WESTERN REGIONAL SCHOOL OF NURSING UNDERGRADUATE STUDENT HANDBOOK
Notice!

The information contained in this handbook is critical to your success in our school. Please read it carefully as you are responsible for complying with all of the School of Nursing policies.
# Table of Contents

1.0 Purpose of the Handbook ........................................................................................................... 1

2.0 History of the School .................................................................................................................. 1

   2.1 Historical Sketch ...................................................................................................................... 1

   2.2 The School’s Crest .................................................................................................................. 3

3.0 The Organization of the School of Nursing .............................................................................. 3

   3.1 Organization .......................................................................................................................... 3

       3.1.1 Vision ............................................................................................................................. 3

       3.1.2 Organizational Charts .................................................................................................... 5

   3.2 Curriculum ............................................................................................................................. 7

       3.2.1 Philosophy of the BN (Collaborative) Program ............................................................... 7

       3.2.2 Conceptual Framework .................................................................................................. 8

       3.2.3 Bachelor of Nursing (Collaborative) Program Content Map .......................................... 12

       3.2.4 Leveled Objectives ........................................................................................................ 14

       3.2.5 Characteristics of the Degree Graduate .......................................................................... 17

4.0 Student Organizations ............................................................................................................... 18

   4.1 Nursing Society ....................................................................................................................... 18

   4.2 Canadian Nursing Students Association ............................................................................... 18

   4.3 National Health Sciences Students’ Association ..................................................................... 19

   4.4 Grenfell College Student Union ............................................................................................. 19

   4.5 Policy in Support of Student Professional Development Activities/Student Organizations ... 19

5.0 Student Representation on Academic Council and Other School Committees .................. 20

6.0 Student Representation in the Public Sector and in Student Research .............................. 20

   6.1 Representation in the Public Sector ...................................................................................... 20

   6.2 Student Surveys and Research Projects ................................................................................ 21

7.0 Supplementary Resources for Students .................................................................................. 21

   7.1 Nursing Lab ........................................................................................................................... 21

       7.1.1 Location ......................................................................................................................... 22

       7.1.2 Booking of Lab and Seminar Rooms .............................................................................. 22

       7.1.3 Professional Behavior .................................................................................................... 23

       7.1.4 Booking of Equipment and Supplies for Lab Practice .................................................... 23
7.1.5 Booking of Equipment for Student Projects and Presentations .......... 24
7.1.6 Video-Taping Room........................................................................... 25
7.2 Computer Lab ..................................................................................... 25
  7.2.1 Location/Other Information ............................................................. 25
  7.2.2 Policy.............................................................................................. 25
7.3 Photocopiers ....................................................................................... 26
7.4 Study Rooms......................................................................................... 26
7.5 Libraries................................................................................................. 27
7.6 Grenfell Campus’ Special Resources ..................................................... 27
7.7 Student Health and Counseling Services.............................................. 27
  7.7.1 Health ........................................................................................... 27
  7.7.2 Policy/Procedure on Immunization Records.................................... 28
  7.7.3 Hepatitis Vaccine .......................................................................... 29
  7.7.4 Counseling ..................................................................................... 29
  7.7.5 Students with Special Learning Needs .......................................... 29
7.8 Food Services......................................................................................... 30
7.9 Residence Accommodation .................................................................. 31
7.10 Student Identification ........................................................................ 31
7.11 Posters/Notices ................................................................................. 31
8.0 Financial Assistance............................................................................... 32
  8.1 Student Loans .................................................................................... 32
  8.2 Other Sources ................................................................................... 33
9.0 Nursing Practice Experiences............................................................... 33
  9.1 Attendance and Absenteeism in Class, Clinical, Laboratories, Seminars and Interprofessional Education Experiences ........................................ 34
    9.1.1 Cancellation of Learning Experiences Due to Adverse Weather Conditions .... 36
    9.1.2 Cancelled Class, Clinical, Lab, Seminar, or Interprofessional Education Sessions 37
  9.2 Preparation for Clinical Experiences ................................................... 37
  9.3 Policy Guidelines for Clinical Practice at Western Health.................... 38
  9.4 Policy Guidelines for Clinical Practice at Agencies other than Western Health...... 38
9.5 Clinical Placements: Approval Criteria for Outside Corner Brook Area Placements and/or Specialty Area Placements ................................................................. 39
9.6 Accountability ...................................................................................................... 39
9.7 Confidentiality ..................................................................................................... 39
9.8 Co-assignment .................................................................................................... 41
9.9 Medication Pretest ............................................................................................. 41
9.10 Safe Medication Practice .................................................................................. 42
9.11 Professional Appearance Policy ......................................................................... 43
9.12 Evaluation of Student Performance .................................................................. 46
9.13 Student At Risk of Clinical Failure or Deemed Unsafe in Clinical Practice .......... 46
9.14 Protocol for Clinical Visits .................................................................................. 52
9.15 Access to Client Records .................................................................................... 52
9.16 Clinical Attendance during Appeals ................................................................... 52
9.17 Safe Patient Handling and Movement ................................................................. 52
9.18 Mask Fit Testing .................................................................................................. 53
9.19 Blood Glucose Monitoring .................................................................................. 54
9.20 Expenses ............................................................................................................ 56
9.21 Insurance Coverage ........................................................................................... 56
9.22 Cameras in Clinical Settings ................................................................................. 56
9.23 Other Supplies .................................................................................................... 56
  9.23.1 Watch ............................................................................................................ 56
  9.23.2 Clinical Equipment ......................................................................................... 56
9.24 Money in Clinical Areas ....................................................................................... 56
9.25 Approval Criteria ................................................................................................. 57
10.0 Smoke Free/Scent Free Policy .............................................................................. 57
11.0 First Aid/CPR (BCLS – HCP) ............................................................................. 57
12.0 Certificate of Conduct/Child Protection Records Check ....................................... 58
13.0 Math Placement Test ............................................................................................ 58
14.0 Textbooks, Used Texts, Lockers, Mailboxes, Microlock Cards, and E-Mail .............. 59
  14.1 Textbooks .......................................................................................................... 59
  14.2 Used Texts ....................................................................................................... 59
  14.3 Lockers ............................................................................................................. 59
14.4 Mailboxes ................................................................................................................. 60
14.5 Photo ID Card ............................................................................................................ 60
14.6 E-mail ....................................................................................................................... 60
   14.6.1 Email Etiquette 101 .......................................................................................... 61
15.0 Technology Use in Classrooms, Laboratory/Seminar, Clinical and Examinations ..... 63
16.0 Student Records ....................................................................................................... 64
   16.1 Student Files ......................................................................................................... 64
   16.2 Content of Student Files ...................................................................................... 64
   16.3 Student Change of Name .................................................................................... 65
   16.4 Access .................................................................................................................. 65
   16.5 References ........................................................................................................... 65
17.0 Academic Matters ..................................................................................................... 65
   17.1 Regulations .......................................................................................................... 65
   17.2 Evaluations .......................................................................................................... 66
   17.3 Supplementary Examinations ............................................................................. 67
      17.3.1 Policy .............................................................................................................. 67
      17.3.2 Guidelines .................................................................................................... 67
      17.3.3 Procedure .................................................................................................... 67
      17.3.4 Notification of Failure in Nursing Courses .................................................. 68
   17.4 Re-read of Final Exams ....................................................................................... 71
   17.5 Challenge for Credit ............................................................................................ 73
   17.6 Preparatory Examinations for Canadian Registered Nurse Examination (CRNE) and Western Regional School of Nursing (WRSON) Comprehensive Exam ......................................................... 73
   17.7 Recommendation Regarding the Third Writing of the Canadian Registered Nurse Examination (CRNE) .......................................................................................................................... 74
   17.8 Use of Student Papers/Projects .......................................................................... 77
   17.9 Student Preparation for Exam Success ................................................................ 77
   17.10 Examination Room Decorum ............................................................................ 78
18.0 Readmission .............................................................................................................. 79
   18.1 Policy ................................................................................................................... 79
   18.2 Guidelines ........................................................................................................... 79
19.0 Transfer to another Site of the BN (Collaborative) Program ................................... 80
20.0 Transfer to Fast Track Option of the BN (Collaborative) Program ........................................... 81
  20.1 Policy ........................................................................................................................................... 81
  20.2 Procedure ..................................................................................................................................... 81
21.0 Access to Fast Track Courses For Regular Stream Students Who Have Failed Courses ........... 82
  21.1 Policy ........................................................................................................................................... 82
  21.2 Guidelines ..................................................................................................................................... 82
22.0 Director’s List .................................................................................................................................. 82
  22.1 Criteria .......................................................................................................................................... 82
  22.2 Procedure ..................................................................................................................................... 83
23.0 Graduation ...................................................................................................................................... 83
  23.1 Regulations .................................................................................................................................... 83
  23.2 Ceremonies .................................................................................................................................... 83
    23.2.1 Convocation ............................................................................................................................... 83
    23.2.2 Graduation and Awards Ceremony ............................................................................................ 83
  23.3 Application to write Canadian Registered Nurse Exam (CRNE) .............................................. 84
Important Numbers ................................................................................................................................. 85
INTRODUCTORY MESSAGE

Welcome to Western Regional School of Nursing and the BN (Collaborative) Program! A mix of liberal arts, science, and nursing courses will provide you with the education you will require to implement high quality care as a nurse to individuals, families, and communities.

Nursing is a very valued profession. As a student pursuing nursing you will be providing care to clients, sometimes at the most vulnerable periods in their life. As a member of the profession, the nurse conforms to laws and a code of ethics governing professional standards of nursing practice. You are entering a professional school and along with this come certain rights and obligations and expectations of the profession.

1.0 Purpose of the Handbook

This handbook provides relevant information to help guide your experience at the School of Nursing and Grenfell Campus. Policies, procedures, and guidelines governing the curriculum activities are outlined in the handbook and should be used as a supplement to Memorial University’s Calendar. The handbook is also accessible through the School of Nursing’s homepage. Changes made to the handbook during your course of studies will be communicated via email and will be revised online at the beginning of each academic year. For further updates on the School of Nursing Undergraduate Student Handbook, please go to the School of Nursing website www.grenfell.mun.ca/nursing/Pages/default.aspx, click on Program Requirements and you will find a link to the Student Handbook.

The primary authority for academic policies and rules and regulations of the School of Nursing is Memorial University’s Calendar. It is available in hard copy format and is accessible online through Grenfell’s website www.grenfell.mun.ca.

It is important for you to become familiar with both the Calendar and the Handbook. When seeking information on regulations and policies, always consult the Calendar and/or Handbook. If further information is required, please consult one of the Associate Directors or your faculty advisor.

2.0 History of the School

2.1 Historical Sketch

In 1962 the idea was conceived to build a School of Nursing and a Residence at Western Memorial Hospital in Corner Brook, as a response to an ever increasing demand for registered nurses on the west coast of Newfoundland. In 1964 the first sod was turned, marking the beginning of construction of the new $2,000,000.00 school/residence complex.
Plans progressed, and in 1966, a Nursing Education Advisory Board was appointed. A decision was made, based on the Hall Royal Commission report by the Canadian Nurses Association and recommendations by the Association of Registered Nurses of Newfoundland that this was to be a two year nursing program – the first of its kind in eastern Canada. At this time there were only four such schools known to exist in Canada. The school was to be developed in cooperation with the Association of Registered Nurses of Newfoundland, in close liaison with Memorial University of Newfoundland.

The first director of the school, Katherine Wells Daley and six faculty members were appointed in 1968, and one year later, September 1969, the school opened its doors to the first class of thirty-nine students, thirty-seven women and two men.

In 1970, Monaghan Hall, the students’ residence and school was officially named in honor of a well-known family physician, Dr. T. T. Monaghan, who for over thirty years devoted his life to the health and well-being of Corner Brook’s citizens. 1975 brought another first for Western Memorial Hospital School of Nursing, as that year an integrated nursing curriculum was introduced into the program, the first of its kind in Newfoundland. In September 1979 the program was extended to 30 months, to give the students an opportunity to further consolidate and practice their knowledge, and to develop leadership skills. In 1985 a Preceptorship program was initiated during the final six months of the nursing program, one of the first such programs to be implemented in Canada.

In September 1992, the School became the provincial site for the delivery of Phase II of the Nursing Access Program for Residents of Coastal/Rural Labrador. This program was initiated by the Honorable Chris Decker, Minister of Health, in an effort to alleviate the nursing shortage and improve health care in this area. This was seen as yet another challenging opportunity to fulfill its mandate of serving the Nursing Education needs of not only the Western Region but the entire province.

In 1996, the School changed its name to Western Regional School of Nursing (WRSON) to reflect its regional mandate and became a site for the delivery of the new provincial Bachelor of Nursing (Collaborative) Program in affiliation with Memorial University of Newfoundland. The two other partner sites are Memorial University School of Nursing and the Centre for Nursing Studies. Both Schools are located in St. John’s. The non-nursing courses for the BN (Collaborative) Program are delivered by Grenfell Campus.

The School of Nursing has steadily increased its enrolment and expanded its facilities as each September a new class enters. Presently, there are over 200 students and 20 faculty and staff. In 2002, the School began to offer a Fast Track Option to the BN (Collaborative) Program for students with degree and advanced placement. In January 2005, the Integrated Nursing Access Program (INAP) was initiated to help alleviate the severe nursing shortage in coastal Labrador. This
culturally sensitive program option is six years in length. It consisted of eight modules that integrated adult education courses and the first two years of the BN (Collaborative) Program. This program was offered at the Happy Valley Goose Bay campus of College of the North Atlantic. Students from this program graduated May 2010.

**Interprofessional Education**

In August 2005, the School of Nursing became involved in the project Collaborating for Education and Practice: An Interprofessional Education (IPE) Strategy for Newfoundland and Labrador. Interprofessional education is a way to help students understand the concept of collaborative practice. Collaborative practice involves different health professionals working together to meet patient’s needs. The Centre for Collaborative Health Professional Education (CCHPE) at Memorial University of Newfoundland has developed an IPE Project. The overall goal of the IPE Project is to expand and promote interprofessional education activities in both education and practice settings. Normally, health professional students do not have an opportunity to work together but through the IPE Project they will have this opportunity. The IPE Project will improve collaboration skills of health professional students in disciplines such as Nursing, Medicine, Pharmacy, and Social Work. To learn more about this exciting and innovative project, go to the CCHPE website at [http://www.med.mun.ca/cchpe/](http://www.med.mun.ca/cchpe/)

Thus, in the spirit in which it was born, the School of Nursing continues to grow, meeting new challenges and developing new ideas.

**2.2 The School’s Crest**

The original school crest was designed by Katherine Wells Daley, the School’s first Director of Nursing Education, and was based on the crest of the City of Corner Brook. The School’s colors, blue and green, symbolize the distinct features of the west coast region, the green forests and the waters of the Humber Arm. The golden edge about the pin signifies precious memories that bind us together in friendship and fellowship. The lamp symbolizes nursing and knowledge. In 1996, the name on the crest was slightly modified to reflect the changing structure of the School.

**3.0 The Organization of the School of Nursing**

**3.1 Organization**

**3.1.1 Vision**

Western Regional School of Nursing (the School of Nursing) is a center of excellence in nursing education and scholarship.
Mission
To graduate safe, ethical, and competent nurses committed to the advancement of nursing knowledge.

Values
Western Regional School of Nursing values:
• A student focused learning environment
• The diversity of people and their perspectives
• An environment that fosters leadership
• An intellectually stimulating and supportive environment
• Collaborative partnerships and teamwork
• A culture of scholarship
• Self-directed life-long learning
• Quality programs
• Shared decision making
• Creativity
• Professional accountability
• Sustainability
• Transparency
3.1.2 Organizational Charts

WESTERN REGIONAL SCHOOL OF NURSING
BN (COLLABORATIVE) PROGRAM
ADMINISTRATIVE REPORTING STRUCTURE

Director
Western Regional School of Nursing

Associate Director - Administration
Nurse Educator
Nursing Instructor
Guidance Counselor
Librarian 1
Library Technician 1
Library Monitors

Clerk IV
Steno III
Steno III
Steno III
WESTERN REGIONAL SCHOOL OF NURSING
BN (COLLABORATIVE) PROGRAM
ACADEMIC STRUCTURE

Senate (MUN)

Senate Undergraduate Studies Committee

Academic Council WRSON

Academic Council MUNSON

Academic Council CNS

Undergraduate Studies Committee WRSON

Undergraduate Studies Committee MUNSON

Undergraduate Studies Committee CNS
3.2 Curriculum

3.2.1 Philosophy of the BN (Collaborative) Program

Mission Statement
To graduate safe, ethical, and competent nurses committed to the advancement of nursing knowledge through evidence informed practice and innovation to enhance the quality of life of the people they serve.

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

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

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

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

Health
Health is a dynamic process of physical, mental, spiritual, and social well-being. It is a resource for everyday living and is influenced by a person’s beliefs, values, attitudes, and the determinants of health (Federal Provincial and Territorial Advisory Committee on Population Health, 1994). Wellness and illness are dimensions of health.

Nursing
Nursing is an evidence-informed practice profession grounded in the integration of art and science. The art of nursing is reflected in nurses’ behaviors, relationships, and attitudes. The science of nursing is based on the body of knowledge of the discipline of nursing and its synthesis with the natural, social, and behavioral sciences. Nursing focuses on the
interrelationship between persons, society, environment, and health in achieving healthy outcomes.

Caring, a central concept in nursing is interpreted to include competence, conscience, commitment, confidence, and compassion (Roach, 1992). Caring involves the development of empowering relationships that preserve, protect, and enhance human dignity (Canadian Community Health Nursing Standards of Practice, 2003).

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

3.2.2 Conceptual Framework

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

Curriculum
The curriculum is an organized and sequential plan of educational opportunities. While nursing knowledge is a major emphasis, the arts and sciences enhance the broad knowledge base required. The curriculum builds on and incorporates previously learned concepts and reflects the principles of primary health care (WHO, 1978). It is informed by evidence and grounded in nursing’s values, knowledge, theories and practice. The curriculum also provides the basis for further education.

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

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

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

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

**Teaching and Learning**

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

Students, educators, and others are partners in the educational process. The program uses a participatory/collaborative approach to nursing education that provides direction for the teaching and learning experiences. The humanistic educational climate fosters caring, respect for self and others, autonomy, critical thinking, and a spirit of inquiry.

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

Educators facilitate knowledge discovery and professional socialization by guiding, mentoring, role modeling, and challenging students to be self-directed, reflective, and creative. Educators acknowledge diverse student life experiences and support individual learning styles. A variety of strategies and supportive structures are used to foster teaching and learning and professional development of the student. Educators have the responsibility to ensure that evaluation practices and standards are consistent with university policies, and with national and provincial nursing education standards.
**Nursing Practice**
The goal of nursing practice is to assist persons across the lifespan in a variety of practice settings to achieve their desired health outcomes. Nurses assist persons to recognize and develop their capacity for self-determination and self-reliance. The provision of safe holistic care to persons requires clinical reasoning, critical thinking, technological competence, effective communication skills, and a commitment to lifelong learning.

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

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

**Model of the Conceptual Framework of the BN (Collaborative) Program**
The conceptual model of the BN Collaborative program is student focused as evidenced by the student at the center. The three overlapping center circles (teaching & learning, nursing practice, & curriculum) embracing the student represent the conceptual framework of the BN Collaborative Program. The inside white circle represents the mission statement of the program and the outside black circle represents the philosophy of the program. The broken lines within the model represent the dynamic interaction among the concepts of the model.
A diagram showing the interconnections of nursing education, teaching and learning, lifelong learning, and the pursuit of excellence. It highlights the student, nursing practice, curriculum, spirit of inquiry, and societal health and environment.
### 3.2.3 Bachelor of Nursing (Collaborative) Program Content Map

*Note: An additional 6 credit hours must be completed for the degree requirement*

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>WINTER</th>
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</table>
| 1    | 3 credit hours in English  
1002 Anatomy and Physiology I (Lab)  
1003 Developing Therapeutic Relationships (Lab)  
1004 Introduction to Nursing  
1017 Fundamental Psychomotor Competencies (Lab)  
Psychology 1000 | Biochemistry 1430  
1012 Anatomy and Physiology II (Lab)  
1014 Health Assessment (Lab)  
1015 Health Promotion Throughout the Lifespan (Lab)  
1016 Healthy Aging  
1520 Extended Practice |
| 2    | 3 credit hours in English  
2002 Nursing Concepts for the Care of Women and the Childbearing Family  
2003 Pathophysiology (Tutorial)  
2004 Pharmacology and Nutritional Therapies (Lab)  
2502 Nursing Practice for the Care of Women and the Childbearing Family (Lab) | 2014 Community Health Nursing Theory (Lab)  
2017 Intermediate Psychomotor Competencies  
2514 Community Health Nursing Practice I  
Biology 3053 (Lab)  
Statistics 2500 or equivalent, or Education 2900 (Lab)  
3 credit hours in Sociology/Anthropology  
2520 Extended Practice II |
| 3    | 3 credit hours chosen from Philosophy 2500-2599 or Religious Studies 2610  
3001 Nursing Concepts for Mental Health (Lab)  
3014 Nursing Concepts for Middle and Older Adult  
3104 Nursing Research  
3501 Nursing Practice for Mental Health | 3 credit hours in Business  
3012 Nursing Concepts for Children, Adolescents and Young Adults  
3113 Nursing Leadership and Management  
3513 Nursing Practice with Children, Adolescents and Young Adults  
3514 Nursing Practice with Middle and Older Adults (Lab)  
3523 Extended Practice III |
| 4    | 3 credit hours in Political Science  
4103 Issues in Nursing & Health Care  
4501 Community Health Nursing Practice II  
4515 Nursing Concepts & Practice for Complex Care (Seminar) | 4512 Community Health Practicum  
4516 Consolidated Practicum |

**NOTE:** Award of BN Degree is in the spring semester. These courses will be offered during the same year at all sites, but the semester of course offering may vary with each site.
# Bachelor of Nursing (Collaborative) Program
## Fast-Track Option Content Map

<table>
<thead>
<tr>
<th>YR</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1002 Anatomy and Physiology I (Lab)</td>
<td>1012 Anatomy and Physiology II (Lab)</td>
<td>2002 Nursing Concepts for the Care of Women and the Childbearing Family</td>
</tr>
<tr>
<td></td>
<td>1003 Developing Therapeutic Relationships (Lab)</td>
<td>1014 Health Assessment (Lab)</td>
<td>2502 Nursing Practice for the Care of Women and the Childbearing Family (Lab)</td>
</tr>
<tr>
<td></td>
<td>1004 Introduction to Nursing</td>
<td>1520 Extended Practice I</td>
<td>3012 Nursing Concepts for Children, Adolescents and Young Adults</td>
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<td></td>
<td>1015 Health Promotion throughout the Lifespan Lab</td>
<td>2003 Pathophysiology (Tutorial)</td>
<td>3512 Nursing Practice with Children, Adolescents and Young Adults (Lab)</td>
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<tr>
<td></td>
<td>1016 Healthy Aging</td>
<td>2004 Pharmacology and Nutritional Therapies (Lab)</td>
<td>2520 Extended Practice II</td>
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<tr>
<td></td>
<td>1017 Fundamental Psychomotor Competencies (Lab)</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>2514 Community Health Nursing Practice I</td>
<td>3001 Nursing Concepts for Mental Health (Lab)</td>
<td>3523 Extended Practice III</td>
</tr>
<tr>
<td></td>
<td>3014 Nursing Concepts for Middle and Older Adulthood</td>
<td>3113 Nursing Leadership and Management</td>
<td>4516 Consolidated Practicum</td>
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<td>3104 Nursing Research</td>
<td>4502 Nursing Care in Community and Mental Health Settings</td>
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<tr>
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<td>3514 Nursing Practice with Middle and Older Adults (Lab)</td>
<td>4512 Community Health Practicum</td>
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<td>4101 Community Health Nursing (Lab)</td>
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### 3.2.4 Leveled Objectives

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>YEAR II</th>
<th>YEAR III</th>
<th>YEAR IV</th>
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<tbody>
<tr>
<td>1. Practice holistic nursing by collaborating with individuals, within the context of family, to assist them to achieve health and well-being through health promotion and protection.</td>
<td>1. Practice holistic nursing within a variety of settings by collaborating with individuals, families, groups, and communities, to assist them to achieve health and well-being through health promotion, protection and maintenance.</td>
<td>1. Practice holistic nursing within a variety of settings by collaborating with individuals, families, groups, and communities, to assist them to achieve health and well-being through health promotion, protection, maintenance, restoration, and palliation.</td>
<td>1. Practice holistic nursing within a variety of settings, by collaborating with individuals, families, groups, and communities, to assist them to achieve health and well-being through health promotion, protection, maintenance, restoration, and palliation.</td>
</tr>
<tr>
<td>2. Discuss caring as an integral dimension of nursing.</td>
<td>2. Demonstrate commitment to caring as an integral dimension of nursing.</td>
<td>2. Integrate the caring ethic as an integral dimension of nursing.</td>
<td>2. Practice the caring ethic as an integral dimension of nursing.</td>
</tr>
<tr>
<td>3. Create a caring environment through use of effective communication skills with individuals.</td>
<td>3. Create a caring environment through effective communication with individuals, families, groups and communities.</td>
<td>3. Create a caring environment through effective communication with individuals, families, groups and communities.</td>
<td>3. Create a caring environment through effective communication with individuals, families, groups and communities.</td>
</tr>
<tr>
<td>4. Apply concepts and theories of nursing, arts, and sciences in the care of individuals.</td>
<td>4. Analyze concepts and theories of nursing, arts, and sciences in the care of individuals, families, groups and communities.</td>
<td>4. Integrate concepts and theories of nursing, arts, and sciences in the care of individuals, families, groups and communities.</td>
<td>4. Develop an approach to the care of individuals, families, groups and communities which reflects a synthesis of concepts and theories of nursing, sciences, and humanities.</td>
</tr>
<tr>
<td>YEAR I</td>
<td>YEAR II</td>
<td>YEAR III</td>
<td>YEAR IV</td>
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<tr>
<td>5. Explain the conceptual framework of the collaborative program.</td>
<td>5. Apply concepts of the conceptual framework of the collaborative program to guide nursing practice.</td>
<td>5. Analyze the conceptual framework of the collaborative program in relation to conceptual frameworks for nursing practice.</td>
<td>5. Create a personal framework for nursing practice.</td>
</tr>
<tr>
<td>6. Provide competent nursing care to individuals through health promotion and protection</td>
<td>6. Provide competent nursing care to individuals, families, groups and communities through health promotion, protections, and maintenance.</td>
<td>6. Provide competent nursing care to individuals, families, groups and communities through health promotion, protection, maintenance, restoration and palliation.</td>
<td>6. Provide competent nursing care to meet the health related needs of individuals, families, groups and communities.</td>
</tr>
<tr>
<td>7. Establish priorities in the organization of care in collaboration with individuals.</td>
<td>7. Establish priorities in the organization of care in collaboration with individuals, families, groups and communities.</td>
<td>7. Use management and leadership skills to co-ordinate care with individuals, families, groups and communities.</td>
<td>7. Use management and leadership skills to co-ordinate and enhance health care within society.</td>
</tr>
<tr>
<td>8. Articulate a beginning understanding of the relationship between nursing research and practice.</td>
<td>8. Use nursing research literature to identify rationale for nursing practice.</td>
<td>8. Analyze nursing research literature as it relates to nursing practice.</td>
<td>8. Foster the extension of nursing knowledge through use of and participation in nursing research.</td>
</tr>
<tr>
<td>9. Develop beginning critical thinking skills to assist individuals to achieve health and well-being</td>
<td>9. Apply critical thinking skills to assist individuals, families, groups and communities to achieve health and well-being.</td>
<td>9. Use critical thinking to assist individuals, families, groups and communities to achieve health and well-being.</td>
<td>9. Use critical thinking to assist individuals, families, groups, and communities to achieve health and well-being.</td>
</tr>
<tr>
<td>YEAR I</td>
<td>YEAR II</td>
<td>YEAR III</td>
<td>YEAR IV</td>
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</tr>
<tr>
<td>10. Demonstrate an understanding of the roles and relationships of interprofessional team members.</td>
<td>10. Participate in collegial relationships as a team member in a learning environment.</td>
<td>10. Collaborate in collegial relationships with members of the interprofessional health care team.</td>
<td>10. Participate in interprofessional practice with health care providers in the delivery of health care.</td>
</tr>
<tr>
<td>11. Explain the roles of the professional nurse.</td>
<td>11. Recognize how nursing roles emerge in relation to health care situations.</td>
<td>11. Assume appropriate nursing roles in relation to health care situations.</td>
<td>11. Appraise how nursing roles emerge as the needs of society evolve.</td>
</tr>
<tr>
<td>15. Identify current social, cultural, political, technological, and economic factors which impact on achievement of health and well-being.</td>
<td>15. Discuss the impact of current social, cultural, political, technological, and economic factors on achievement of health and well-being.</td>
<td>15. Examine the need to promote change in health care in response to social, cultural, political, technological and economic factors.</td>
<td>15. Accept responsibility for promotion of change in health care in response to social, cultural, political, technological and economic factors.</td>
</tr>
</tbody>
</table>
3.2.5 Characteristics of the Degree Graduate

The Bachelor of Nursing (Collaborative) Program is designed to prepare graduates who will function as beginning practitioners within a variety of health care settings. The graduate is prepared to assume the roles of direct caregiver, educator, counselor, advocate, facilitator, coordinator of care, researcher, leader and member of the nursing profession. The program prepares the graduate to develop the competencies required to:

1) Practice holistic nursing within a variety of settings, by collaborating with individuals, families, groups and communities, to assist them to achieve health and well-being through health promotion, illness and injury prevention, maintenance, restoration and palliation.

2) Practice the caring ethic as an integral dimension of nursing.

3) Create a caring environment through effective communication with individuals, families, groups and communities.

4) Develop an approach to the care of individuals, families, groups and communities which reflects a synthesis of concepts and theories of sciences, humanities and nursing.

5) Create a personal framework for nursing practice.

6) Provide competent nursing care to meet the health related needs of individuals, families, groups and communities.

7) Use management and leadership skills to co-ordinate and enhance health care within society.

8) Foster the extension of nursing knowledge through use of and participation in nursing research.

9) Use critical thinking to assist individuals, families, groups, and communities to achieve health and well-being.

10) Participates in interprofessional practice among the different healthcare providers participating in the delivery of health care.

11) Appraise how nursing roles emerge as the needs of society evolve.

12) Practice nursing in relation to legal, ethical and professional standards.
12) Accept responsibility for lifelong personal and professional growth using formal and informal strategies for the continuous discovery of knowledge.

13) Recognize the contributions of the nursing profession in global health affairs.

14) Accept responsibility for the promotion of change in health care in response to social, cultural, political and economic factors.

* Competencies include: knowledge, values, attitudes and skills (CNA, June 2003)

4.0 Student Organizations

4.1 Nursing Society

The Nursing Society is located in room N338 and the phone number is 637-5000, extension 6901.

The objectives of the Nursing Society include:
- unify the nursing student body.
- liaise between nursing students, faculty, and other organizations (e.g. Canadian Nursing Students Association, a national student body).
- provide of a medium through which students can express their opinions.
- contribute to student socialization.

The Nursing Society is also a way for you to enjoy your years as nursing students by attending extra-curricular activities sponsored by the society (for example, socials, conferences, fund-raising activities and community initiatives). Students are also encouraged to join the Nursing Society.

Each student has the opportunity to become a member of the Nursing Society and a membership fee is required each year. Meeting times are posted outside the Nursing Society office/lounge located on the third floor of the Nursing School. Everyone is welcome and encouraged to attend.

4.2 Canadian Nursing Students Association

All students are members of the Canadian Nursing Students Association (CNSA). It represents over 5,000 students registered in nursing programs across Canada. The goal of this organization is to promote professionalism among nursing students.
The CNSA:
- provides a communication link among nursing students in Canada.
- acts as the official voice of nursing students.
- provides a medium through which students can express their opinions on nursing issues.
- encourages participation in professional and liberal education.
- maintains a direct link with other organizations concerned with nursing.

**CNSA can work for you, so get involved!**

### 4.3 National Health Sciences Students’ Association

The National Health Sciences Students’ Association is a national interprofessional student association comprised of 16 Canadian universities. Part of their mission is:

1. To foster teamwork activities among Canadian students in the health profession with their colleagues in different health disciplines, using education and social events.
2. To assist students in understanding each discipline’s role in delivering patient care.

The local organization is called the Newfoundland and Labrador Health Sciences Student’s Association and is looking for new members. So join up!

### 4.4 Grenfell College Student Union

Grenfell College Student Union (GCSU) is comprised of approximately 1300 students attending Grenfell Campus. The student union provides academic advocacy, membership on committees, representation on external boards, and many services that you can take advantage of as a member of the GCSU. All students are members of Grenfell Campus’ Student’s Union and are entitled to all rights and privileges associated with this organization. For more information, find it at [www.gcsuonline.ca](http://www.gcsuonline.ca/)

### 4.5 Policy in Support of Student Professional Development Activities/Student Organizations

The faculty of the School of Nursing is supportive of student efforts to participate in professional development activities/student organizations. The following guidelines have been approved by faculty and students of the School and in an effort to clarify how support of nursing students will be demonstrated.
Guidelines to obtain/provide faculty support:

- Students will inform faculty, in writing, of their desire to attend a conference/activity, no later than four weeks prior to the conference/activity.
- Students attending the conference will normally be excused from clinical, class or lab during the time period of the conference/activity without that time being considered missed time.
- Faculty has the right to refuse a request for excused time from clinical if the faculty member has determined that the student’s clinical performance is weak.
- Faculty refusing a request for excused clinical time must provide the student with writing documentation which supports this refusal.
- In collaboration with faculty, the learning experience gained by the student as a result of attending such conferences/activities, may be incorporated as an evaluation component of the course for that student.
- Students will collaborate, as necessary, with lab instructors for the purpose of rescheduling lab testing/re-testing.
- It is the student’s responsibility to ensure that missed class and/or lab content is acquired independently.
- Students will collaborate, as necessary, with faculty to determine appropriate rescheduling of dates for the completion of assignments and/or exams. In the case of exams, rescheduling will normally occur in advance of the student’s departure for the conference/activity.

5.0 Student Representation on Academic Council and Other School Committees

The Nursing Society annually elects students to serve on the committees of the School of Nursing. The faculty members value student participation on these committees, which are useful forums for promoting channels of communication among students and faculty. The committees with provisions for student representation are:
- Academic Council
- Student Services Committee
- Undergraduate Studies Committee
- Site Program Evaluation Committee

6.0 Student Representation in the Public Sector and in Student Research

6.1 Representation in the Public Sector

Students planning to identify themselves as a representative of this School at public events require prior permission from the Director of the School or delegate. Such events may include career days, blood pressure clinics, health fairs, public speeches, etc.
Any students who plan fund-raisers of any type must have these activities sanctioned by either the Nursing Society or Administration of the School of Nursing. Any group planning fund-raisers must abide by guidelines established by the School of Nursing and by city and provincial regulations. This information may be obtained through the Nursing Society.

Fund-raising activities conducted for non-charitable or non-professional purposes (e.g., fund-raisers for graduation celebrations) shall be governed by regulations set forth by Nursing Society and by Grenfell’s Council of Students’ Union (the latter being the higher authority).

6.2 Student Surveys and Research Projects

Students undertaking surveys and interviews, in order to fulfill nursing course requirements, must have such projects approved by their faculty course leader. When projects are conducted at Grenfell Campus, they must first be approved by WRSON’s Executive Committee. Questionnaires utilized by students should include the following statement that has been approved by the Human Investigations Committee of Memorial University (March 2005).

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

All student research involving patients or residents (long term care) must be approved by the School’s Executive Committee and the Ethics Committee of Western Regional Integrated Health Authority.

Student research involving non course activities and being conducted within the School must be approved by the School’s Executive Committee and by the Ethics Committee of Western Regional Integrated Health Authority.

7.0 Supplementary Resources for Students

7.1 Nursing Lab

The Nursing Lab provides a setting in which students can learn and practice nursing competencies (communication skills, technical skills, and health/physical assessment skills) through demonstrations, practice and assessment/evaluation of their performance. This setting promotes competence, critical thinking, and confidence in the student which is required for the provision of safe, competent, and ethical nursing care in a health care setting.
7.1.1 Location

The Nursing Lab is located in room 342, 343, and 116. The Simulation Lab is located in 337B. Seminar/Meeting Rooms include the following: 301, 304, 341, and 337A. The Videotaping Room is 236.

7.1.2 Booking of Lab and Seminar Rooms

1. Students can book the Videotaping and Seminar/Meeting Rooms during regular school hours, Monday to Friday, 0830-1630 hours when not used by faculty. These rooms are also available for evening and/or weekend usage.
2. The Nursing Labs can only be booked on evenings and weekends when there is a lab assistant on duty to supervise the practice. (These times will be determined at the beginning of each semester and students will be informed of same.)
3. The Simulation Lab will not be available to students for booking.
4. The classrooms 340 and 344 will not be available to students for booking.
5. Students must check availability of rooms by viewing Scheduler Plus on designated School computers. (Scheduler Plus is the computer software booking system used by office staff to book space and equipment.)
6. Booking requests for all rooms and times must be made in advance, 0830-1600 hours, Monday-Friday, in person at the General Office or by e-mailing mborde@grenfell.mun.ca or klanger@grenfell.mun.ca.
7. After 1630 hours and on weekends, security will be responsible for opening the Nursing Labs. The Resident Assistant on duty will be responsible for opening the Seminar/Meeting rooms as per the booking schedule.
8. When processing requests for booking of the Nursing Labs, priority will be given as follows:
   a) Scheduled nursing laboratory and clinical sessions
   b) Students scheduled for testing (Priority given for scheduled testing will be granted for the 3 days prior to the student’s scheduled testing date.)
   c) Student self-learning
9. Faculty reserves the right to cancel or change students’ lab and room bookings under extenuating circumstances in order to ensure fair and equitable access to the school’s resources for all students.
7.1.3 Professional Behavior

Students are expected to behave professionally, responsibly, and cooperatively in the Nursing Labs and Seminar/Meeting areas. The noise level must not exceed quiet talking. Students must be considerate of others practicing or studying. The areas will be left in a tidy condition.

When students are present in the Nursing Labs, the following rules apply:

1. No more than 2 students per bed unit are permitted and both students have to book the unit. Increases above the aforementioned limit of 2 students per bed unit may be made in extenuating circumstances and only at the discretion of the lab instructor/lab assistant.
2. No food, drink, or gum is permitted in the lab.
3. Students must clean up following practice and leave the beds and manikins in tidy condition.
4. Supplies must be returned to the storage area and replaced in an organized fashion.
5. Regulations will be enforced by lab assistants who will be available evenings and weekends to supervise students.

7.1.4 Booking of Equipment and Supplies for Lab Practice

Nursing Labs will be equipped with the supplies needed for practice on manikins or students may be issued supplies to facilitate independent practice.

When students are present in the Nursing Labs or when borrowing equipment or supplies, the following rules apply:

1. If the practice of a competency requires the use of needles, angio catheters, etc., these will be issued to the student and collected back by the lab assistant. These must be properly accounted for by completing the *Needle Count Form*. Under no circumstances are needles, angio catheters, etc. to be taken from the lab. Needles must always be disposed of properly by using a sharps container.
2. To facilitate the practice of some nursing competencies, additional equipment may be required. This equipment will be available for booking as informed by the lab instructor/course leader.
3. Equipment issued for independent practice outside the Nursing Labs may be obtained from the General Office.
4. When borrowing equipment, an *Equipment Loan Form* must be completed and signed by the student to indicate awareness that
he/she is responsible for all equipment signed out from the General Office.

5. Equipment borrowed from the General Office must be returned to the General Office.

6. Equipment and materials may be signed out for a maximum for 24 hours on week days and up to 72 hours on weekends. However, this time frame may be shortened during times of heavy demand.

7. Students must return equipment promptly so that others are not deprived of access.

8. When the equipment is returned, the borrower will clean the equipment with the disinfectant wipes supplied by the General Office.

9. When the equipment is returned, the *Equipment Loan Form* must again be signed by both the student and the office staff to verify that it was returned in good condition and cleaned.

10. If equipment is lost, damaged or stolen, the student will be financially responsible for its repair or replacement.

**7.1.5 Booking of Equipment for Student Projects and Presentations**

If equipment or resources are required by students to facilitate completion of projects or presentations, it may be obtained from the General Office.

Specialized laboratory equipment not available through the General Office may be obtained and signed out from the Nursing Labs through faculty.

1. When borrowing equipment, from the General Office, an *Equipment Loan Form* must be completed as outlined above in policy 7.1.4. When borrowing equipment from the Nursing Labs an *Equipment Loan Form* must be completed and signed by the student to indicate awareness that he/she is responsible for all equipment signed out from the Nursing Labs.

2. Equipment borrowed from the General Office must be returned to the General Office. Equipment borrowed from Nursing Labs must be returned to the Nursing Lab and the lab instructor who issued the borrowed equipment. Under no circumstances should the equipment borrowed from the Nursing Labs be brought back to the lab without first being inspected by the lab instructor who issued the borrowed equipment.

3. When the equipment is returned, the *Equipment Loan Form* must again be signed by both the student and the office staff or the student and the lab instructor to verify that it was returned in good condition and cleaned.
4. Borrowed laboratory items must be returned in a timely fashion as discussed with the lab instructor.

**Please note** that the School reserves the right to determine which equipment can be signed out for student use. Under no circumstances is equipment permitted to be signed out for personal use.

7.1.6 Video-Taping Room

Students may book the Videotaping Room during the day, evening, or on weekends for student related projects, NURS 1003 & 3001 only. The Resident Assistant is responsible for opening this room after hours. Students are expected to follow the guidelines outlined on the room’s bulletin board when using the room and equipment. Any problems with equipment must be immediately brought to the attention of the staff in the General Office as soon as possible to ensure prompt repair.

7.2 Computer Lab

7.2.1 Location/Other Information

The computer lab is located in Western Memorial Regional Hospital (WMRH) Health Sciences Library. Students will be issued internet/e-mail accounts by Grenfell Campus. Information on the computer lab will be given during orientation week. A handout of general information and an overview of the lab and selected software will be provided during that week. The computer support specialist and/or librarian can provide assistance about the use of the computers and any technical problems that may occur. The lab is available to all nursing students Monday through Friday, during regular library hours. There are also computers in rooms 116, 241, 301, 304, 337A, 340, 341, and 344 in the Nursing School/Monaghan Hall. The policy and guidelines for the computer lab are to be followed.

7.2.2 Policy

It is expected that account holders will follow all guidelines with the understanding that users can lose account privileges if guidelines are ignored.
Guidelines

1. WRSON students have priority for access to the computer labs.

2. Instructors will conduct classes in the computer lab located in the Library, at various times throughout the week. At these times, the lab is not available to account holders other than students scheduled for that class.

3. Account holders are required to sign in to the computer labs located in the Library and Study Hall. (The sign-in sheets are kept at the Circulation Desk in the Library and at a designated space in the Study Hall.)

4. Account holders are not permitted to make changes to any installed software on the lab computers (i.e. changing displayed menu, screen colors, etc.).

5. Account holders are not permitted to download (i.e. MSN, etc.).

6. Account holders are not permitted to install any software on the lab computers.

7. All user files are to be saved in the appropriate folder assigned on the server’s drive, or on an external device.

8. Account holders who encounter problems are to contact the IT Helpdesk at 637-5368 or 637-5468 or e-mail helpdesk@westernhealth.nl.ca

7.3 Photocopiers

Photocopiers are available in the Library and outside Room 241 on the 2nd floor of Monaghan Hall. Students are responsible for their own photocopying. Staff in the General Office does not photocopy for students.

7.4 Study Rooms

Study rooms are available in the Library and the Study Hall is available at the School. Seminar/discussion rooms within the School can also be booked for study through the General Office (see 7.1.2 for booking of rooms).
7.5 Libraries

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

- WMRH Health Science Library
- Ferriss Hodgett Grenfell Campus Library
- Memorial University of Newfoundland’s (MUN) Queen Elizabeth II Library and the Health Sciences Library (St. John’s ~ through inter-library loans)

Information on services available at each library site will be distributed to all students during orientation week and is also available through the various library websites.

7.6 Grenfell Campus’ Special Resources

The following student services and resources are available at Grenfell Campus:

- Writing Skills
- Counseling
- Accommodations
- Career Planning
- Peer Tutoring
- Scholarships
- Student Employment
- Students with special needs
- Chaplaincy Services
- Student Activities
- Recreation
- Scholarships

Information on these services and resources is available in the Student Information Package distributed through the Registrar’s Office at Grenfell Campus.

7.7 Student Health and Counseling Services

7.7.1 Health

Health Services are available at Grenfell Campus, where a nurse is available from 0830 AM – 1230 PM one day a week.

Health services for students are also provided by WMRH’s walk-in clinic or via the emergency room as appropriate. The Employee Health Department of the Hospital houses the students’ health records and ensures that students are ready for clinical by assessing immunization status.

The Employee Health Department is located on the lower level of the Hospital. Needle stick injuries/blood or body fluid exposures must be
reported immediately by telephoning 637-5000, Ext. 5297, according to Staff Health policy “Blood and/or Body Fluid Exposure.”

7.7.2 Policy/Procedure on Immunization Records

Policy

All students at WRSON are responsible for submitting immunization records as per Memorial University Calendar requirements.

Students must satisfy the health and immunization requirements of the Bachelor of Nursing (Collaborative) Program. Failure to provide a complete immunization record will prevent the students from participating in all clinical activities; as a result, this lack of participation will affect the student’s ability to progress in the Program.

Procedures

1. Following notification of acceptance into the Program, students are to send the required completed immunization documents to the School.
2. Completed Immunization Record is sent to the School two to three weeks prior to the start date of the Program or as soon as possible thereafter.
3. The date the Immunization record is received by the General Office Staff and pertinent data from the immunization record is entered into the Banner System.
4. The Immunization Record is then forwarded to Western Health’s Employee Health Department.
5. The Employee Health Department ensures all Immunization Records are complete.
6. If necessary, the Employee Health Department brings missing information to the attention of the Clinical Placement Coordinator.
7. Students are notified of missing information by the Clinical Placement Coordinator and a request is made for submission of same.
8. Completed documents arriving from the Employee Health Department are entered into Banner by the General Office Staff.
9. Any special requests for a student’s Immunization Record are forwarded to the Employee Health Department by the Clinical Placement Coordinator.

Please Note: Students are not to make requests to the Employee Health Department.
7.7.3 Hepatitis Vaccine

All first year nursing students are required to be immunized against Hepatitis.

Students are required to arrange for Hepatitis immunization through their Public Health Nurse or their family doctor. Currently, in NL, health profession students will be included in the publicly funded immunization plan. Blood work showing immunity through Anti-Hbs antibodies can be done through Staff Health.

7.7.4 Counseling

A counselor is available at the School during the academic year. The Counseling Centre is located in the Nursing School, Room 315, telephone 637-5000, Ext. 5377.

Free individual and group counseling services offered include the following:

- test anxiety management
- relaxation training and stress management
- grief counseling
- assertiveness training
- behavioral modification
- relationship issues
- sexuality
- conflict resolution and problem-solving skills
- interpersonal communication skills

7.7.5 Students with Special Learning Needs

Students who have a diagnosed learning disability and desire accommodations during examinations or with assignments must contact Grenfell Campus' Learning Centre, Associate Director, and the Course Leader 3 weeks before the first assignment or examination is due.

Guidelines:

1. The School of Nursing follows the guidelines of Memorial University of Newfoundland regarding accommodations for students with learning disabilities. Accommodations are offered once the documented evaluation of a disability is provided to the Associate Director and the Course Leader.
2. All students are expected to meet the program requirements of the School of Nursing.

7.8 Food Services

Policy

Students use the student meal tickets in order to purchase three well balanced meals at minimum cost. Students are expected to choose well balanced meals intended for consumption at that meal.

For each meal ticket, students may spend up to the following per meal:

- Breakfast: $3.00
- Lunch: $5.00
- Dinner: $4.00

Procedure

1. The student purchases the Student meal tickets through the Food Service Supervisor. The booklet costs $30.00 and is redeemable for ten meals.

2. The student chooses their meal and brings it to the cashier. If the limit is not reached, the student is not permitted to pick up additional items. No change is given. Any overages are the student’s responsibility.

3. The cashier checks in the meal under meal tickets. The cashier obtains meal card from student.

4. Cashier punches meal card and returns card to student.

5. At month end, the number of student tickets is tracked and tallied for month end purposes.

The Cafeteria is open from 7 AM to 6:30 PM Monday to Friday and from 9:15 AM to 6:30 PM on weekends and holidays, vending machines are available for drinks and hot and cold snacks.

Dress code is hospital work attire or street clothes. Discretion is advised in selection of street clothes worn in cafeteria, especially during summer months. (Swimsuits, bare feet, etc., are not suitable).
7.9  Residence Accommodation

Monaghan Hall Residence, which is physically connected to Western Memorial Regional Hospital, provides single accommodations to students. The residence is the responsibility of the Regional Director for Residential Services at Western Regional Integrated Health Authority (phone 637-5000, Ext. 5235).

Further information on this service is contained in the Monaghan Hall Residence Policies Booklet made available to all residents of Monaghan Hall during orientation.

Residence accommodation is also available at Grenfell Campus. For further information, telephone Student Housing at 637-6200, Ext. 6266.

7.10  Student Identification

During orientation, students will be issued a Memorial University student identification card and Western Regional Integrated Health Authority photo identification.

7.11  Posters/Notices

Policy

The policy on posters/notices for WRSON is designed to create a quality professional work/study environment for all key stakeholders including students, faculty, staff, and visitors. To assist with the achievement of this environment the following procedure will be followed.

Procedure

1. Bulletin Boards will be clearly marked as to their intended purpose. For example, there will be a student board located to the left of the elevator on the first floor of Monaghan Hall (opposite the mailboxes) that will be managed by the Admin. Office staff. Anyone or any organization wishing to post on this board must first submit the information to the Admin. Office for approval to post. If approved for posting, the Admin. Assistant will indicate the date of removal on the poster/notice, the deadline of the event or one week after the date of the posting, whichever comes first.

2. Posters/notices are to be designated to the appropriate bulletin board.

3. There is to be no posters/notices affixed to any painted surface. If painted surfaces are used, posters/notices are to be affixed with poster putty or masking tape. No scotch tape or any like substances is to be used as it defaces the original paint work.
4. Posters/notices are not to be placed on the following:
   - Gyproc walls
   - Windows or glass
   - Doors
   - Entranceways (only on bulletin boards present)

8.0 **Financial Assistance**

8.1 **Student Loans**

Financial assistance is awarded to a student on the basis of demonstrated financial need through the Federal and Provincial Government.

During the four (4) year regular stream and two (2) year Fast Track Option of the BN(Collaborative) Program, students will complete courses that will extend beyond the normal winter and spring semester. The General Office staff will send the dates for these courses to Student Aid in early October in order for the winter & spring student loans to be assessed accurately.

Students who travel outside of Corner Brook or outside the Province for any clinical course are eligible to receive extra money for travel expenses. To receive this extra money, students are to contact Student Aid by email or fax and request an appeal of their original assessment due to extra expenses. It will be necessary for students to provide their Social Insurance Number in order to facilitate this process. The deadline for student appeals is 8 weeks before the semester end date.

*Note: The University has a normal semester end date. However, the BN (Collaborative) Program has courses that extend beyond the normal semester and this changes the semester end date for nursing students.*

**Reduced Course Load**

During the winter semester of fourth year students are required to complete NURS 4512 & 4516 for a total of 9 credit hours. In order to receive the Provincial and Federal portion of a student loan (100%), students are required to complete a reduced course load form available on the Student Aid Website [www.gov.nl.ca/studentaid](http://www.gov.nl.ca/studentaid). The General Office will also provide a letter to accompany the form verifying that although students are only required to complete 9 credit hours it is still considered a full course load. The student is responsible for sending all forms to Student Aid.

The staff of the Nursing School have no mechanism for dealing with individual loans for those students who are in the student loan program(s) of Memorial University. It is the student’s responsibility to know current policies governing funds for which he/she is eligible.

For further information consult the Student Affairs Officer, Grenfell Campus, Telephone (709) 637-6249.
8.2 Other Sources
A full list of scholarships, bursaries and awards can be found in the University Calendar. A listing of those pertinent to nursing may be obtained from the Associate Director. The criteria for eligibility are included. Application forms may be obtained from the Registrar’s Office, the Awards Office, or the sponsor.

9.0 Nursing Practice Experiences

Professional nursing is committed to providing safe, competent and ethical nursing care in accordance with the Association of Registered Nurses of Newfoundland and Labrador (2013, 2013-2018) and the Canadian Nurses Association (2008).

Nursing practice competence requires knowledge, skill, attitude, application, critical thinking and clinical reasoning/judgment. All educational experiences are designed to advance nursing practice competence and are therefore very important to the students’ overall learning. Nursing practice competence requires students to be present for and actively engaged in all planned experiences throughout the program. Any missed time/absence is a lost opportunity for the student to advance personal nursing practice competence; this can hinder development and assessment of competencies for nursing practice. A student who is not meeting nursing practice competencies due to absenteeism, regardless of the reason, risks failure in the course or may be requested to withdraw from the course as per University Calendar Nursing Promotion Regulations.

Students are accountable for maintaining their personal health and for effective time management. To ensure students are meeting the attendance expectations for each clinical course, clinical time as well as missed time/absences will be tracked in a transparent, fair and consistent manner. Any absence is considered serious in maintaining nursing competence and the student may be at risk of failing the course. Patterns of missed time will be addressed on an individual basis. Please refer to the policy in the Undergraduate Student Handbook titled “Student At Risk of Clinical Failure or Deemed Unsafe in Clinical Practice.”

The following general policies for attendance apply:

1. Students are required to attend all *scheduled learning experiences.*
2. All appointments such as dental, medical, etc. must be booked outside of regularly scheduled learning experiences.
3. Absences due to illness or other **duly acceptable cause** will be addressed on an individual basis by the Clinical Instructor and Course Leader in consultation with the Associate Director.
4. No vacation is to be taken during scheduled learning experiences.
9.1 Attendance and Absenteeism in Class, Clinical, Laboratories, Seminars and Interprofessional Education Experiences

Attendance is expected in class, clinical, labs, seminars and interprofessional education experiences. In order to achieve nursing practice competence and obtain a passing grade in each course, students must demonstrate successful achievement of the course objectives. This is difficult to accomplish if absenteeism exists, regardless of the reason. The following procedures are to be followed:

Laboratories (Labs) and Seminars:

1. Students are required to attend all labs and seminars.
2. Students must arrive on time for all learning experiences. Lateness may result in the student being denied access.
3. In the event of missed labs/seminars due to illness or other duly acceptable cause, the student must:
   a. contact the Lab or Seminar Instructor by e-mail or phone prior to the start of the session.
   b. ensure that all content and requirements are completed. It is the responsibility of each student to contact the Lab or Seminar Instructor to discuss the plan to make up the missed content.
4. Students who miss two consecutive labs or seminars in a given course due to illness must submit supporting documentation from a health professional to the Lab or Seminar Instructor. The information from the health professional as per the University Calendar must include:
   a. The degree to which the health issue is likely to have affected the student’s ability to study or attend lab or seminar.
   b. The length of time over which the student’s abilities were likely hampered by the condition.
   c. Fitness of the student to resume studies.
5. Students who miss two consecutive labs or seminars due to other duly acceptable cause may be required to submit supporting documentation to the Lab or Seminar Instructor. The documentation required will depend on the circumstances.
6. Students who miss two scheduled labs or seminars in a given course will be required to meet with the Course Leader and a Learning Plan will be put in place. The student may be at risk of failing the course.
7. Laboratory/Seminar progress will be tracked on the Laboratory/Seminar tracking form and placed on the student’s clinical file after the completion of the course.
Clinical:

1. Students are required to attend all scheduled components associated with the clinical course.
2. Attendance at orientation is mandatory as it is the foundation for the clinical experience.
3. Students must arrive on time for all learning experiences. Lateness may result in the student being denied access to clinical for that scheduled day/time.
4. In the event of illness or other *duly acceptable cause*, the student must notify the Clinical Instructor by email or phone, one hour prior to the commencement of clinical.
5. When absent, students must also phone the unit/agency to which they are assigned one hour prior to the commencement of clinical.
6. Students who miss two or more consecutive clinical days due to illness must submit supporting documentation from a health professional to the Clinical Instructor. The information from the health professional, as per the University Calendar, should include:
   a. The degree to which the health issue is likely to have affected the student’s ability to study or attend clinical.
   b. The length of time over which the student’s abilities were likely hampered by the condition.
   c. Fitness of the student to resume studies.
7. A student who misses one or more clinical days due to illness or other *duly acceptable cause* may be at risk of failing the course. The student may be required to make up the clinical hours or be required to withdraw from the course and complete the course requirements at a later date (i.e., the next scheduled offering). The course of action related to making up clinical time is at the discretion of the Clinical Instructor, Course Leader and Associate Director. The Associate Director will work with the student to facilitate an altered progression in the program.
8. In the event that the student has to make up the clinical time the school reserves the right to specify the practice area that will be utilized to provide these additional clinical practice sessions. If the school cannot financially accommodate the missed clinical hours, the student is expected to assume financial responsibility for hiring an approved clinical instructor or nurse educator at the current pay scale.
9. Flexibility on the student’s part is required in the event that the student has to make up missed clinical time. Scheduling of missed clinical time may be outside of the hours of regularly scheduled classes. Students are asked to note that all academic and clinical course commitments take priority before rescheduling of clinical time.
Interprofessional Education:

1. Students are required to attend all scheduled interprofessional education experiences.
2. Mandatory attendance policies related to clinical, labs and seminars will apply.

*Scheduled learning experiences* refers to regularly scheduled clinical, labs, seminars, and interprofessional education sessions. For class attendance requirements refer to the individual course outlines.

**Duly acceptable cause** is an extenuating circumstance other than illness where a student is obligated to be absent from mandatory scheduled learning experiences (e.g. absence due to scheduled surgery, delivery of a baby, bereavement). It does not include events such as vacation and weddings.

References:


9.1.1 Cancellation of Learning Experiences Due to Adverse Weather Conditions

Classes, labs, seminars, clinical and interprofessional education experiences attended at the School of Nursing will be cancelled when Grenfell Campus publicly announces closure due to adverse weather conditions. If students are in the clinical area when Grenfell Campus announces its closure, clinical instructors use their judgment whether to cancel or to continue with clinical for the day.

Students are expected to go to clinical if they are performing in a preceptored course (NURS 3523) or in consolidated practicum supervised by registered nurses (NURS 4512 or NURS 4516). Individual students are in the best position to determine if they are able to travel safely to the clinical setting. Students are expected to use individual discretion and not take unusual risks related to personal health or safety.
When Grenfell Campus closes, the Fast Track courses taught from MUNSON will still go ahead as scheduled. For Fast Track students enrolled in such course, a 1-800 number will be provided on the course outline to enable dial-in for the lecture.

**Note:**

1. Students do not have to leave the School of Nursing when it is closed due to adverse weather.

2. If a late opening is announced, students are expected to report to class, lab, seminars, clinical or interprofessional education sessions at the announced later time. When Grenfell Campus reopens, individual students are in the best position to determine if they are able to travel safely to the campus and or School of Nursing. Individual judgment about personal circumstances must be made so that no one jeopardizes their health and safety. If students are unable to get into clinical they cannot be penalized for missing the day but they may be required to make up the time if necessary.

Grenfell Campus closure and reopening updates can be accessed by visiting [www.grenfell.mun.ca](http://www.grenfell.mun.ca)

### 9.1.2 Cancelled Class, Clinical, Lab, Seminar, or Interprofessional Education Sessions

When seminars and labs are cancelled due to extraordinary circumstances, this time will be made up prior to the end of the class schedule. This may require that the make-up time be scheduled outside of the original course schedule.

### 9.2 Preparation for Clinical Experiences

Students are expected to prepare for client care/clinical experiences the day before the clinical practice commences. Due to the scheduling of clinical, this may require that students carry out clinical preparation on Sundays. If adequate preparation has not been done, the student may be asked to leave the clinical area/experience.
9.3 Policy Guidelines for Clinical Practice at Western Health

Students attending WRSON are considered to be affiliates of Western Health (WH). Nursing students follow all applicable policies and procedures of Western Health.

Policy

During the clinical practicum nursing students deliver care to the level of their education and to the level of their ability. It is understood that students may perform skills previously taught by faculty members, preceptors, and by other nurses.

Procedures within the scope of nursing may be performed by students if they are within the students’ skill level. The level of supervision required is determined by the faculty member, preceptor, or other nurses in consultation with the student. Once competency is determined the student is permitted to complete the procedure independently. It is the students’ responsibility to demonstrate safe, ethical, and competent practice. Procedures requiring advanced education and skill, and not performed routinely by staff nurses, are not considered to be within the scope of practice for nursing students.

To ensure continued safe, ethical, and competent practice, reassessment of a competency may be required depending on the area of clinical practice and the length of time since last completing the procedure/skill.

Nursing students are expected to follow the guidelines for professional behavior and standards of care as outlined by the ARNNL and the School of Nursing.

9.4 Policy Guidelines for Clinical Practice at Agencies other than Western Health

Guidelines are as stated above and are followed by all students; in addition, students follow the specific policies and procedures of the agency they are attending. If there is an uncertainty, the Course Leader and/or Associate Directors are notified accordingly.
9.5 Clinical Placements: Approval Criteria for Outside Corner Brook Area Placements and/or Specialty Area Placements

Placements in specialty areas and areas outside of the Corner Brook area are limited. The following criteria will be used to determine student suitability for these placements:

1. Clinical performance throughout the program will be considered in determining requests for any clinical placement.
2. Academic standing in theory courses will be taken into consideration.
3. Student must have had no previous clinical failures throughout the program.
4. Pre-clinical placement requirements must have been met within 1 month of the commencement of the placement.

* It is the decision of the School of Nursing to approve student placements and these placements may be changed at any time due to unforeseen circumstances.

9.6 Accountability

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

Students must not engage in nursing activities for which they have not had adequate preparation. Any errors or incidents which occur in the clinical area must be documented on the School’s Incident Report Form and forwarded to the Associate Director.

9.7 Confidentiality

Purpose

To outline the responsibilities of students with respect to protecting confidentiality and privacy.

Policy

Western Health and thus the School of Nursing has a legal and ethical responsibility to protect the confidentiality and privacy of all clients/patients/residents and their families. The School of Nursing also has the
additional responsibility to protect the confidentiality and privacy of all students, Western Health staff, and the staff of affiliating agencies. Any oral or written identification beyond that necessary for professional communication is considered a serious breach of ethical and legal conduct. The use of Facebook, blogs, Twitter or other social networking to share confidential information pertaining to patients/clients/residents and their families, students, faculty, staff or the School is not permitted.

All faculty, staff, and nursing students of the School of Nursing are bound by Western Health’s responsibility to protect confidentiality and privacy. In addition, the School of Nursing is a custodian under the Privacy Act and therefore must hold confidential and private all student health information. The information to be kept confidential is clearly listed in the WH Policy on Confidentiality. http://westernhealth.nl.ca/index.php/clients-patients-and-visitors/your-privacy/information-access-and-privacy-policies

While working in clinical agencies outside of Western Health, students are governed by the confidentiality policy of that specific agency.

Copies of the Oath/Affirmation of Confidentiality (form # 12 – 800) must be retained in the student’s personal file at the School of Nursing.

Students are required to:

1. Be familiar with the organization’s policies and procedures with respect to the collection, use, disclosure, storage, and destruction of confidential information.
2. Collect, access, and use confidential information only as authorized and required to provide care and perform duties to which they have been assigned.
3. Share, copy, transmit, disclose, or otherwise release confidential information only as authorized and required to provide care or perform assigned duties.
4. Safeguard passwords and user codes that are used to access computer systems and programs.
5. Identify confidential information as such when sending e-mails or when faxing or mailing information and provide direction to the recipient if a transmission is received in error.
6. Discuss confidential information only with those who require this information to provide care or perform their duties and discuss this information in an appropriate environment so that others who do not require access to this information do not hear it.
7. Continue to respect and maintain the terms of the Oath/Affirmation of Confidentiality after the affiliation ends.
8. Agree to:
a) Review this policy and sign an Oath/Affirmation of Confidentiality before commencing any clinical placements at Western Health
b) Review School’s specific information, policies, and procedures related to confidentiality (i.e., posting grades, accessing students’ files, etc.).
c) Participate in privacy/confidentiality education sessions that are offered by the organization.
d) Review the Western Health privacy and confidentiality policy on an annual basis.

9. Consult the appropriate manager, privacy coordinator (Western Health Privacy Coordinator at (709) 637-5000, ext. 5248), or risk manager regarding confidentiality issues or inquiries. (Students will also consult with clinical teacher, course leader, or manager.)

10. Report to the appropriate manager, privacy coordinator (Western Health Privacy Coordinator at (709) 637-5000, ext. 5248), or risk manager suspected breaches of confidentiality or any practices within the organization that compromise confidential information.

Procedure

Students shall:

1. Receive an initial confidentiality/privacy session as part of course NURS 1003.
2. Complete the PHIA Module through Memorial University’s D2L, Distance Education during the first semester of the Program.
3. Review this policy and sign the Oath/Affirmation of Confidentiality.
4. Review the Western Health privacy and confidentiality policy on an annual basis.

9.8 Co-assignment

Students in institutional settings are co-assigned to patients/clients with a staff member of that institution. Students are to report to these staff members on an ongoing basis and when leaving the unit at any time during the day.

9.9 Medication Pretest

Policy:

All students must write and pass a course specific in medication pre-test prior to administering any medications in clinical course following successful NURS 2004 Pharmacology and Nutritional Therapies. Prior to the preceptorship course,
students must write a comprehensive medication pre-test, which will test concepts related to all clinical areas. The pass mark for all medication pre-tests is 84%.

Any student who fails a pre-test is required to seek remedial help. The medication pre-test can be written a maximum of three times during a clinical course.

Any students who demonstrate continuing difficulty with medication pre-tests will be required to complete their clinical experiences in Corner Brook.

The following procedure applies to all medication pre-tests.

Procedure:

1. The medication pre-test will be administered by the course leader (or designate).
2. Any student who scores less than 84% will be required to work with the course leader and/or the clinical instructor to identify problem areas.
3. When problem areas are identified, the student is required to complete remedial exercises identified from sources such as faculty, the Learning Center and calculation tests prior to any subsequent rewrite.
4. There will be a maximum of one week between writings. The timing of the writings will be determined by the course leader, in collaboration with the student.
5. If the student is unsuccessful with the first rewrite, then one on one work will be done with the course leader or clinical instructor, to identify problem areas and to develop a plan for further practice prior to the second rewrite.
6. Any student who fails the second rewrite will be unable to give medications in their clinical course. This will mean that the student will not meet the clinical objectives and will not pass the course.

9.10 Safe Medication Practice

In keeping with the recommendations of the Institute for Safe Medication Practices (ISMP) and to give direction on the safe administration of medications, students are required to follow agency policies regarding any procedures and precautions that are required for medication administration. For the Western policy on high alert medications, please see policy #15-03-120 (Medications – High Alert).

Students are required to complete an independent double check (verification) with a Registered Nurse prior to the administration of:

- **ALL** Anticoagulants administered via any route.
In keeping with the recommendations of the ISMP and agency policy students are also required to complete an independent double check (verification) and double signing with a Registered Nurse prior to the administration of the following medications:

- **ALL** Narcotics via any route
- **ALL** Other High Alert Medications for the detailed list of High Alert Medications please check policy #15-03-120 (Medications – High Alert). Appendix A or the High Alert Double Check Poster available on the intranet.

**DEFINITIONS**

**Detailed Calculation**: Where a mathematical process, beyond the basic formula (desired dose divided by the on-hand dose equals amount given to client) is used to determine drug dosage or rate of infusion. These calculations may involve a) ratios and proportions, b) fractional equations, c) dimensional analysis, d) body weight, e) body surface area, or f) any combination of these calculations.

**Double signing**: Both health care providers involved in verification of medication sign the medication record (manual or electronic). The first signature indicates that the medication was checked and administered, the second signature indicates the medication was double checked.

**High alert medications**: High alert (or high risk) medications have a very narrow margin of safety and have the potential to cause severe patient harm when used in error.

**Independent Double Check (Verification)**: This is a safety process to prevent errors whereby a second health care provider conducts an individual check to verify medication information (e.g. dose, medication, route of administration, rate of administration, infusion pump settings, lot number, expiry date, etc.) before a medication is administered. For example, one health care provider checks the order calculates and prepares a dose and another independently (without looking at the other health care provider’s information) checks the order, performs the calculation, and matches the results. The medication is only given when the results of the two independent checks are an exact match.

**9.11 Professional Appearance Policy**

The public, the Nursing profession, and the agencies, with which Western Regional School of Nursing has contractual agreements, all expect students in the Bachelor of Nursing (Collaborative) Program to portray a neat and well-groomed appearance. A professional image communicates respect and caring and inspires
confidence and trust with clients and others. The School of Nursing requires that nursing students follow this Professional Appearance Policy.

**Identification**
The photo ID must be worn at all times when in the clinical practice areas. The ID must be attached to clothing, as opposed to suspended around the neck, for safety and infection control purposes.

**Uniform**
- All students will wear a uniform that can be either white with white, navy blue with navy blue, or white with navy blue. These colors are identified as colors of the WRSON school uniform and can be purchased as pants/skirt/top, scrubs or dress. Uniforms may be worn to and from the clinical area provided they are covered when exposed to outside elements.
- No visible shirts are to be worn under the uniform that extends beyond the uniform.
- The uniform will be clean, ironed, and in good repair. The uniform fit must allow for reaching and bending without exposing skin.
- Pants are to be hemmed and should not touch the floor (no rolled ankle cuffs).
- A white or navy blue warm-up jacket may be worn. Warm up jackets are not to be worn at the bedside when delivering patient care.
- White socks, panty hose or tights are to be worn with uniforms.
- For safety reasons keys, pens or stethoscopes are not to be worn around the neck.
- When a student is in the clinical practice area in street clothes (i.e. data collecting, classroom assignments, community agency), all attire, including footwear, must be professional (no t-shirts, sweat shirts, sweat pants or jeans). Student ID must be worn.
- Warm-up jackets or a white laboratory coat must be worn over street clothes when students are obtaining clinical assignments.

**Shoes**
- Shoes are considered part of the uniform and must be all white.
- Shoes and laces must be kept clean.
- The school does not require a specific style of shoe; however, they must be enclosed at the toe and heel.
- Shoes purchased specifically for clinical practice must be worn in the clinical area(s) and are not to be worn outside.

**Jewelry**
- Rings, bracelets or wrist watches are not permitted to be worn when providing nursing care.
- A lapel watch with a second indicator is required.
- One pair of small studs or sleeper earrings is allowed—one earring per ear.
• All other visible piercing must be removed; tongue rings should be replaced with a clear spacer.

Make-up
• Make-up, if worn, is to be subdued.
• No perfume or aftershave is permitted to be worn in the clinical area or at WRSON. Lotions, soap, hairspray and deodorants used must be unscented.
• Nails are to be clean, short and unpolished. No artificial nails are permitted.

Hair
• Hair is to be neatly styled and worn off the face and collar.
• Ponytails are not permitted.
• White or neutral color hair accessories may be worn to style hair.
• Men are to be clean-shaven or have facial hair trimmed.

Other Professional Attire

When assigned to clinical practice in community agencies and within some hospital units, students may not be required to wear the standard uniform. Within these settings professional attire is expected. Faculty, during orientation, will advise students as to the appropriate professional attire.
• Students are expected to adhere to jewelry, make-up and hair policies as above.
• Suitable professional attire includes casual/dress pants (not low rise), skirts knee length or longer, non-see-through blouses and casual/dress shirts.
• Unsuitable attire includes clothing that is excessively tight or baggy, form fitting, that exposes undergarments or which could be perceived as sexually provocative to a reasonable person. Low necklines are inappropriate.
• Spandex, jeans, sweatpants and shorts are unacceptable. However in some community agencies jeans are permitted e.g. working with youth in a community center, however, jeans with rips are not appropriate. The decision to wear jeans will be based on individual discussions with faculty and agency staff.
• Clothing must be neat, clean and free from offensive odors.
• Clothing must be in good repair and properly fitting such that their use does not expose/create a potential hazard to employees.
• Any type of shirt with logos, slogans, pictures, art and/or other written messages that do not depict a professional image must not be worn.
• Suitable footwear includes casual shoes with enclosed toe and heels. Clogs, sandals or high heeled boots are not appropriate.
9.12 Evaluation of Student Performance

There will be regularly scheduled evaluations of the clinical performance of each student during the semester. Evaluative criteria will be provided at the beginning of each course. Please refer to the document Guidelines for Clinical Evaluation.

9.13 Student At Risk of Clinical Failure or Deemed Unsafe in Clinical Practice

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 he/she progresses through the course and to meet the clinical practice expectations described in the course outline*.
3. Students are expected to prepare for clinical practice in order to provide safe and competent care. Preparation expectations are detailed in the course outline*.

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

Definitions

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

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

The School of Nursing recognizes the importance of identifying students who are at risk of failing a clinical course or who are deemed unsafe in clinical practice. Once the student has been identified as at risk or unsafe, through an occurrence or a pattern of behaviour*, a process is put in place to assist the student towards achieving competent and safe practice. If the at risk student’s performance does not improve, the student will fail the clinical course. If the unsafe student’s performance does not improve and continues to place himself or herself or others at harm or potential harm,
the student will fail the clinical course and the university calendar nursing promotion regulation will apply (see current University Calendar, SON, Promotion Regulations).

**Procedure for the At Risk Student**

**The Faculty Member:**

1. Identifies the occurrence or pattern of behaviour* that places the student at risk of clinical failure and arranges to meet and discusses the same with the student as soon as possible.
2. Informs the Course Leader and, at any point in the procedure, the course leader may inform the Associate Dean/Director or designate.
3. Documents, within 48 hours, specific information about the area of concern (e.g. criteria not being met due to an occurrence or pattern of behaviour). Documentation must include date and time when the student was originally informed of the occurrence or pattern of behaviour and the verbal feedback given to the student.
4. Meets with the student as soon as possible to review the documentation. Signs and dates the documentation.
5. Collaborates with the student to develop a Learning Plan to address his/her deficiencies in meeting the standards of nursing practice and or competencies as outlined in the Nursing Practice Appraisal Criteria and or other course designated evaluation criteria. The plan provides specific details outlining the objectives, strategies (e.g. Return to the lab for instruction and review; review specific theory before next clinical day, follow up meetings with faculty), outcomes, and timelines that the student will have to meet. The consequences of failing to meet criteria will be outlined in the Learning Plan, e.g. removal from clinical unit or failure of the course.
6. Informs the student that his/her clinical performance will be evaluated for consistent and sustained improvement in accordance with the Learning Plan.
7. Advises the student that the consequences of failing to demonstrate consistent and sustained improvement in nursing practice will result in a failed grade.
8. Holds periodic meetings with the student to discuss progress toward meeting the Learning Plan objectives.
9. Documents supporting evidence of the student’s ongoing clinical performance in relation to meeting the standards of nursing practice and or competencies as outlined in the Nursing Practice Appraisal Criteria and or other course designated evaluation criteria.
10. Determines if the student passes or fails the course in consultation with the course leader, Associate Dean/Director or designate.
The Student:

1. Meets with the faculty member to review the documentation.
2. Signs the form to verify he/she has read the document. The student’s signature does not mean that they agree with the documentation but that it was discussed with him/her.
3. Responds in writing to the documentation, if desired, within 48 hours of receiving the document. It is recommended that the student discuss his/her perceptions of personal performance and how it relates to the standards of nursing practice and or competencies as outlined in the Nursing Practice Criteria and or other course designated evaluation criteria.
4. Collaborates with the faculty member to develop a Learning Plan to address his/her deficiencies to meet the standards of nursing practice and or competencies.
5. Acknowledges in writing that he/she is willing to participate in this Learning Plan.
7. Consults at any point in the procedure with individuals such as the course leader, individuals from counselling service and/or Associate Dean/Director or designate.

Procedure for the 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 Associate Dean/Director or designate as necessary.
3. Documents specific information about the unsafe situation/event/behaviour. Documentation must include how the occurrence or behaviour failed to meet the standards of nursing practice and or competencies as outlined in the Nursing Practice Appraisal Criteria and or other course designated evaluation criteria. Documentation includes date and time when the student was originally informed of the occurrence or behaviour and the verbal feedback given to the student.
4. Meets with the student as soon as possible to review the documentation.
5. Signs and dates the documentation.
6. Collaborates with the student to develop a Learning Plan to address the unsafe practice or behaviour. The plan provides specific details about the objectives, strategies (e.g. return to the lab for instruction and review; review specific theory before next clinical day, follow up meetings with faculty), outcomes, and timelines that the student will have to meet. The consequences of failing to meet criteria outlined in the Learning Plan will be clearly outlined, e.g. result in a failed grade in the course and/or implementation of the university
calendar nursing promotion regulations (see current University Calendar, SON, Promotion Regulations).

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

8. Informs the student that the consequence of failing to demonstrate consistent and sustained improvement in nursing practice will result in a failed grade.

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

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

11. Determines if the student passes or fails the course in consultation with the course leader and Associate Dean/Director or designate as necessary.

12. The Associate Dean/Director consults with the Committee on Undergraduate Studies, at any point, as necessary, to review the unsafe clinical practice of the student. The committee will make a determination as to whether the unsafe practice requires that the student be required to withdraw from the nursing course and or from the program as per the university calendar nursing promotion regulation.

The Student:

1. Meets with the faculty member to review the documentation.

2. Signs the form to verify he/she has read the document. The student’s signature does not mean that he/she agrees with the documentation but that it was discussed with him/her.

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

4. Collaborates with the faculty member to develop a Learning Plan to address his/her deficiencies to meet the standards of nursing practice and or competencies.

5. Meets all components outlined in the Learning Plan.

6. Acknowledges in writing that he/she is willing to participate in this learning plan.

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

8. May appeal the decision if it is determined that unsafe behaviour requires him/her to be withdrawn from the nursing course and or from the program, as per the calendar regulations (see current University Calendar, General Academic Regulations, Appeal of Regulations).
* Note: In relation to the standards of nursing practice and or competencies as outlined in the Nursing Practice Appraisal (NPAF) criteria and/or other course designated evaluation criteria.

References


WESTERN REGIONAL SCHOOL OF NURSING
STUDENT LEARNING PLAN

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PART 1

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

Learning Plan

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<th>Objective</th>
<th>Strategy</th>
<th>Expected Outcome</th>
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Results of failing to meet Learning Plan objective(s) by the stated timeline(s).

Signatures Required:

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EVALUATION OF STUDENT LEARNING PLAN

PART II

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<tr>
<th>Learning Plan Objective</th>
<th>Evaluation</th>
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Faculty Comments:

Student Response:

Further action required: Yes __________ (Explain)               No __________

Signatures Required: The student signature is required.

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9.14 Protocol for Clinical Visits

When attending a clinical agency to visit clients or review records, a student seeks out the nurse in charge of the unit (or patient/client) and provides a full introduction including name, school, course, and purpose of the visit. If there are difficulties in fulfilling the mission, the clinical instructor is contacted. A warm-up jacket or white laboratory coat, identification tag, and photo ID must be worn during the visit.

9.15 Access to Client Records

If a student requires information from charts in the medical records departments of affiliating hospitals, a written request must be signed by a faculty member before the student will be given access to the file.

9.16 Clinical Attendance during Appeals

Students may not attend a clinical course when an appeal affecting their status in the course is in progress. Time missed because of the appeal, will be made up once the student is registered for the course.

9.17 Safe Patient Handling and Movement

Policy

This policy describes ways to ensure that clinical staff uses safe patient/resident handling and movement techniques on all units, designated as high-risk for patient handling and movement.

Guidelines

Faculty, students and staff will follow WH’s Client/Patient/Resident Care Programs and Services Policy 15-01-52 titled “Safe Patient/Resident Handling in Acute and Long Term Care” available on the Western Health’s Intranet.

1. Students are required to:
   - Attend training on Safe Patient Handling and Movement. This session will take place in NURS 1017 in Year 1 and followed up as required prior to each subsequent clinical course.
   - Complete a Safe Patient Handling and Movement refresher before commencing clinical if they are delayed in progressing in the program.
2. **Faculty members are required to:**
   - Ensure that students are updated regarding Safe Patient Handling and Movement prior to all clinical experiences.
   - Review common lifts pertinent to the clinical area.

3. **Administrators are required to:**
   - Follow policy details for Managers and Supervisors in WH’s Policy 15-01-52 as appropriate.

### 9.18 Mask Fit Testing

**Purpose**
To reduce the risk of respiratory hazards to faculty members, staff and students.

**Policy**
See Western Health’s Organizational-Workplace Health & Safety Policy 3-01-55 (available on the Western Health Intranet). To ensure compliance with this policy the School of Nursing will have all students N-95 mask fit tested prior to any clinical experience in Year 1 of the program and re-fitted in Year 3. Faculty and staff will also be fitted and re-fitted according to policy. Individuals will receive a wallet sized card with their mask type and date of fitting identified. The information on the fit testing will be entered into the database maintained by Employee Wellness. The procedure outlined below will be followed.

**Roles of Administrators**

Administrators will:
   - Follow the policy as established by Western Health.
   - Ensure that students, faculty and staff have opportunities provided so that they are N-96 Fit Tested at regular intervals.
   - Ensure there is a designated and approved Fit Tester to Fit Test students, faculty and staff. (Students may be recruited, trained, and paid to perform these duties).
   - Designate a faculty member who will take responsibility for the maintenance of the testing equipment and the scheduling of Fit Testing at the School of Nursing.

**Role of Faculty, Staff and Students**

Faculty, staff and students will:
   - Follow the roles as set down for employees in WH’s Policy 3-01-55.
Role of Fit Testers

Fit Tester must:
- Follow the roles as set down for Fit Testers in WH’s Policy 3-01-55.

Role of Employee Wellness
- As stated in WH’s Policy 3-01-55.

Procedure
- Fit Testing is mandatory and is carried out in the fall semester targeting Year 3 students and any faculty, staff or Year 4 students requiring Fit Testing.
- Fit Testing is also carried out in the winter semester targeting Year 1 students and if necessary, any faculty, staff and Year 2 students requiring Fit Testing.
- Individuals are to be clean shaven prior to Fit Testing or prior to commencement of a shirt where they are required to wear a respirator.
- All individuals tested will receive a wallet sized card identifying their respirator mask number and the date of the testing. This is to be retained for future use.
- Graduates from the School of Nursing are responsible to let their employers know when they need to be re-tested.
- All individuals will comply with policy number: WH’s 3-01-55 (Occupational Health & Safety-Employee Respiratory Protection Program) available on Western Health’s Intranet.

9.19 Blood Glucose Monitoring

Purpose:
To outline the roles and responsibilities of faculty, staff and students in blood glucose monitoring.

Policy:
In compliance with Western Health Glucose Monitoring at Point of Care Policy #15-01-130 faculty and students will complete the *Precision Xceed Pro Glucose and B-Ketone Monitor* Training. Students will maintain certification through performing a minimum of 5 patient tests every 12 months, and through completion of a quality control test during the first applicable clinical course per semester throughout the program. Failure to complete annual certification requirements will result in the student or faculty member being locked from the use of glucose meters, and the student or faculty member will be required to repeat completion of the training program.

Procedure:
Faculty must:
- Deliver the *Precision Xceed Pro Glucose and B-Ketone Monitor* Training program to first year students within the NURS 1017 Fundamental Psychomotor Competencies course (Note: Faculty delivering the initial training program must have completed the *Precision Xceed Pro Glucose and B-Ketone Monitor* Super User Training).
- Ensure students complete Western Health’s *Precision Xceed Pro Glucose and B-Ketone Monitor Competency Initial Assessment form and Competency Assessment Quiz*.
- Deliver *Competency Initial Assessment forms, Competency Assessment Quizzes, and* the printed list of student names and numbers to the Point of Care Coordinator, Western Health, who is responsible for the input and removal of student names and numbers within the blood glucose monitoring system.
- Ensure students complete re-certification requirements within each designated clinical course.
- Maintain certification in compliance with Western Health Policy.

Staff Must:
- Complete a document in September of each academic year listing the names and corresponding 9 digit student numbers of the first year class.
- Inform Point of Care Coordinator, Western Health, in May of each academic year of the names of all graduates to be removed from the glucose monitoring system.

Students Must:
- Complete the *Precision Xceed Pro Glucose and B-Ketone Monitor* Training program.
- Complete Western Health’s *Precision Xceed Pro Glucose and Ketone Monitor Competency Assessment Quiz* and achieve a grade of at least 85%.
- Complete Western Health’s *Precision Xceed Pro Glucose and Ketone Monitor Competency Initial Assessment form*.
- Perform blood glucose monitoring as per agency policy.
- Maintain certification through completion of at least 5 patient tests every 12 months, and through completion of 1 quality control test (includes testing both high and low level solutions) during the first applicable clinical course of each semester throughout the program.
9.20 Expenses

Students are personally responsible for expenses incurred for travel to and from clinical agencies both in and outside the province.

9.21 Insurance Coverage

If a legal question arises out of a student action, the matter will be referred to the School’s insurance advisers.

9.22 Cameras in Clinical Settings

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

9.23 Other Supplies

9.23.1 Watch

A watch that enables you to count off 60 seconds is required.

9.23.2 Clinical Equipment

All students must have their own stethoscopes, pen lights and bandage scissors.

When you bring personal equipment such as stethoscopes and bandage scissors in the clinical areas, you should clean them with Accel or Virox wipes. These wipes are found in each clinical area. Any patient that is suspicious of a communicable disease such as H1N1 or is on Isolation Precautions, your personal equipment should be cleaned after usage. There may be other situations that require cleaning after usage and one example of this would be taking a blood pressure on an arm that is excoriated.

9.24 Money in Clinical Areas

Students are advised not to take more money than they require for the day to the clinical area. In most clinical areas there is nowhere to store purses. Money, cheque books and credit cards are never left in lockers, whether in a clinical area
or in the School. If money, cheque-book and credit cards are needed, they are to be kept on your person at all times.

9.25 Approval Criteria

Approval Criteria for Outside Corner Brook Area Placements and/or Specialty Area Placements

Placements in specialty areas and areas outside of the Corner Brook area are limited. The following criteria will be used to determine student suitability for these placements:

1. Clinical performance throughout the program will be considered in determining requests for any clinical placement.
2. Academic standing in theory courses will be taken into consideration.
3. Student must have had no previous clinical failures throughout the program.
4. Pre-clinical placement requirements must have been met within 1 month of the commencement of the placement.

*It is the decision of the School of Nursing to approve student placements and these placements may be changes at any time due to unforeseen circumstances.

10.0 Smoke Free/Scent Free Policy

Western Health is Smoke Free. If you notice someone smoking on the property, please give them one of the Smoke Free cards as an encouragement not to smoke. The cards will be kept close to main entrances. This smoke free policy also pertains to students during home visits. For further information, please refer to www.westernhealth.nl.ca/uploads/PDFs/Western_Health_Smoke-Free_Properties_Policy.pdf.

Western Health is Scent Free. Because of the serious effects scented products have on individuals, all students of the School of Nursing must comply with this policy. Please refrain from wearing perfume, cologne, scented personal care products such as deodorant, aftershave, lotion, hair products and so forth. Students who return to class, lab, or clinical with an intensified smoke odor on their clothing due to smoking in a confined space are reminded of Western Health’s Scent Free Policy and may be asked to leave class, lab, or clinical. Students who do not adhere to the Scent Free Policy will meet with the School’s Director of Nursing and progression through the program may be jeopardized.

11.0 First Aid/CPR (BCLS – HCP)
Students are expected to be certified upon admission to the Nursing School. Students who are not already certified will be required to take these courses on their own time, during the first month of classes.

The First Aid course is valid for three years and students are not required to update their First Aid Certificate while in the program.

Students must renew their CPR-HCP certification on an annual basis. If current certification is not ensured, then students may be asked to leave clinical and complete the required certification in a timely manner. Students unable to meet the requirements may be delayed or prevented from completing the Nursing Program.

Students are responsible for obtaining recertification at their own expense. In addition, students are responsible for maintaining the original copies of these certificates as they are required to be produced throughout the program. A photocopy of the certificates is kept on the students file in the General Office.

12.0 Certificate of Conduct/Child Protection Records Check

Students are required to have a current Certificate of Conduct to include the vulnerable populations’ category and this is available from the RCMP or RNC upon admission to the School of Nursing. A student is required to submit a new certificate of conduct upon returning to the program following:

1. An approved leave of absence.
2. Delayed progression due to failed courses.
3. Required to withdraw and reaccepted back into the program.

To facilitate clinical placement in child care facilities for NURS 2514, all students are required to have a Child Protection Records Check at the beginning of second year.

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

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

13.0 Math Placement Test
Upon being accepted into the 4 year program BN (Collaborative) Program and the Fast Track Option, students have to complete a Math Placement Test (MPT) by the end of the first day of classes.

An acceptable level of mathematical proficiency is required as a prerequisite for NURS 2004 Pharmacology and Nutritional Therapies to ensure accuracy in calculating medication dosages in this course. Therefore, one of the pre-requisites that must be satisfied before you take NURS 2004 is the achievement of a score of at least 50 on the MPT. If the student does not achieve this score, they must demonstrate successful completion of Math 102N Mathematics Skills Program for the BN (Collaborative) Program through distance learning at Memorial University before taking NURS 2004 Pharmacology and Nutritional Therapies. For students in the 4 year program, it is highly recommended that you complete this course before the end of intercession in Year One. For students in the Fast Track Option, this course must be completed by the end of the fall semester in Year One.

If students have already taken 3 credit hours in university mathematics (excluding Statistics 2500) and has achieved at least a 50% in that course, the student does not have to take the MPT. Proof of completion of the Math course is required. If you have completed the Math course at another university or college, a transfer credit is required.

14.0 Textbooks, Used Texts, Lockers, Mailboxes, Microlock Cards, and E-Mail

14.1 Textbooks

Students are encouraged to purchase textbooks that are essential to courses. These textbooks are available in the Bookstore at Grenfell Campus.

14.2 Used Texts

Students may consider buying used textbooks for some courses to help reduce costs. Ensure the edition of the used text is the same as the one required by the faculty member. Required textbooks may change at the discretion of the faculty member.

14.3 Lockers

Students rent lockers for storage of personal belongings at the School of Nursing. Information on lockers is available from Shelley Blackler via email shelleyblackler@westernhealth.nl.ca
14.4 Mailboxes

Only residents of Monaghan Hall are required to purchase a mailbox.

14.5 Photo ID Card

All students must purchase a photo ID card which is required to complete clinical at Western Health and allows access to Monaghan Hall after hours. The photo ID access card is to be returned to Residential Services at the end of the program. If you lose your card it will cost $10 to issue a replacement.

14.6 E-mail

All students are issued an e-mail account through Grenfell Campus. It is required that students obtain this account and check it frequently, as this is the main means of communication within the School.
14.6.1 Email Etiquette 101

What’s in a name?

Take a look at your email address. Are you amz45%#*@@mun.ca? This does not tell the recipient who you are. Be sure to include your name and the class name. You can also use a signature that includes your name and contact information.

Attachments

If you’re sending in an assignment as an attachment, please identify the attachment in the email or the subject line. Be sure to include the attachment as well.

Don’t leave the subject line blank

This may cause your email to be targeted by spam, and your email may get deleted. Use the subject line to indicate content and purpose. Don’t just say, “Hi!” or “From Sare.” Try “NURS 1234 student assignment instead.

Common courtesy

Use formal modes of address (such as Dr. or Professor So-and So) unless you are absolutely certain that informality is acceptable to the receiver(s). Sending an email to a professor is the same as writing a business letter when applying for a job.

Say please and thank you

And your point would be?

When possible be brief. Most people don’t have a lot of time, so if you want your recipient to pay attention to your message, make sure you get to your point as quickly as possible. However, don’t leave out important details.

Spelling counts….

Use your spell checker or a dictionary. Don’t try to guess the spelling of a word. Look it up.

And so does grammar

Good grammar is important. Slang is not okay and under no circumstances should you use offensive language.

Proof-read. It only takes a minute to ensure your spelling and grammar are correct. Errors only make you look careless.

Plz don’t abbrvt.

Email is not texting. U instead of you, and plz instead of please are fine for personal email and texting but they are not professional. Stay away from abbreviations and don’t use emoticons (i.e. smiley faces).

Have I used the appropriate tone?

Make sure your tone is polite and friendly.

Avoid over using punctuation marks!!!!!!

Remember that email isn’t private.
Never put in an email message anything that you wouldn’t put on a postcard. Remember that email can be forwarded, so others may see it. When reading emails treat them as if they are private messages (unless you know you are allowed to share it with others). **Don’t use email to avoid personal contact.**

Don’t forget the value of face-to-face or even voice-to-voice communication.

**Do Not overuse URGENT or high priority**

Only use urgent and important if the message really is such. By overusing this, just like the boy who cried wolf, it will lose its function when you really need it.

**Avoid fancy formatting**

Changing fonts and colours, inserting bullet lists, or using HTML can make an email look bizarre or render it unreadable for the recipient. Keep it simple.

**Schedule time to reply**

Emails arrive instantly, and the sender knows this. People typically expect a quick response, so schedule times to read and respond to emails, especially to an account you use for professional purposes (such as your MUN account). Keep in mind, this may be the only contact information some people at the university have for you.
15.0 Technology Use in Classrooms, Laboratory/Seminar, Clinical and Examinations

This policy provides guidance concerning appropriate behavior with respect to the use of technology in classrooms, seminar rooms, laboratories, clinical areas, and during examinations. Common sense, respect for others and for the learning environment of the Western Regional School of Nursing are the overriding principles guiding this policy.

In case of an emergency or an extenuating circumstance, the student may possibly be reached by contacting the General Office at 637-5489. Given the nature of the nursing program and the fact that students may not always be in the building, the School of Nursing staff or faculty are not responsible for tracking students, and may not be able to do so, even in the case of an emergency situation or an extenuating circumstance.

Definition

All references to technology in this document refer to devices such as, but not limited to: cellular phones, smart phones, IPads, tablets, playbooks, Ipods, pagers, and MP3 players.

Policy

Students are expected to adhere to Western Health’s Use of Cellular Telephones in Acute Care and Long Term Care Facilities – Staff and External Care Providers Policy 5-01-20 when practicing in the clinical areas.

Students must adhere to agency policy, regarding the use of technology, when practicing in community settings or outside Western Health agencies.

Nurse educators and instructors may use technology to facilitate and enhance learning, but may also limit or prohibit the use of technology. Expectations for technology use in the classroom, laboratory, clinical area, community agency, and during examinations will be included in course outlines.

Use of Technology in Classrooms, Seminar Rooms, and Laboratories

Appropriate use of technology in the classroom is a matter of respect, both for the educator and for the learning experiences of students. The use of laptops during class for personal internet activity, messaging, email, or games is inappropriate in the learning environment. Out of consideration for other students, all technological devices must be switched off or put in a "silent" mode during class. Cellular phone conversations are not permitted within the classroom. Texting and use of any social media, such as Facebook and Twitter, is not permitted within the classroom. In extenuating circumstances, if students are expecting an important call or message, they must seat themselves near an exit and leave the classroom quietly in order to minimize interruptions.
The noise from laptop computers can be a source of distraction in the classroom. Students using computers should sit in an area of the classroom which minimizes the disruption to other students. In no circumstances should cords be stretched across aisles or other areas where students walk. If plugs are not available beside student seats, as may be the case in some classrooms, the computers will have to operate on batteries. Western Regional School of Nursing does not provide extension cords or power bars.

Disregard for these guidelines or repeated actions which are inconsistent with these guidelines may lead to appropriate consequences and will be referred to the administration of the school.

Use of Technology During Examinations

Any use of technology in examinations is prohibited, except for electronically-formatted exams. Cell phones and other communication devices are not an acceptable "time-keeping" device or calculator during exams. Cell phones are not permitted in the examination room.

Any students caught using a technological device, without authorization, during exams constitutes academic dishonesty and is subject to appropriate sanctions as described in policy 2.4.12.2 Academic Dishonesty: Offences of Memorial University’s Calendar.

16.0 Student Records

16.1 Student Files

All documentation concerning a student’s progress through the program is kept in the student’s file. Students should know that this information is used by the faculty for the following purposes:
• Eligibility for admission to and promotion in the program,
• Assessment of special needs or circumstances relevant to the student’s progress.
• References to potential employers and/or admission to graduate studies.

16.2 Content of Student Files

• Application form
• Personal statement
• Transcript of high school leaving marks
• Transcript of university grades
• Student progress sheet
• Clinical evaluations by faculty and preceptors, including sites of activity
• Waiver forms
• Letters of reference
• Certificate of conduct
• CPR Certification
• Standard First Aid
• Copies of all correspondence sent to the student
• Math Placement Test results
• PHIA Certificate

16.3 Student Change of Name

When there is a change in the student’s name, that student is responsible to notify the General Office. When female students marry, the General Office staff will add the married name to the student’s surname on their file (hyphenated). All records will be filed in this manner.

16.4 Access

A student has the right to view his/her file in the presence of a faculty member or the executive secretary.

16.5 References

Students must always obtain permission from a faculty member prior to submitting the name of that person to provide a reference, whether it is for employment between semesters, after graduation, or for any other reason.

17.0 Academic Matters

17.1 Regulations

The Nursing School is governed by the rules and regulations passed by the Senate on all academic matters and are outlined in the Memorial University Calendar. Students must become familiar with the academic regulations pertaining to their program and are advised to make a point of reading the following:

General Academic Regulations (Undergraduate)

• Classification of Students
• Degree and Departmental Regulations
• Residence Requirements
• Registration
• Attendance
• Evaluation
• Examinations
• Grading
Students are required to complete the last 30 credit hours at Memorial/Grenfell Campus. Please see Calendar for exceptions.

**Bachelor of Nursing (Collaborative) Program Regulations:**

- Description of Programs/Registration Examinations
- Admission/Readmission Regulations
- Program Regulations/Suggested Sequencing of Courses
- Promotion Regulations
- Waiver of School Regulations
- Supplementary Examinations
- Appeal of Regulations
- Course Descriptions

*Note: Refer to the University Calendar of website [www.mun.ca/regoff/calendar/](http://www.mun.ca/regoff/calendar/) for further information.

Any student who wishes to initiate an appeal of nursing courses should submit the appropriate information to:

Cathy Stratton  
Associate Director  
Office 96, Western Regional School of Nursing  
cstratto@grenfell.mun.ca

**17.2 Evaluations**

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

- Faculty evaluation - 11th week of the semester
- Course evaluation - 12th week of the semester

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

17.3.1 Policy

Any student receiving a grade of 60% in a Nursing course is eligible to write a supplementary examination in that course. Only three supplementary examinations in nursing courses can be written during the program.

17.3.2 Guidelines

1. Supplementary examinations are allowed only in nursing courses that have a written final examination.
2. Supplementary examinations will have the same weight as final examinations for the course in determining whether the student achieves a passing grade for the course.
3. Any student writing a supplementary examination can only obtain a maximum grade of 65% in the course.
4. Supplementary examinations will be written no later than the first week of the semester immediately following the one in which the course was failed. Normally they should coincide with the writing of deferred examinations in courses where deferred examinations are granted for the semester in question. Grade for supplementary examinations must be received by the Registrar’s Office within one week following the completion of the examination.
5. A student may write a supplementary examination for any one course only once.
6. If it is mathematically impossible to achieve a passing grade in a course, then the student will not be granted a supplementary examination.
7. There is a $50.00 fee for supplementary exams payable to the School of Nursing. This fee must be paid at the General office in the School before the exam is written.

17.3.3 Procedure

Students who wish to write supplementary examinations must e-mail the Associate Director within one week of release of grades.

If the student meets the requirements as set out in the calendar, this request is passed on to the appropriate course leader. Supplementary exams are normally written on the weekday immediately prior to the first day of classes in the Winter Semester or Spring Semester or during the first week of extended practice courses.
17.3.4 Notification of Failure in Nursing Courses

The following outlines the process for notification of students who fail a nursing course(s):

**Fall Semester Failure**

Students who fail a Fall Semester nursing course will receive their grade via web access once grades are officially released by the University. Students must **not** telephone the Associate Director or their course leader for their grades.

**Winter Semester Failure**

Students who fail a Winter Semester nursing course will receive notification via their SWGC e-mail accounts once the grades are approved by the Director. The e-mail notification will also include notification of supplementary exam eligibility or ineligibility. First, second, and third year students who are ineligible for a supplementary exam in a required course or who fail a supplementary in the course will not be permitted to complete NURS 1520 or NURS 2520 or NURS 3523. **All students should check their e-mail Grenfell Campus accounts daily for the first week following their last nursing exam. Only failed grades will be released via e-mail.** Students must **not** telephone the Associate Director or their course leader for their grades.

**Student Decision Making in the Event of A Failed Nursing Grade**

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

**Students who do not have access to the web during the Christmas break are expected to have a hardcopy of the current University Calendar in their possession.**

What to do in the case of a failure in a nursing course if you are a student in:

a) **The generic/regular four year stream of the BN (Collaborative) Program:**

1. ACADEMIC STANDARDS AND PROMOTIONS of the BN (Collaborative) Program, as outlined in the University Calendar, identify a passing grade as 65%. Therefore you have failed a nursing course if this grade is not achieved.
2. If your grade is 59% or less, you will have to repeat the course next year. If the failed course is a pre-requisite to Winter Semester course(s) such as NURS 1520 or NURS 2520 or NURS 3523, you will not be able to take those courses. You can determine pre-requisites by referring to the course list at the end of the School of Nursing section in the University Calendar. **If you are a student in this situation, please make an appointment immediately with the Associate Director, Cathy Stratton (cstratto@swgc.mun.ca / phone 637-5000, ext. 5320), in order to be advised about a new program of studies plan.**

3. If your grade is between 60% and 64%, you may be eligible for a supplementary exam.

- Only three supplementary examinations in nursing courses can be written during the program.
- If you have written fewer than three supplementary exams and your grade is between 60% and 64%, send the Associate Director an e-mail stating your intent to write a supplementary. There is a fee for writing a supplementary. Fees can be found on the website [http://www.mun.ca/regoff/calendar/](http://www.mun.ca/regoff/calendar/) under University Regulations: FEES AND CHARGES PERTAINING TO APPEALS. **Please note:** If you are paying the fee in cash, it can be paid to the General Office, WRSON, one hour before the writing of the exam. If you are paying the fee by credit card, it can be paid to the Business Office, first floor of WMRH, one business day before the writing of the supplementary. **The fee must be paid before the supplementary exam writing and receipt of same shown to the invigilator of the exam.**

- If you have already written three supplementary exams, you are not eligible to write a fourth one. If this represents your situation and the failed course is a pre-requisite to Winter Semester course(s) such as NURS 1520 or NURS 2520 or NURS 3523, you will not be able to take those courses. **If you are a student in this situation please make an appointment immediately with the Associate Director, Cathy Stratton.**

- A student may write a supplementary examination for any one course only once. If you have already written a supplementary exam for the failed course in a previous year, you are not eligible to write another supplementary in the same course. A
second failure in a given nursing course requires withdrawal from the BN (Collaborative) Program.  

**If you are a student in this situation please make an appointment immediately with the Associate Director, Cathy Stratton.**

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

4. Supplementary Exam Dates will be communicated to all students via e-mail before the last class day each semester. Fall semester supplementary exams will normally be scheduled the week preceding the start of Winter Semester. Winter Semester supplementary exams will normally be held within a week of the last nursing exam.

b) **The Fast Track Option the BN (Collaborative) Program:**

1. ACADEMIC STANDARDS AND PROMOTIONS of the BN (Collaborative) Program, as outlined in the University Calendar, identify a passing grade as 65%. Therefore you have failed a nursing course if this grade is not achieved.

2. If your grade is 59% or less, you will have to withdraw from the BN (Collaborative) Program Fast Track Option. **If you are a student in this situation, please make an appointment immediately with the Associate Director, Cathy Stratton, 637-5000, ext. 5320 or cstratto@swgc.mun.ca in order to be advised accordingly.** It is possible that with special permission from the Director, the student may be allowed to resume studies within the regular four year program.

3. If your grade is between 60% and 64%, you may be eligible for a supplementary exam.

- Only three supplementary examinations in nursing courses can be written during the program.
- If you have written fewer than three supplementary exams and your grade is between 60% and 64%, send the Associate Director an e-mail stating your intent to write a supplementary. There is a fee for writing a supplementary. Fees can be found on the website [http://www.mun.ca/regoff/calendar/](http://www.mun.ca/regoff/calendar/) under University Regulations: FEES AND CHARGES PERTAINING TO APPEALS. **Please note:** If you are paying the fee in cash, it can be made to the General Office, WRSON, one hour before the writing of the exam. If you are paying the fee by credit card, it can be made to the Business Office, first floor of WMRH, one business day before the
writing of the supplementary. The fee must be paid before the supplementary exam writing and receipt of same shown to the invigilator of the exam.

• If you have already written three supplementary exams, you are not eligible to write a fourth one. If this represents your situation and the failed course is a pre-requisite to other courses, you will not be able to take those courses. **If you are a student in this situation please make an appointment immediately with the Associate Director, Cathy Stratton.**

• A student may write a supplementary examination for any one course only once. If you have already written a supplementary exam for the failed course previously, you are not eligible to write another supplementary in the same course. A second failure in a given nursing course requires withdrawal from the Bachelor of Nursing (Collaborative) Program. **If you are a student in this situation, please make an appointment immediately with the Associate Director, Cathy Stratton.**

• Any failed nursing course during the program results in mandatory withdrawal from the Fast Track Option of the Bachelor of Nursing (Collaborative) Program.

• Supplementary Exam Dates will be communicated to all students via e-mail before the last class day each semester. Fall semester supplementary exams will normally be scheduled the week preceding the start of Winter Semester. Winter Semester supplementary exams will normally be held within a week of the last nursing exam.

**17.4 Re-read of Final Exams**

A student who makes an inquiry about the re-reading of final examination scripts should be referred to the University Calendar, “General Academic Regulations (Undergraduate): Regulation 4.7.5 Rereading of Final Examination Scripts”. This regulation applies to final examinations only. A formal application must be made to the Office of the Registrar for a re-read to occur. Once the School has received a request for a re-read from the Office of the Registrar the following process will occur:

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

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

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

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

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

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

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

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

**Recalculation of the Grade following the Re-read**

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

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

If the mark on the re-read script is lower, thus reducing the final grade, that mark will be submitted on the re-read request form.
NOTE: For all other examination and assignments associated with a course, this regulation would not apply. Students who request re-reads of such evaluation components will be advised that re-reads do not normally occur. If a student has concerns about an examination that was not a final examination or an assignment, the appropriate action to take is to make an appointment with the relevant course professor to communicate those concerns.

17.5 Challenge for Credit

The Schools of Nursing will offer a limited opportunity for Challenge for Credit within the BN (Collaborative) Program. Students of the BN (Collaborative) Program who are licensed practical nurses will be given the opportunity to Challenge for Credit NURS 1003, 1017, and 1520. This opportunity was approved by the UGSC in February 2004 and June 2007.

1. In the first week of classes the Associate Directors at each site will inform year one students who are LPN’s of the opportunity to Challenge for Credit NURS 1003, 1017, and 1520.

2. At that time students will be advised that they must apply for the Challenge for Credit as stipulated in the University Calendar. Please refer to the 2011-2012 University Calendar Regulation 3.6 Challenge for Credit.

17.6 Preparatory Examinations for Canadian Registered Nurse Examination (CRNE) and Western Regional School of Nursing (WRSON) Comprehensive Exam

Purpose

The purpose of writing preparatory examinations is to simulate CRNE exam writing and to identify areas needing additional preparation.

Policy for LeaRN™ Exam

In accordance with the university calendar, a student must complete a comprehensive practice examination set by the BN (Collaborative) Program. This exam is the online CRNE Preparatory Exam (LeaRN™).

To be eligible to write the CRNE, students must complete all course requirements for the degree and be recommended by the Director or designate of the School of Nursing. In order to be recommended for the CRNE, a student must complete the LeaRN™ exam. All costs associated with this exam are the responsibility of the student.
The Associate Director shall inform the students of the policy regarding the requirement to write the online CRNE preparatory exam (LeaRN™). Regular stream students will be notified in March, Year 3 and Fast Track students shall be notified in January, Year 2. Year 4 Regular Stream students shall write by early September and Year 2 Fast Track students shall write by mid-July.

Students shall submit a copy of their online LeaRN™ results to the Associate Director immediately after the writing of the exam.

Policy for the Comprehensive Practice Exam

WRSON requires all students to write a comprehensive practice exam at the end of the Fall semester of year 4 Regular Stream and mid-June of year 2 Fast Track. There is no cost to write this exam.

Students will be notified of their results by the exam committee and these will be forwarded to the Associate Director by the exam committee.

Note: Remedial assistance is available to all students. Students scoring less than 70% on either the LeaRN™ or the school’s comprehensive practice exam are encouraged to seek remedial assistance from the Guidance Counselor.

17.7 Recommendation Regarding the Third Writing of the Canadian Registered Nurse Examination (CRNE)

A graduate who fails two writings of the CRNE must complete a remedial programme of study determined by the School of Nursing as required in the Association of Registered Nurses of Newfoundland and Labrador (ARNNL) Bylaws. The graduate is required by ARNNL to contact the School of Nursing for the remedial study programme. The remedial programme of study is to be completed before the deadline date for submission of the application to ARNNL for the third writing.

The minimal amount of time between failing the second writing and writing for the third time will be 6-8 months. Based on the work completed and the results of all exams, including school exams and the LeaRN Readiness Exam, the Director will determine when the graduate will be recommended to write the CRNE again. Should the graduate fail to comply with the remedial programme of study, the graduate will not be recommended to write the CRNE.

The following outlines the plan for fulfillment of the remedial programme of study:

Responsibilities of Associate Director
1. Contact ARNNL to determine the deadline date for submission of the application for the third writing.

2. Arrange a meeting, in person or through telephone, with the Guidance Counselor at WRSON and the graduate within two weeks of the initial contact from the graduate. The purpose of the meeting is to:
   a. Discuss the policy/procedure for recommendation for the third writing of the CRNE.
   b. Discuss the required remedial programme of study.
   c. Identify other pertinent issues.

3. Provide a letter to the graduate outlining the required remedial programme of study to be completed in order to be recommended for the third writing of the CRNE. The letter will provide the deadline date for the completion of the remedial programme of study to facilitate the submission of the application to ARNNL for the third writing.

4. Send a copy of the letter to the Director at the School of Nursing and the Director of Regulatory Services at ARNNL.

5. Facilitate the plan for fulfillment of the remedial programme of study.

**Responsibilities of the Graduate:**

1. Contact the School of Nursing to initiate a meeting to discuss the remedial programme of study.

2. Attend the meeting, in person or through telephone, with the Guidance Counselor and the Associate Director at WRSON to discuss the policy/procedure for the third writing of the CRNE, discuss the plan for completion of the remedial programme of study, and identify other pertinent issues.

3. Meet with the Guidance Counselor to review the CRNE Exam Performance Profile.

4. Develop a written Plan for the remedial programme of study, in consultation with the Guidance Counselor, to include realistic and mutually agreed upon timelines for completion. The graduate’s Plan for the remedial programme of study may include review of specific content areas, attendance in ongoing classes, review fundamentals of nursing textbook which has rationales for nursing care, meet with faculty to review content areas that are deemed problematic, etc.

5. Be independent and self-directed in and throughout the remedial programme of study.

6. Log all preparation undertaken as part of the remedial programme of study.

7. Meet with the Grenfell Campus Learning Centre to determine any available resources that may assist in the remedial and preparation for the third writing of the CRNE (e.g. test taking skills, multiple choice test taking, dealing with test anxiety).
8. Review and study the CRNE Prep Guide with a focus on the competencies that were problematic in the previous writing(s) of the exam.
9. Write the Practice Exam developed by WRSON.
10. Arrange a face-to-face meeting with the Guidance Counselor at WRSON to review answers on Practice Exam to help identify the areas requiring further study.
11. Make appointment with faculty to obtain lecture schedules and determine which sections of course content best to be audited.
12. Audit appropriate ongoing classes at WRSON between the time of the second failure up to the third writing of the CRNE.
13. Make appointments with faculty from other courses not offered during the timeframe of the remedial programme of study to identify specific content areas/competencies for discussion and/or clarification.
14. Make appointments with faculty to avail of appropriate nursing labs offered while completing the remedial programme of study.
15. Review appropriate content from all nursing courses. Complete all required work that includes such things as case studies, worksheets, exams and other learning resource requirements.
16. Write all exams determined as appropriate such as midterm and final exams from nursing courses. Meet with the Guidance Counselor to review all exam results.
17. Rewrite the LeaRN online Readiness Test at the School of Nursing and submit proof of results to the Associate Director. The passing standard is defined in The Preparatory Examination for Canadian Registered Nurse Examination (CRNE) policy.
18. Provide proof to the School of successful completion of the LeaRN CRNE Readiness Test.
19. Complete the remedial programme of study before the deadline date for submission of the application to ARNNL for the third writing.

**Responsibilities of the Guidance Counselor:**

1. Meet with the graduate and the Associate Director to discuss the policy/procedure for the third writing of the CRNE, discuss the plan for completion of the remedial programme of study and identify other pertinent issues.
2. Hold a meeting with the graduate to review the CRNE Exam Performance Profile.
3. Develop and oversee the School’s remedial programme of study and the graduate’s Plan for the remedial programme of study.
4. Facilitate sessions at Grenfell Campus Learning Centre (e.g. test taking skills, multiple choice test taking, dealing with test anxiety), if necessary.
5. Collaborate with the faculty for remedial work to include such things as case studies, worksheets, exams, and other learning resources deemed appropriate.
6. Facilitate the writing of WRSON’s Practice Exam, LeaRN online Readiness Exam, and other exams as required.
7. Review the results of all exams to determine gaps in knowledge, if any.
8. Recommend to the Administrative Team of the School that the graduate is ready to write the CRNE for the third time upon satisfactory completion of the remedial programme of study.

Responsibilities of Faculty:

1. Meet with graduate, as facilitated by the Guidance Counselor, to discuss lectures and laboratory schedule and to determine which sections of the course content best for the graduate to audit. If there is no course offering for the problematic/specific content areas/competencies identified, meet with the graduate to discuss/clarify specific lecture and laboratory content/competencies and how best to obtain the necessary knowledge.
2. Collaborate with the Guidance Counselor for remedial work to include such things as case studies, worksheets, exams, and other learning resources deemed appropriate.

Responsibilities of the Director:

1. Request the graduate’s log that includes all preparation undertaken as part of the remedial program.
2. Upon successful completion of the remedial plan of study, recommend the graduate for the third and final writing of the CRNE.

Note: In a situation whereby the graduate is out of province and returning to Western Regional School of Nursing would cause undue hardship, the remedial programme of study to be undertaken must be approved by the School including, but not limited to, writing on the LeaRN online CNRE Readiness Test.

17.8 Use of Student Papers/Projects

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

17.9 Student Preparation for Exam Success

Students will be provided with access to resources to foster exam success.
Procedure

1. Sessions on study skills offered through the Learning Centre at Grenfell Campus, will be posted by e-mail for all students.
2. Sessions on time management and exam taking skills, offered through the Learning Centre at Grenfell Campus, will be posted by e-mail for all students.
3. Sessions in multiple choice test taking skills and short answer questions are available through the counselor, course leader, and/or Learning Centre.
4. Pamphlets addressing exam taking are available to all students in the Health Sciences Library at WMRH, on-line at Grenfell Campus Learning Centre and on line (http://www.swgc.mun.ca/lcentre/Pages/default.aspx).
5. Supplemental Instruction sessions, offered through the Learning Centre at Grenfell Campus will be designated by the course leader, when offered and students are encouraged to attend.

17.10 Examination Room Decorum

Policy

The School of Nursing expects that students follow Grenfell Campus’ procedures during the writing of all examinations. In addition, the School of Nursing will enforce the following guidelines for the writing of all examinations by students of the School of Nursing.

Guidelines of the School of Nursing

1. Students are advised of the examination protocol whereby:
   • No student is permitted to leave the room once the examination has started unless in the case of an emergency. In the case of an emergency (such as student needing to be escorted to the washroom) a second faculty member is contacted to assist.
   • Baseball caps, other hats and hoodies are not to be worn on the head during an exam.
   • Gum chewing and eating are not permitted during an exam.
   • No pencil cases are permitted. Two or more pencils/pens and an eraser may be brought to the desk. Calculators are permitted at the discretion of faculty if required for the exam.
2. All exams will be set up prior to students entering the room.
3. Students may not enter the exam room until invited by the invigilator.
4. Conversation amongst students is not permitted once they enter the exam room.
5. Students leave all books, bags, purses, coats, hats, etc. at the front of the classroom. All pagers, PDAs and cell phones must be turned off and
placed with the students’ personal belongings at the front of the exam room.

6. Water in a clear bottle (label removed) is permitted.
7. Extension of the time is at the discretion of the invigilator and/or in consultation with faculty.

**Illness**

Students taken sick during examinations should be advised to consult their family doctor for appropriate medical documentation.

**18.0 Readmission**

**18.1 Policy**

Students who have not taken a nursing course in the Bachelor of Nursing (Collaborative) Program within three consecutive semesters will be withdrawn from the Program.

A student who has not taken a nursing course in the Bachelor of Nursing (Collaborative) Program within three consecutive semesters and who is interested in resuming his/her studies must submit a Bachelor of Nursing (Collaborative) application to the Undergraduate Studies Committee of the site he/she previously attended. This is in addition to the General Application for admission/re-admission to Memorial University.

Students who voluntarily withdraw from the program must notify the Director in writing and may be required to apply in competition for re-admission after the lapse of three semesters.

**18.2 Guidelines**

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

Returning students will be asked to provide the following documentation: (a) up-to-date immunization record, (b) current certification or re-certification of CPR, (c) updated health assessment if necessary, (d) current certification of conduct if necessary, and (e) current references.

All policies outlined in the Academic Standards and Promotion and Supplementary Exam Sections for the BN (Collaborative) Program will apply from the time of the students’ initial admission to the program.
Students may be required to do remedial work upon the recommendations of the Committee on Undergraduate Studies. Remedial work may include the repetition of class and clinical courses. Students wishing to register for nursing courses are asked to notify the Associate Director by May 1st for Fall Semester Registration and by October 1st for Winter Semester Registration.

If at any time during a period of absence the student decides not to continue with the Program the student must notify the School in writing.

19.0 **Transfer to another Site of the BN (Collaborative) Program**

19.1 **Policy**

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

19.2 **Procedure**

1. The student makes a request in writing to the Associate Director of the School he or she is currently attending.
   a. The letter of request states the extenuating circumstances and provides appropriate documentation.
   b. The student includes a copy of his or her transcript indicating progress to date.
   c. A decision is made by the Admin Team regarding granting the transfer request.
2. If the request is granted by the Admin Team the:
   a. Associate Director sends the request to the receiving site to be considered as soon as possible.
   b. Student, Associate Director and Registrar is notified of the outcome as soon as possible.
3. If the request is granted, a copy of the student’s file is sent to the receiving site.
4. If the request comes from a St. John’s School for the student to transfer to WRSON, the following steps are taken:
   a) The Associate Director brings the request to a meeting of the Site Admin Team.
   b) A decision is made by the Admin Team.
   c) The decision is communicated in writing to the student and copied to all Associate Directors/Dean.
20.0  **Transfer to Fast Track Option of the BN (Collaborative) Program**

20.1  **Policy**

Students in the regular stream who qualify may apply for transfer to the Fast Track Option should seats become available and if they meet the requirements. To determine eligibility for Fast Track Year Two, the student must satisfy the requirements for admission to the Fast Track Option (as outlined in the University Calendar for 2011-2012 found on www.mun.ca/regoff/calendar) by the conclusion of the 2012 winter semester. The student must also be able to proceed to year two of the fast track option with the required pre-requisites. Students who fail a Nursing course in the regular stream of the BN (Collaborative) Program are **NOT** eligible to apply.

20.2  **Procedure**

1. In early winter semester, second year regular stream students at each site would be advised of a March 1 deadline to apply for transfer to the Fast Track Option, by the Associate Directors of each site. Students would be cautioned that while applications will be accepted until March 1, there is no guarantee that seats will be available to fill (that information will not be available from Administrative Council until the conclusion of the winter semester).
2. Students will direct a letter of request to transfer to the Fast Track Option to the Associate Director of their site.
3. Associate Directors will take responsibility for advising students of their eligibility to apply. The students will be advised that they MUST satisfy all admission requirements outlined in the MUN Calendar for the Fast Track Option.
4. Students MUST satisfy the requirements for transfer into the Fast Track Option by the end of the winter semester in which they have made application to the Fast Track Option.
5. Students shall be advised that when vacancies arise in the Fast-Track Option, students from St. John’s area (CNS and MUNSON) compete for vacancies at MUNSON. Students from Corner Brook area (WRSON) compete for vacancies at WRSON. If all seats are not filled using this process, offers will be extended to students from the other cities.
6. The Associate Director will review and recommend transfers.
7. The Associate Director will notify students of their decision.
21.0 Access to Fast Track Courses For Regular Stream Students Who Have Failed Courses

21.1 Policy

Students are permitted access to Fast Track courses, as resources allow, to enable continued sequencing with their regular stream cohort.

21.2 Guidelines

1. Students must have been eligible for a supplementary examination in the course.
2. Students must have no failures in any other courses (nursing or non-nursing) in the same semester.
3. Students must be provided with guidance before making the decision to repeat a course with the Fast Track. That guidance will include:
   a) Caution that success in the repeated course will not guarantee admission to additional Fast Track courses, especially linked classroom/clinical courses, as clinical course availability is dependent on resource availability (placements and faculty).
   b) The option to repeat a course with the Fast Track is given only once.
   c) A second failure in the same course (having been repeated with the Fast Track and failed) will result in the normal application of ACADEMIC STANDARDS AND PROMOTIONS. This may mean that a student will be unable to progress in the program for a period of at least four semesters given the yearly availability of regular stream courses.
4. Resources must be available to accommodate the students.
5. Students are eligible for seats only in the city where they currently attend the BN (Collaborative) Program.
6. If available seat(s) are opened to competition then students will be ranked according to the final grade achieved in the failing courses. Those students with the highest grade in the failed course (either by original final exam or supplementary exam-whichever gives the higher overall course grade) will be given the highest ranking. In the case of a tie, the academic average in the nursing program will be used to award the seat.

22.0 Director’s List

22.1 Criteria

Nominations to the Director’s List shall be made in May of each year. Student must place within the top 10% of the degree program candidates and have a GPA of 3.5 or greater in the credit hours over the nominating period. Students should
have completed a minimum of 27 credit hours (21 credit hours in year four) over the three nominating semesters and be full-time in at least two of the three semesters. The nominating period is the spring, fall and winter semester immediately preceding the nomination.

22.2 Procedure

1. Graduates will be identified by the Registrar’s Office and noted during the Graduation and Awards Ceremony.
2. All students will be honored by displaying a list of their names in a prominent place in the school.
3. All students will receive a letter of congratulations from the Director.

23.0 Graduation

23.1 Regulations

Note the following in the University Calendar under “General Academic Regulations (Undergraduate)”
11. Graduation
11.1 Application for degrees, diplomas and certain certificates

23.2 Ceremonies

23.2.1 Convocation

This is the major event during graduation that is organized by the University where degrees are awarded and graduates receive the Bachelor of Nursing hoods.

23.2.2 Graduation and Awards Ceremony

This event is organized by the Nursing School and normally includes the:
• Recognition of the graduates.
• Presentation of awards.
• A special guest speaker.
• A graduate valedictorian.
• Reception.
23.3 Application to write Canadian Registered Nurse Exam (CRNE)

Graduates of Schools of Nursing must successfully complete a national registration examination (CRNE) in order to be employed as a nurse in Canada. Applicants must write at the first scheduled writing following completion of the nursing program. In order to prepare for this exam, students are required to write the LeaRN on-line prep exam from the Canadian Nurses Association in fall semester of fourth year and in the spring semester of year 2 for Fast Track students.

<table>
<thead>
<tr>
<th>Examinations occur in the following months:</th>
<th>Application to be received by ARNNL St. John’s by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>December</td>
</tr>
<tr>
<td>October</td>
<td>July</td>
</tr>
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</table>

Applications must be accompanied by:

a. Application fee,
b. Head-and-shoulder photograph to be used as identification in the examination.
c. Verification from the Registrar’s Office of completion of program.
Important Numbers

Associate Director (Administration) ................................................. 637-5000, Ext. 5320
Clinical Placement Coordinator ...................................................... 637-5000, Ext. 6071
Counseling Center, School of Nursing ........................................... 637-5000, Ext. 5377
Director ......................................................................................... 637-5000, Ext. 5491
General Office, School of Nursing ................................................ 637-5489
Nursing Society Office .................................................................... 637-5000, Ext. 6901
Registrar’s Office, Grenfell Campus .............................................. 637-6298
Residential and Communication Services ..................................... 637-5000, Ext. 5235
Student Affairs Office, Grenfell Campus ..................................... 637-6249
Student Aid .................................................................................. (709) 729-3484
Student Aid Appeals Officer .......................................................... 1-888-657-0800
Wellness Centre, Grenfell Campus .............................................. 637-6200, Ext. 6417
Information Systems Help Desk .................................................... 637-5000, Ext. 5468
Library .......................................................................................... 637-5000, Ext. 5395