision if it is determined that unsafe behavior requires him/her to be withdrawn from the nursing course and/or from the program.

5.10 PRECEPTORSHIPS

Through consultation with nurse managers, preceptors are carefully selected to facilitate the clinical experience Nursing Practice courses. Qualities of preceptors often include: additional education related to the program, extensive “hands-on” experience in the specialty, expert nursing care, prior teaching/mentoring experience, and realistic expectations of the student.

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

Clinical Dress Code

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

6. STUDENT SERVICES AND ADDITIONAL INFORMATION GUIDELINES

6.1 ACCESS TO THE CENTRE FOR NURSING STUDIES

Access to the CNS may be gained via the main entrance to Southcott Hall, Monday to Friday 0600-1800.

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

Students on site after 1800 must sign in and out at the security office located at the main entrance of the LAMC.

Students are reminded that access to the Learning Resources Centre, Instructional Resource Centre 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 2100 of each day when the LAMC entrance is locked.

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

6.2 CLASSROOMS

The CNS occupies seven floors of Southcott Hall as follows:

- **Basement Level** - Student lockers and Lounge, Records Room, B04 and B23 Lab/Class Rooms
- **Ground Floor** - Classrooms G05 and G06, the Learning Resource Centre (LRC), Guidance and Counselling Services, CNS Mailroom and Office of the CNS Operations Officer
- **First Floor** - Classrooms 103, 104, 110, Technical Resource Centre, and IRC Labs
- **Second Floor** - Conference Rooms, Nursing Society Office, and Faculty Offices
- **Ninth Floor** - IRC Labs and Faculty Offices
- **Tenth Floor** - Faculty, Secretarial, and Administrative Offices
- **Eleventh Floor** - Faculty, Secretarial and Administrative Offices, International Nursing Office, and Research Office

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

- Classroom Space – Executive Assistant to the Director (10th floor – Office 1034)
- Lab Space – Instructional Resource Centre (9th floor - Office 921)
- Conference Room Space – Learning Resource Centre Personnel (Ground floor – Room G39)

6.3 ACADEMIC ADVISING

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

6.4 LEARNING RESOURCE CENTRE AND COMPUTER LAB

The Learning Resource Centre (LRC) is comprised of the library on the ground floor of the CNS and the Technical 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

- 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.
- Reserve materials are subject to a \$2 per hour late fine.

LRC Circulation Policies

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

a) On-Site Circulation Policies

- Reference materials and periodicals are for use in the LRC only.
- Books from stacks can be signed out for 2-week periods and may be renewed unless previously reserved.
- Reserve materials are for 2-hour loan. These include vertical files, books and A-V materials which have been placed on Reserve.
- A-V Materials not on reserve have a 2-day loan period.

b) Distance Circulation Policies

- Reference materials, reserve items, computer software and complete issues of periodicals are for use only in the LRC.
- Books from stacks can be signed out for 2-week periods. For distance students, loan periods are increased by a week on each end for mailing time.
- Distance students are responsible for the cost of return postage.
- Distance students may borrow books and request periodical articles. Book loan limits: 2; Periodicals request limits: 5.
- Distance students must mail items to reach the LRC by the designated due date.
- Renewals may be requested by phone or e-mail. Renewal requests should be made at least 3 days ahead of the due date.

LRC Services

Some of the LRC services which students can avail of:

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 can be obtained on a cost recovery basis. Request forms are available from Karen Hutchens.

Access to Photocopying Facilities – There are three photocopiers available in the LRC. Photocopying cards in \$2, \$5 and \$10 amounts can be purchased at the Circulation Desk. A \$2 refundable deposit is required for cards.

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

A-V Viewing Facilities are available in the LRC. Bookings can be made at the LRC Circulation Desk. Students will need to provide staff with their CNS ID card to receive the key to the designated room.

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.

Study Rooms for group work can be booked through the LRC.

**** *Distance students will have access to the first three of the above services. Students temporarily on-site will have access to all other services as well.***

Technical Resource Centre

The Technical Resource Centre is located on the first floor of the CNS. This Technical 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. Three printers are available for students' use. LRC and Information Services Staff provide support to students during LRC hours. Orientation sessions are held to familiarize all new students with the available programs. Lab policies are posted in the lab and must be adhered to by all students.

Study Rooms

Study rooms are available for student use when not booked for scheduled learning experiences. Study rooms can be booked through the LRC for one- or two-hour time periods. Booking times may be further limited at times of high use. Students will need to show their CNS ID to receive a key to a designated room.

6.5 INSTRUCTIONAL RESOURCE CENTRE (LAB)

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

Facilities and Equipment Available

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

Lab Policies

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

- Students must dress professionally for lab activities.
- In order to avoid congestion in the lab and outside the lab rooms, students **MUST** keep coats and book bags in their lockers. Students must not sit or leave personal belongings in the corridor outside the lab rooms, in chairs, or by elevators, as this poses a safety risk.
- Students may bring water in lab rooms, but no coffee cups or food are permitted.
- Lab rooms and stations must be tidied before leaving the room.
- Students must come prepared for their lab.
- Students must carefully handle and respect the lab equipment.
- Cell phones, smart watches and any other types electronic messaging and listening devices must be turned off in the lab and stored away.

Dress Code

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

Practice Rooms and Hours

Practice rooms will be set up on the first and ninth floors. These rooms will have supplies and equipment set up that corresponds to the lab topic for that week. Lab practice rooms will be open in the evenings and on weekends when a peer tutor is scheduled.

In order to accommodate all students prior to lab practicums, students are required to sign up for practice.

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 once they 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 Re: Borrowing and Lending of Equipment

The IRC has various clinical equipment and teaching aids that will be useful resources for student practice and community use.

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

6.6 GUIDANCE AND COUNSELLING

Guidance and Counselling services are provided by a qualified Guidance Counsellor and is available to all students enrolled at the CNS. These services are located at the CNS, ground floor, Southcott Hall, room G27.

Services Offered:

- Individual and/or group counselling is available in personal, academic and career planning areas.
- 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 777-8187 or email:

Dawn Lanphear: Room G28 and G29 dawn.lanphear@mun.ca

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 regulation of the Canadian Nurses Association.

6.6.1 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 course, program, or assignment.

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. Upon acceptance, students should notify the Continuing Nursing Studies Coordinator, with appropriate documentation, of needed accommodation.

6.7 DISTANCE EDUCATION

All programs/courses in Continuing Nursing Studies are offered by distance education through print-based modules and/or communication technologies such as interactive web-based learning, audio conferencing and videoconferencing.

There are many benefits of learning at a distance, especially for adult students. Its accessibility, particularly for adults whose family, professional and social

commitments make it impossible to attend on-site classes, is a major advantage. Distance students can choose when and where they will study and can maintain a flexible study schedule that allows them to continue other important roles in life while performing the role of student.

For many students, distance learning is a new experience. Instead of attending classes 2 or 3 times a week, the student's home becomes the classroom and the student assumes independence in his/her own learning. Faculty is available as needed by email or telephone to provide guidance and support, to offer explanations concerning the content, and to discuss concerns. Learning materials for the program/course, which include learning modules, textbooks and additional reading materials, are included in the learning package or online. Therefore, everything the student needs to complete the theory portion of a program/course is available at home. Success in the program/course is largely dependent on the student's initiative and self-direction, study habits, level of motivation, organizational and time management skills.

Personal life factors such as work and family responsibilities, social commitments and community involvement can all affect the amount of time the student will spend on completing program requirements.

It is essential the student evaluate the amount of time spent at all activities and organize or manage time to include at least 8-10 hours per week for completing program requirements. The student should establish a specific study schedule and follow it as closely as possible.

Program/Course Facilitator

Specific times or "office hours" are available to students to call the program/course facilitator. Office hours for programs/courses may be found by consulting information regarding specific programs.

Functions of the program/course facilitator include:

- grading exams of all distance students
- discussing concerns related to program progression.
- providing clarification regarding program/course content.
- invigilating and correcting examinations of students in the St. John's area.
- providing ongoing feedback and clarification regarding program/course material to all students via on site discussions, telephone & email contact as well as through teleconference/ videoconference communication media.
- providing clarification of assignment instructions.
- motivating and assisting students, as needed, in time management.
- initiating contact with students if they have not been in contact with the program facilitator over an extended period of time.

- providing advice and assistance in obtaining additional learning resources.
- providing preceptor orientation.
- providing a support system for preceptors.
- collaborating with preceptors regularly regarding students' clinical progress.
- conducting an exit interview with each student.

Peer Support

The support of peers (classmates) is widely recognized for its benefits to the learning experience. Continuing Studies distance education programs encourage students to maintain ongoing communication with their peers to discuss difficult concepts, share ideas and provide support/encouragement. Programs/courses that offer teleconferencing/ videoconferencing sessions may divide the class into subsets by geographic location or conduct sessions for all students enrolled. This medium provides an ideal opportunity to meet and share ideas with fellow classmates.

Names, phone numbers and email addresses of students will be shared with students on enrollment in programs/courses if individual students are agreeable to sharing this information. Peer interaction provides students with another support system in addition to school and family support.

Learning Package

All students are provided with a program/course package after the registration process is completed. This package includes a Program Introduction, Student Handbook, and reading materials. Students will be responsible for purchasing textbooks if they are required for a program/course. The only additional materials are related to specific written assignments and preceptorship, if required.

6.8 STUDY SKILLS

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

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

Preparation

- a) Motivation: As adults, motivation to learn is based on specific needs. Motivation stems from a desire to improve one's current job or life situation. Without that intrinsic drive, difficulty in achieving success may be experienced. Students are advised to examine own level of motivation to learn prior to approaching the course/ program. Distance, self-directed, independent learning will demand adjustments in daily schedules as well as considerable effort and concentration on the part of the student.
- b) Physical preparation: It is essential that the student obtain adequate sleep and proper nutrition before studying. This allows the student to be energized, think clearly and remain focused.
- c) Positive attitude: The student's attitude toward learning can affect his/her success. It is easy to be negative about studying, especially if the content is difficult and the workload is heavy. Academic success does not happen without considerable effort on your part. Believe you can and will succeed and enjoy the learning experience. For most students in Continuing Nursing Studies this is a continuation of lifelong learning. You have been learning since your basic education and have many health-related experiences that have contributed to your overall knowledge.

Organization

- a) Study schedule: Establishing a definite study schedule, which does not interfere with work, personal, and family matters, is essential. Decide how many hours per week you will devote to study. A minimum of 8-10 hours/week is recommended. Develop and post your schedule each week in a visible location in your home (e.g., on the refrigerator). This will remind you of study times, enabling you to be compliant. Maintaining your schedule will provide you with a sense of accomplishment and improve your attitude. Settle down and begin studying quickly when the scheduled time arrives. Continue studying until the scheduled time is over. Take a short break every hour. Leave the room so that you can take your mind off the study. A refreshed mind improves concentration and retention of information.
- b) Study location: Select a room that is quiet with adequate lighting and ventilation. A desk with a firm, but comfortable chair is ideal for study. Store all learning materials in or near your desk. Distracters such as radio, television and telephone should be turned off.
- c) How to study: Firstly, survey the module content and additional readings you plan to study. Think about the title, look at the table of contents to identify units, objectives, headings, and subheadings, scan the module and read the summary. This gives you a general idea of how the material is organized and direction for your reading.

Next, go back and read with the purpose of learning the information under specific headings or objectives. Set goals for yourself about how much time you will spend on specific sections based on the level of difficulty of the topic and strive to achieve that goal. Try not to memorize. It is impossible to remember everything you have read. Instead, aim at understanding the content and being able to apply it to a nursing situation. Identify key concepts that are essential to understanding and mastering the objective. Be active in the learning process by trying to anticipate what the author will say next as you read through the materials. Search for meaning by looking for the main idea in each section. Learn to identify and, then, briefly scan unimportant information. Think about what the objective is asking you (i.e. identify factors affecting the pain experience). Can you answer this? The advantage of asking yourself a question is that it increases your curiosity and makes learning more meaningful and interesting. Refer to notes from required readings and information listed under the objective. Complete any learning activities related to the objective.

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

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

6.9 TEST TAKING

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

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

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

Test Taking Tips

- Do not cram for the test the night before as this often cause's undue stress. Plan and spread your review time over several days. Try to summarize the content rather than reviewing all the material. Notes taken during initial the study period are useful during the review. Purposefully give attention to areas you initially identified as important and try to predict test questions.
- As you begin the test, think positively and believe in yourself as a successful student. Skim the entire test once, briefly, to get a sense of what it is all about. Read the directions, twice, underlining or circling key instructions if necessary. Find out how much time you have to write the test, how much time you have per question (usually about 1 minute or so), if there are any compulsory questions, and if you will be penalized for incorrect guesses.
- Attempt to answer the questions in the order in which they are given to you. If you don't know the answer to a question, make a mark next to it, and move ahead to the next one. Come back to the difficult ones after you've completed the other questions.
- Read the question part of the problem, the "stem", carefully, at least twice. Underline key terms such as "best action", "primary reason", "and initial response." Rephrase the stem in your own words if you feel it will help. Ask for clarification of any terms you do not understand. Anticipate what the answer will be and then look for it among the options given. You can often identify at least some of the characteristics of the correct answer.
- Read each option (answer) available to you even though one may seem like the correct answer to you. In multiple choice questions, all of the answers may be true but only one best answer the question. Actively reason through each, testing it against the question and eliminate the ones that you are certain are incorrect by crossing them off. Usually you can narrow your choices to two possible answers. Using logical reasoning, choose the more encompassing option as the one with the greatest chance of being correct.

6.10 WRITTEN ASSIGNMENTS

Some programs or courses within Continuing Nursing Studies include a written assignment as part of the evaluation component. Written assignments must be submitted for grading. In a post basic program, students are expected to submit quality written work. Attention must be paid to content as well as style and appearance.

Writing quality papers takes time and practice. Many students may not have used their writing skills in some time, and therefore may require assistance. In Continuing Nursing Studies programs or courses requiring a written assignment as an evaluation method, students will receive guidelines related to the expectations for preparation of these assignments.

The CNS uses the Publication Manual of the American Psychological Association (APA) for guidelines related to written assignments. Students should refer to the most recent edition of the APA Manual when preparing assignments.

6.11 FOOD SERVICES

Food service is available from a cafeteria located on the first floor of the Miller Centre.

Hours of operation are as follows:

- Monday-Friday 0800 – 1600

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

6.12 SMOKING REGULATIONS

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

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

6.13 FIRE SAFETY

The guidelines entitled, “Centre for Nursing Studies ‘Code Red’ Action Card”, prepared by the Emergency Preparedness Committee, Miller Centre are posted throughout the CNS including in classrooms, conference rooms, and 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.

6.14 EMERGENCY PREPAREDNESS

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

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

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

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

6.15 SCENT-FREE GUIDELINES

NLHS endeavors to provide a scent-free environment for clients, employees and all persons who use its facilities. Scented products contain chemicals which may cause severe problems for persons with asthma, allergies and chemical sensitivities.

To achieve this goal a Scent-Free Policy is in effect for all NLHS Buildings.

All persons are advised to use fragrant-free personal care products. NLHS 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 or Miller Centre Buildings.****

6.16 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 vibrate/silent mode during working hours and should only be used during rest periods and meal breaks. Use of personal cell phones (including smart watches) 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
CNS CLINICAL INCIDENT REPORT**

Student Name:		Date:	
Student Number:		Course:	
Clinical Area:			
Agency Incident/ Occurrence Form Completed:	Yes	<input type="checkbox"/>	No <input type="checkbox"/>

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

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

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

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

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

SECTION C: DETAILED INCIDENT/OCCURRENCE DESCRIPTION

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

C-2 Description of client follow-up if applicable

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

SECTION D: STUDENT REFLECTION ON INCIDENT/ OCCURRENCE

SECTION E: FACULTY COMMENTS

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

Student Signature:		Date:	
Faculty Signature:		Date:	