



**BRANDON
UNIVERSITY**

Brandon University
Faculty of Health Studies
Bachelor of Science in
Psychiatric Nursing Program

Student Handbook

November 2014

*Please retain this handbook for future reference
and review content regularly.*

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For further information not found in this Handbook,
please contact the BScPN Student Advisor at 204-727-7403.



Office of the Dean

Welcome to the Faculty of Health Studies. We are proud of the history of nursing and psychiatric nursing education at Brandon University. We offer several options for degree completion. Our students receive outstanding clinical and theoretical education and graduate as accomplished nursing professionals, ready for a dynamic and rewarding career. Our graduates are well positioned to make meaningful contributions to society and health care through their practice with individuals, families, and communities and they have strong success with employment upon completion of their programs. Many of our graduates have continued their careers in the hospital, in the community, in nursing education or administration, some conduct research, and others contribute to health care policy. Our graduates work in every aspect and at every level of health care.

In our knowledge-based age, higher education is becoming increasingly important to our prosperity, culture, and our quality of life. At the Faculty of Health Studies, we are proud to offer small sized classes, technologically enhanced education, and individualized attention that will serve the needs of our diverse student population. Our students are guided through experiences that require self-awareness, commitment, reflection, critical thinking, and teamwork. Through varied and rich learning experiences, students gain the competencies necessary to enter their chosen health or human services career.

I invite you to stay closely connected to our website to learn more about the exciting happenings, events, and plans for the future.

With kindest regards,

Dr. W. Dean Care, RN

Dean and Professor

History

Nursing and Psychiatric Nursing came to Brandon University originally in 1986 with the announcement of funding for the two post-diploma programs. These programs were originally housed in the Faculty of Science in the new Department of Nursing and Health Studies located in McMaster Hall. The two-year programs admitted students who were already Registered Nurses and Registered Psychiatric Nurses and upon successful completion provided them with a Bachelor of Science in Nursing (BScN) and a Bachelor of Science in Mental Health (BScMH).



In 1995, Canada's first four year baccalaureate program in psychiatric nursing (BScPN) joined the two post-diploma programs at Brandon University. Physically this program remained at the Nurses' Residence at the Brandon Mental Health centre until 1998 where the Psychiatric Nursing Diploma program had been housed since 1920. In 1997, the three programs left the auspices of the Faculty of Science and the School of Health Studies was established. Dr. Linda Ross became the first Dean of the new School of Health Studies.

In September 1998, the Psychiatric Nursing Program housed at BMHC, and the post-diploma programs, housed in McMaster Hall, moved into the renovated School of Health Studies Building on the Brandon University campus (formally the Music Building and Student Services). Having everyone under one roof fostered collaboration and cooperation amongst the faculty and assisted both students and faculty in becoming more integrated into the university community. The opening of the Health Studies Building was held on Friday, October 30, 1998, and was well attended by students, alumni, dignitaries and members of the university.

In 1998, the School began to offer the first two years of its Bachelor of Psychiatric Nursing program by distance to Winnipeg, in collaboration with the University of Winnipeg. Students could complete the psychiatric nursing courses through distance delivery and their required Arts and Science courses at the University of Winnipeg. Office space was rented on the 7th floor of the Rice Financial building and classroom space was rented across the street at the University of Winnipeg. Additional faculty was located in Winnipeg to accommodate teaching Years 3 and 4 of the BScPN program on-site.

In March 2001, the province announced \$5 million to expand its nursing program facilities and bring the 4-year BN degree to Brandon University. On September 19, 2003 the new Health Studies Complex was officially opened just in time to welcome faculty, staff and years 1 and 2 of the new Bachelor of Nursing program.

In 2005, additional funding was received to expand the student capacity for the BScPN. in Winnipeg. This included hiring additional faculty and staff and a need for permanent space. Renovations began to take place early in 2006 to the lower level of the Rice Financial building. The new space included two classrooms, student lounge, faculty and staff offices and lounge, a counseling room, a laboratory and computer area. The official opening was on August 28, 2006 and classes began a week later. May 2007, the new Bachelor of Nursing program graduated its first group of BN students from Brandon University.

On August 1, 2008, Dr. Dean Care started his tenure as the second Dean of the School of Health Studies. Dr. Care came to Brandon University from the Faculty of Nursing at the University of Manitoba. On June 9, 2009, the Senate of Brandon University approved that the First Nations and Aboriginal Counseling (FNAC) program be situated within the School of Health Studies. In September, 2010 the new Indigenous Health and Human Services (IHHS) program accepted its first students. This program is a new and innovative program that provides instruction in Indigenous perspectives of holistic health and wellness; traditional approaches to healing and Western intervention theories and skills. In 2013, the IHHS program transitioned to Native Studies in the Faculty of Arts.

In 2010, Brandon University was approved to establish a Masters of Psychiatric Nursing (MPN) program – the first of its kind in Canada. In January 2011, the program admitted 13 students on a part-time and full-time basis. The program has a total of eight full time seats available for students. Delivery of the program is based on a combination of online and face-to-face formats. The MPN program is designed for professionals who are seeking advanced practice roles in administration, clinical practice or education.

The Senate of the University granted approval of a transfer credit agreement between Assiniboine Community College (ACC) and Brandon University (BU) that would provide an opportunity for six ACC Practical Nursing Program graduates per year to receive block transfer credit into the BScPN program at BU. Also in June of 2012, the School of Health studies became the Faculty of Health Studies. This official change in status was a result of being recognized by Senate for our excellence in education, research, and having a graduate program.

The College of Registered Psychiatric Nurses of Manitoba last conducted an approval process of the BScPN program in 2009. In February 2015, the CRPNM will be conducting an approval process of the BScPN program. An external reviewer will be on campus at both Brandon and Winnipeg to conduct a review of the program.

Message to Students in the BScPN Program from the Brandon University Health Studies Student Association (BUHSSA)

Welcome to the Bachelor of Science in Psychiatric Nursing program from the Brandon University Health Studies Student Association (BUHSSA)! This year's Executive includes Brittani Enns (President), Craig Haas (Vice President), and Karmen Guillas (Treasurer). We are a group of students working together to manage the student association. BUHSSA exists in order to provide opportunities for personal and professional development, promote collegial relationships between students, and provide a means in which students can interact and confer on various issues.

Our office is located on the second floor of the Health Studies Building by the computer lab and has an information board located outside of the office. We also have a Facebook page where you can find club information, meeting information, and event updates. Eligibility for membership requires that the student must be registered in one or more of the Faculty of Health Studies courses, including BN and BPN Programs. All are welcome to attend our meetings and participate in events. We are always looking for more students to get involved and look forward to an exciting year! For more information you can email us at: healthstudiesstudents@hotmail.com or find us on Facebook.

Best Regards,

Brittani Enns

2014/15 BUHSSA President

On behalf of BUHSSA Executive

Brandon University BScPN Program Curriculum Framework

Conceptual frameworks provide **organized, systematic and coherent views of complex situations and events**. They clarify boundaries and relationships, and reflect the essential beliefs, understandings, conventions and aspirations of professions. In psychiatric nursing education, a conceptual framework can provide direction for curriculum development and review, as well as guidance for interactions that occur between faculty and students in pursuit of desired learning outcomes.

While conceptual models are valuable for the reasons just stated, they hold the potential to confine thinking to the constructs and assertions contained in the specific framework. *For that reason, the Bachelor of Science in Psychiatric Nursing Degree Program at the Faculty of Health Studies has chosen to develop a broad framework that is not limited by particular theoretical parameters*. From that context, the conceptual framework has evolved from a general mission statement, educational principles and philosophical perspective to identify expected learning outcomes that are an extension of a practical interest in what graduates should *know, feel* and *do* in particular psychiatric nursing contexts.

Incorporated within the framework is an appreciation for a range of viewpoints on psychiatric nursing, and an interest in the relationship that psychiatric nurses have with individuals, families, groups and whole communities.

STATEMENT OF PHILOSOPHY

Faculty members in the Bachelor of Science in Psychiatric Nursing Degree Program in the Faculty of Health Studies have agreed that the following ideas are vital to the effective education of psychiatric nursing students at the baccalaureate level:

PERSON

Each person is unique and possesses inherent worth and dignity. All people possess biological, psychological, sociocultural and spiritual dimensions that change over time. Although each individual is a member of a larger social order and involved in relationships with other members, each individual has a unique worldview, differing needs, and varying abilities and goals. All persons continue to grow and change throughout their lifespan, and at any given point in their development, may differ from others and from other times in their ability to cope with the demands of society. Each person has the potential to make choices, and, given opportunity, knowledge and support, makes choices for the benefit of self and others.

ENVIRONMENT/SOCIETY

All individuals live in relationship with the physical and social environments. As individuals act on and influence the environments, so to are individuals acted on and influenced by those same environments. Within the social environment, individuals come together in groups to solve problems and affect the development of society.

Fundamental to the composition of society are families, to which and through which, values, beliefs and codes of conduct are transmitted. Society and its people experience change over time, with society having an impact on the health, wellness and aspirations of its people.

HEALTH

Health is a precious resource that enables individuals to adapt to their physical and social environments to maintain or achieve wellbeing. Health is dynamic and changes over time and in accordance with events and circumstances encountered by individuals. Health is experienced on a multidimensional level, and varies in its description according to culture, personal values, education, life experiences and developmental status.

MENTAL HEALTH

Mental health is an essential component of health, and is reflected in effective interactions with other members of society and in a perceived sense of wellbeing. As a resource, mental health enables individuals to successfully cope with life stressors.

PSYCHIATRIC NURSING

Psychiatric nursing is a distinct profession with its own legislation, Standards of Practice and Code of Ethics. Psychiatric nursing knowledge is built on a foundation of psychiatry, psychology and psychopharmacology as well as biological, social and nursing science. Psychiatric nurses practice in varied environments ranging from institutions to the community, and in a variety of capacities including direct service, administration, teaching and research.

Psychiatric nurses promote the health, mental health, and habilitation of individuals, families, groups and whole communities; provide a range of therapeutic interventions including individual, family and group counseling; and foster rehabilitation and recovery across the lifespan.

PSYCHIATRIC NURSING EDUCATION

Expected learning best occurs in an environment in which *respect is conveyed* during all educational processes. As well as by communicated respect, opportunities for adults to acquire expected learning are created when adult learners are *encouraged to be active participants* in the learning process, and when *teaching strategies make use of adult learners' existing knowledge and life experiences*.

Psychiatric nursing educators are instrumental in the establishment of *safe learning environments that are characterized by mutual respect, active participation by all learners, sharing of existent knowledge and relevant life experiences, and a vital spirit of inquiry*. By acting as role models, educators can clarify intended messages about each learning environment and about learning expectations.

Effective psychiatric nursing educators recognize that different learners may require different educational strategies for expected learning to occur. As a consequence, effective educators strive to expose learners to a variety of educational and evaluative methods in respect of potential differences in learning styles. Such methods may also vary in relation to educator and learner talents, and according to the special needs and requirements of particular courses.

Because learning takes place within a wide range of environments, a primary objective of the psychiatric nursing educator is to structure and harmonize circumstances within each learning environment that will promote and support learning for all students.

Academic Course Summary

Courses Required	Course #	Credit hours
Health Promotion	69.151	3
Fund Psych Nursing Practice I	69.152	3
Intro Interpersonal Communication	69.161	3
Introduction to Psychology	82.160	3
General Psychology	82.161	3
Introduction to Sociology	90.154	3
Sociology of Medical Systems	90.259	3
Human Anatomy & Physiology	15.132	6
Statistics	62.171, or 82.250 or 90.294	3
Pre Psychiatric Nursing Total		30
Fund Psych Nursing Practice II	69.153	3
Principles of Health Assessment	69.251	3
Fund Psych Nursing Practice III	69.253	3
Integrated Practicum I	69.255	3
Psychopharmacology	69.252	3
Principles of Individual Counselling	69.261	3
Med Nursing – Psychiatric Nurses	69.262	8
Psychopathology	69.363	3
Integrated Practicum II	69.265	3
YEAR II TOTAL		32
Psych Nursing of Elderly Persons	69.271	1.5
Introduction to Palliative Care	69.272	1.5
Therapeutic Groups	69.364	3
Acute Mental Health Challenges	69.366	3
Developmental Challenges	69.377	4
Community Health	69.360	4
Family Counselling	69.367	3
Addictions	69.379	3
Interpersonal Abuse	69.380	3
Integrated Practicum III	69.346	6
YEAR III TOTAL		32
Psych Nursing Child/Adolescents	69.359	3
Intro Health Research Methods	69.457	3
Psych Rehab/Recovery	69.472	4
Phil Perspectives for Practice	69.474	3
Elective		3
Leadership – Professional Practice	69.454	3
Contemporary Perspectives – Professional Health Issues	69.473	3
Integrative Clinical Practicum	69.442	8
YEAR IV TOTAL		30
PROGRAM TOTAL		124

Grading System

Course requirements will be evaluated according to the following grading system, which applies to all courses offered by the Faculty of Health Studies. All students must achieve a C (2.0) grade in all Health Studies courses. An overall average of 2.5 in the degree line is required for graduation.

Letter Grade	Percent Range	Grade Points
A+	95 – 100	4.3
A	90 – 94	4.0
A-	85 – 89	3.7
B+	80 – 84	3.3
B	75 – 79	3.0
B-	70 – 74	2.7
C+	65 – 69	2.3
C	60 – 64	2.0
C-	55 - 59	1.7
D	50 – 54	1.0
F	Below 50	0.0

Required Certifications

1) CPR

All students are required to obtain certification in Cardiopulmonary Resuscitation at the Health Care Provider Level. Newly admitted students must provide proof of certification to the Psychiatric Nursing Student Advisor by September 31. Thereafter, returning students must provide proof of certification annually by June 1.

2) Immunization

Newly admitted students to the BScPN program must submit the completed Immunization Record, as provided by the Department of Psychiatric Nursing, prior to beginning Year 2 practicum. Students who do not produce a current Immunization Record cannot participate in Clinical Practice courses. Students who cannot be immunized because of allergies, family planning/pregnancy or other reasons must provide a physician's certificate to verify the same.

3) Criminal Record Check / Child Abuse Registry Check / Adult Abuse Registry Check

A satisfactory completion of a Criminal Record Check, Child Abuse Registry Check and Adult Abuse Registry Check are admission requirements to the BScPN program. A Clinical placement site may require a more current Criminal Record Check, Child Abuse Registry Check and/or Adult Abuse Registry Check prior to commencing the practicum experience. All expenses incurred as a result of these checks are the responsibility of the student.

Following admission, if at any time during the student's tenure in a Faculty of Health Studies program, he/she is charged with or convicted of a criminal offence or listed on the Child Abuse Registry and/or the Adult Abuse Registry, the student is required to report this information to the Student Advisor of the respective program. Failure to report a charge or conviction of a criminal offence, or a listing on the Child Abuse Registry and/or the Adult Abuse Registry that occurs at any time following admission, will result in a review of the student's status in the program. This review may result in dismissal from the program.

4) Pledge of Confidentiality

All students will be required to sign a Pledge of Confidentiality prior to Year 2 practicum. Students may be required to sign additional Oaths/Pledges depending on clinical placements.

Policies and Procedures

Please refer to the Brandon University website to access policies and procedures for the Department of Psychiatric Nursing in the Faculty of Health Studies. Other important information related to the Department of Psychiatric Nursing including appropriate professional communication processes and voluntary withdrawal deadlines, without academic penalty are available in the Brandon University General Calendar available at: **www.brandonu.ca**.

Access to Support Services

In the Department of Psychiatric Nursing, we want our students to be aware of support services that are available to all. Be sure to check out links from the BU Home page in relation to Student Life. Your tuition includes support in the areas of math, writing and other academic skills. Check out the web link at: **<http://www.brandonu.ca/student-life/>**

For information on the Academic Skills Centre, Personal Counselling, Advising Services, International Student Services, and BU Disability Services call 204-727-9739. Students having difficulty with Math Competency should make an appointment at the Math Centre for assistance (call 204-727-9739). For walk-in assistance, visit the Academic Skills Centre, Room 102 A. E. McKenzie Building (Math Tutors availability will be posted at the Academic Skills Centre). A useful guide to APA formatting can be found at: **<http://www.apastyle.org/learn/faqs/index.aspx>**

Professional Expectations in the Classroom

The Department of Psychiatric Nursing in the Faculty of Health Studies respects individual learning needs and strives to provide an optimal student learning environment for everyone. Students are assumed to be adult learners. As an adult you have both rights and responsibilities. With this in mind, professional behaviour is an expectation in the classroom. In return for your consideration, you should expect to have a class free of interruptions, a climate of collegiality and professionalism, and a positive learning environment. Professional behaviour includes:

- Attending classes (including Orientation to Theory and Clinical Courses)
- Attending exams as scheduled
- Turning off all electronic devices that are not used for academic purposes
- Arriving to class on time (late entry is disruptive to classmates/professor)
- Staying for the entire class
- Not consuming food in the classroom (food smells can be nauseating to other students)
- Waiting for scheduled breaks to leave the class (students moving in/out of classroom can be disruptive to classmates/professor)
- Paying attention to what others are saying
- Accepting responsibility for your actions
- Respecting all individuals' differences including culture, ethnicity, religion, work experience, gender, age, sexual orientation etc.

Professional Requirements in Clinical Setting

Clinical experience is an essential part of the BScPN program. The student will develop a broad range of competencies that will enable him/her to practice in a variety of clinical settings. Clinical placements may be set up in Brandon, Winnipeg, the surrounding areas, or in other locations within the province of Manitoba or Saskatchewan. Students are responsible for all expenses incurred (i.e. transportation, accommodation). Students are expected to comply with the policies of any agency selected for clinical experience which may include Criminal Record, Adult Abuse Registry and Child Abuse Registry Checks, Privacy of Information Act, Pledge of Confidentiality, Immunization and Dress Code.

It is a fundamental expectation that students provide safe, ethical care to clients. The Department of Psychiatric Nursing may invoke the Unsafe Clinical Practice and Debarment policy when fundamental clinical expectations are not met by the student.

Attendance is mandatory in clinical fieldwork, clinical practice courses, and clinical labs. Specific attendance requirements will be outlined in each BScPN course syllabus. Students absent from designated mandatory clinical fieldwork, clinical practice courses, and clinical labs due to illness may be required to present a certificate of illness.

This certificate must be signed by a recognized health care provider. Absence for compassionate reasons is considered on an individual basis. Where absence is involved, make-up time may be required. Failure to attend mandatory clinical fieldwork, clinical practice courses, and clinical labs may lead to the implementation of other Faculty of Health Studies policies (such as *Grade Requirements and Progression; Students Experiencing Difficulty in Clinical Practice; and, Unsafe Clinical Practice and Debarment.*)

Entry level competencies identify the realistic performance expectations for the average, beginning Registered Psychiatric Nurse or Graduate Psychiatric Nurse (CRPNM, 2014). These competencies are organized by category and are used as the basis of the expectations for professional psychiatric nursing student conduct in clinical settings. Professional practice expectations are woven throughout the entire curriculum from first year courses to fourth year courses.

RPN Competency	Expectation for Student Professional Conduct
<p>Psychiatric Nursing Interventions Psychiatric nursing, as a distinct profession, provides service to individuals whose primary care needs relate to mental and developmental health. The R.P.N. seeks to develop a unique client-centered therapeutic relationship through application of knowledge of psychiatric nursing, physical health, and psycho-social wellbeing.</p>	<ul style="list-style-type: none"> • Maintains personal and professional integrity in a therapeutic, client centered relationship to promote goal directed change. • Utilizes nursing process and documents the results of evaluations of psychiatric nursing interventions. • Provides care that demonstrates sensitivity to client diversity in areas such as culture, race, age, sexual orientation, gender, beliefs and values.
<p>Therapeutic Use of Self The R.P.N. is aware of his/her self and any positive or negative attitudes engendered towards the client and acts appropriately. The R.P.N. uses communication skills to establish and promote the therapeutic relationship, teach appropriate health care and promote maximum health with the client.</p>	<ul style="list-style-type: none"> • Demonstrates attitudes that contribute to effective partnerships with clients such as respect, empathy, and honesty. • Communicates respectfully (written, verbal, non-verbal and through social media platforms) with all members of the health care team including colleagues and educators. • Works well with others (peers, faculty, clients, family) in a respectful, non-judgmental manner.
<p>Modification of the Environment The R.P.N., using a theoretical and experiential base, evaluates, plans, and modifies the client's environment to promote self-responsibility and optimal health.</p>	<ul style="list-style-type: none"> • Creates and maintains a therapeutic environment.

<p>Self-Care Activities The R.P.N. promotes client responsibility and independence to the maximum of his/her potential, while respecting the client's right to self-determination, privacy and safety.</p>	<ul style="list-style-type: none"> • Utilizes the activities of daily living in a goal-directed manner to foster physical and mental well-being of the client, promote independence and enhance psychiatric nurse/client relationships. • Implements own self-care activities.
<p>Physiological Nursing Interventions The R.P.N. utilizes knowledge of physical and related sciences when assessing, planning, implementing and evaluating care relating to the client's physical needs.</p>	<ul style="list-style-type: none"> • Utilizes knowledge of somatic therapies and applies related clinical skills in working with the client. • Maintains currency in knowledge of pharmacology (with an emphasis on psychopharmacology).
<p>Promotion of Health and Prevention of Illness The R.P.N. utilizes health teaching in all components of care for clients, families, and groups to build on existing strengths and to achieve productive patterns of living.</p>	<ul style="list-style-type: none"> • Understands principles of teaching and learning, and accompanying rationale.
<p>Utilization of Health Care Systems and Community Resources The R.P.N. participates in and provides leadership to establish community resources for the promotion of mental health.</p>	<ul style="list-style-type: none"> • Demonstrates knowledge of available community resources.
<p>Professional Practice The R.P.N. practices in accordance with the Standards of Practice and Code of Ethics of the R.P.N.A.M. and the legislation in effect in Canada.</p>	<ul style="list-style-type: none"> • Adheres to the appropriate dress code and professional image when in a clinical setting. • Accepts responsibility for own actions/decisions. • Attends all orientation sessions to clinical courses, punctual for all clinical shifts. • Aware of, and adheres to, relevant policies and procedures of the institution providing the clinical experience. • Recognizes legal issues in the treatment of clients. • Practices in a manner consistent with: legislated scope of practice, professional standards of the regulatory body, professional code of ethics, and provincial and federal legislation. • Recognizes limitations of own competence and seeks assistance when necessary.

Manitoba's Freedom of Information and Protection of Privacy Act (FIPPA)

Students and faculty have a responsibility to adhere to the regulations set out in FIPPA, provincial legislation enacted to guide and direct how personal information is collected, used and disclosed. Care must be taken to ensure that personal information is used only for the reasons(s) it was collected and released to those who need the information to carry out their duties. The electronic age has allowed for unintentional wide spread distribution of information to people who do not have the right to see the information.

When you communicate with Faculty, please use your password-protected, **university email** address for correspondence. This allows the Information Technology Department to limit the amount of unsecured information in the BU system and allows all of us to keep student-faculty correspondence confined to one secure system. Email sent between Faculty and students is considered part of a student's record.

As a student, you also have the right to privacy. Your student records and personal information (eg. your age, address, student number, evaluations, and grades) cannot be shared with anyone (including your parents) who do not need the information to do their job.

NOTE: A second piece of legislation, the Personal Health Information Act (PHIA) specifically directs how health information is managed. You will receive a detailed orientation to PHIA by the RHA Privacy Officer and you will sign an Oath of Confidentiality before attending clinical placements. Here are three rules to keep in mind about confidentiality (besides the obvious need to NOT share health information about patients): 1) PHIA prohibits photocopying of any chart documents; 2) To prevent inadvertent sharing, upload journals (that may contain identifiable patient information), to BU's secure Learning Management site, Moodle, instead of emailing. 3) Limit the amount of personal health information that you provide in your journal about patients/clients/residents and do not use patient names in journals.

Social Media

The creation of electronic communication platforms and applications has grown at an unprecedented rate in recent years. Merriam-Webster dictionary defines social media as a “form of electronic communication through which users create online communities to share information, ideas, personal messages, and other content” (para.1). Social media is not merely a new cultural trend; it has transformed the way in which we interact with the world around us.

These technological advances offer both significant benefits and challenges in the health care setting. Despite greater access to resources through technology and timely responsiveness, there are numerous opportunities to engage in unprofessional behaviours every day.

For example, nurses may use blogs or Facebook to share clinical experiences as a means of debriefing a challenging work situation with colleagues or friends. It is not as simple as not posting a patient’s name to protect their privacy for even a description of the situation may, in fact, identify the individual.

Many nurses use social media both personally and professionally. Confidence with the technology in a personal context may lead to carelessness when using the technology as a health care professional. The use of social media requires extra caution for beginning nurses as they develop their sense of professionalism and become skilled with the notion of professional boundaries. There are serious professional, legal and ethical implications when using social technology. Nursing students must be vigilant in their use of social media to avoid breaches of confidentiality, patient safety and professional image of the student.

Disciplinary action will be taken against any student who violates organizational policies and/or agreements related to social media or for whom there is compelling evidence of same. Disciplinary action may include implementation of the Professional Conduct Review policy.

Merriam-Webster (2012). Social media. Retrieved from www.merriam-webster.com/dictionary/social%20media

Brandon University-Faculty of Health Studies Department of Psychiatric Nursing Professional Dress Code Policy

The Professional Dress Code policy provides parameters for students who are expected to demonstrate the image of the professional psychiatric nurse while maintaining public health regulations when working in clinical placement sites in institutions and in the community.

POLICY:

Psychiatric nursing students are required to abide by the uniform and dress policy as outlined by the Faculty of Health Studies at Brandon University. Requests for changes to attire due to culture or customs will be considered by the department. This policy gives primary consideration to public health regulations. Students are expected to maintain personal hygiene and grooming, and to project a professional image. At all times, language used shall be considerate and appropriate to the profession of psychiatric nursing. Students who do not abide by this policy may be asked to leave clinical areas. The consequences for students who breach the Professional Dress Code Policy are outlined in the Brandon University General Calendar under the section Faculty of Health Studies: Professional Conduct.

Photo Identification Card

Students must wear a Brandon University Faculty of Health Studies, Psychiatric Nursing Program photo identification card in appropriate clinical settings.

Attire

In clinical situations students must wear either complete uniforms or appropriate street attire as determined by the protocol established for the clinical setting.

Uniforms are worn in clinical settings only and must be removed prior to leaving the clinical setting. Travel from a work setting in a uniform has potential to transport and transfer organisms that threaten the health of the public. **Under no circumstances** can a uniform that has been worn in a clinical setting be left on and worn to class.

The complete uniform shall consist of:

- the basic uniform approved for the BScPN Program;
- clean white duty shoes/athletic shoes with no coloured markings;
- white socks or hose with no coloured markings;
- and white sweaters or T Shirts with no phrases or logos.

Street attire shall be clean, in good repair, and appropriate to the area/activity.

Dress clothes shall include dresses, skirts or dress shorts of minimal length close to the knee; slacks, shirts, blouses, and polo shirts.

Sports clothes for special activities only shall include running shoes, jeans, shorts, and sweat clothes.

Shoes shall be practical with low heels.

General appearance shall also be consistent with a professional image.

- Cosmetics may be worn in moderation.
- Fragrances should not be worn.
- Hair must be under control and worn in a fashion not to interfere with client care.
- Hair should be worn off the face and collar with no loose strands over the face or shoulders.
- Beards, mustaches and side burns must be neatly trimmed.
- Fingernails shall be short and neat with no polish.
- Artificial nails are not permitted.
- Chewing gum is not permitted.
- Jewelry:
 - rings: plain band only for direct client care
 - earrings: stud earrings only
 - no other visible piercings
 - necklaces: plain, lightweight neck chains worn inside uniform only
 - bracelets: Medic Alert bracelets only
 - watches: lapel or wrist watch with second hand or function

Professional Conduct

Students in the Faculty of Health Studies are required to conduct themselves in a safe and ethical manner in all program-related situations. Failure to adhere to expected standards of safe and ethical conduct will result in disciplinary consequences that may include expulsion from the specific program of study. The standards of practice and codes of ethics that guide the relevant profession will be considered in the decision-making process, as will standards and codes existent in particular study and at Brandon University. The Faculty of Health Studies reserves the right to require any student to be removed from a practicum or the program, based on consideration of competence, professional conduct or health. Under any of these circumstances the student's right to withdraw from the course may be withheld (or in exceptional circumstance revoked).

Please refer to Faculty of Health Studies Professional Conduct Policy.

APPENDIX A

Professional Conduct Agreement

The Department of Psychiatric Nursing in the Faculty of Health Studies believes that professional behaviour is an integral part of each student's psychiatric nursing education. As such, each student is asked to read and sign the following agreement which will be kept in the student's file with the Student Advisor.

I, _____ the undersigned, acknowledge the
print name here
importance of professionalism and personal integrity in psychiatric nursing and psychiatric nursing education. I understand that attendance of laboratory classes and clinical placements are mandatory including the scheduled orientation to Lab and Clinical courses. I am aware of, and commit to, the professional expectations in the classroom setting as described in the Student Handbook. I am also aware of, and commit to, the professional clinical conduct standard set by the Department of Psychiatric Nursing in the Faculty of Health Studies at Brandon University.

I understand that breaches to the conduct standards will have consequences as outlined in this document.

Student

Date