



Brandon University
Faculty of Health Studies
Bachelor of Nursing Program



Student Handbook

September 2018

*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 Student Advisor at 204-571-8567.



Office of the Dean

Welcome to the Faculty of Health Studies and your chosen degree program. We are proud of the history of nursing and psychiatric nursing education at Brandon University. Our students receive outstanding clinical and theoretical education and go on to 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 practice with individuals, families, and communities. They have strong success gaining employment upon completion of their programs as well as outstanding results on national licensing examinations.

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 relatively 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 a variety of rich learning experiences, students gain the competencies necessary to enter their chosen career in the healthcare field.

With kindest regards and best wishes in your studies,

Dr. W. Dean Care, RN

Dean and Professor
Faculty of Health Studies

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

Welcome to the Bachelor of Nursing program from the Brandon University Health Studies Student Association (BUHSSA)! 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. All students in the Faculty of Health Studies are invited to join this Association.

The 2018-2019 Executive includes:

Meg Stade (President)

Maleena Inthavong (Vice President)

Colton Robak (Treasurer)

Kyle Dawson (Secretary)

We are a group of students working together to manage the club. Our office is located on the second floor of the Health Studies building by the computers; there is 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 be registered in one or more courses in the Faculty of Health Studies including both BN and BScPN 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,

BUHSSA Executive

Brandon University BN Program Curriculum: Themes and Principles

The Curriculum for the BN program is based on requirements set out by CRNM that address important concepts. These concepts are in line with national standards of practice and nursing competencies, current nursing theory, health care reform, as well as values and beliefs of the Nursing Faculty at Brandon University.

You may hear one of your Instructors say that we have an "integrated program" and you may wonder what that means. Programs tend to be "blocked" or "integrated". In blocked programs, specific content is offered at different times in the program. For example, medical-surgical courses may be offered in year two and paediatrics in year three. In an integrated program, topics are introduced and re-introduced later in the program with a deeper level of examination. For example, the topic of critical thinking is introduced in pre-nursing and discussed in more depth later in clinical practice.

We use a Human Response model which depicts peoples' usual responses to various states of health and illness. Using several theories and conceptual models, Human Responses and other courses explore how nurses can partner with patients/clients/residents and their families to plan and implement strategies to foster optimal health throughout the continuum of care.

Social Determinants of Health

The following is a list of the widely accepted factors that determine the degree of health people experience as outlined by the World Health Organization (WHO):

- Income and social status - the greater the gap between the richest and poorest people, the greater the differences in health.
- Education – low education levels are linked with poor health, stress and low self-confidence.
- Physical environment – safe water and clean air, healthy workplaces, safe houses, communities and roads all contribute to good health.
- Employment and working conditions – people in employment who have more control over their working condition are healthier.
- Social support networks – greater support from families, friends and communities is linked to better health.
- Culture - customs, traditions, the beliefs of the family & community affect health.
- Genetics - inheritance plays a part in determining lifespan, healthiness and the likelihood of developing certain illnesses.
- Personal behaviour and coping skills – balanced eating, keeping active, smoking, drinking, and how we deal with life's stresses and challenges all affect health.
- Health services - access to and use of services that prevent and treat disease influences health
- Gender - men and women experience different types of diseases at different ages and they respond to diseases differently based on how they have been socialized.

Primary Health Care

Primary Health Care as defined by the WHO in 1978 is: Essential health care, based on practical, scientifically sound, and socially acceptable method and technology; universally accessible to all in the community through their full participation; at an affordable cost; and geared toward self-reliance and self-determination (WHO & UNICEF, 1978). Primary health care shifts the emphasis of health care to the people themselves and their needs, reinforcing and strengthening their own capacity to shape their lives. Hospitals and primary health centres then are only one aspect of the system in which health care is provided.

Primary health care is based on the philosophy that all people are equal and are entitled to the same level of health and the same opportunities. Primary health care focuses on individual and community strengths (assets) and opportunities for change (needs); maximizes the involvement of the community; includes all relevant sectors but avoids duplication of services; and uses only health technologies that are accessible, acceptable, affordable and appropriate. Primary health care needs to be delivered close to the people; thus, should rely on maximum use of both lay and professional health care practitioners and includes the following 8 components:

1. Education for the identification and prevention / control of prevailing health challenges
2. Proper food supplies and nutrition; adequate supply of safe water and basic sanitation
3. Maternal and child care, including family planning
4. Immunization against the major infectious diseases
5. Prevention and control of locally endemic diseases
6. Appropriate treatment of common diseases using appropriate technology
7. Promotion of mental, emotional and spiritual health
8. Provision of essential drugs (WHO & UNICEF, 1978).

WHO (2013). Retrieved from http://www.who.int/topics/primary_health_care.

Family Nursing

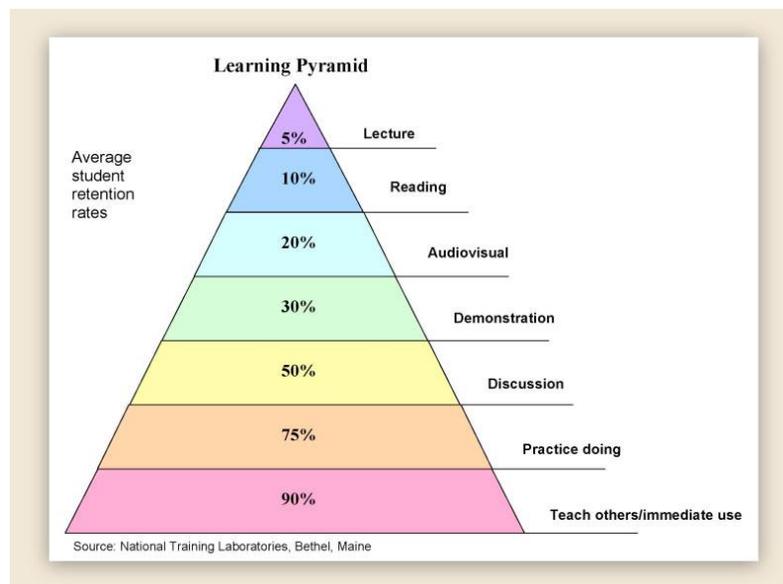
The family systems model of nursing maintains that people are best understood within the context of their family (or personal circle of significant people). People's health and their illnesses are influenced by the family network around them and the family unit is influenced by the person's health/ illness. This theory advocates for nurses to include the patient/client/resident and family in the planning and delivery of care.

Problem-Solving, Critical Thinking and Reflective Practice

The Department of Nursing acknowledges that it is impossible to include all information in the nursing curriculum that nurses may need to know. The goal is to enable students to use the knowledge and skills that they have to find additional information as needed, analyse data collected, critically-think, problem-solve, and make sound rationale decisions in their future practice. Reflective practice, which can be accomplished through various means including writing journals, is a process of learning by internally examining and exploring issues of concern, triggered by experience and may result in changed perspectives. We believe that through introspection and reflective practice, students can learn more from their clinical experiences than what might originally seem obvious.

Learning is an active process and can be accomplished in different ways by individuals

We believe that students will learn best by actively being involved in the learning process. We strive to be student-centred by providing multiple ways of learning and being flexible to the learning needs of individual students when possible. While there are differences among people in the ways they like to learn, we believe that the following Learning Pyramid is reasonably reflective of learning retention rates among students.



Academic Course Summary

<i>Courses Required</i>	<i>Course #</i>	<i>Credit Hours</i>
Anatomy & Physiology	15.171/15.172	6
English		3
Medical Microbiology	15.264	3
Intro to Stats		3
Elective		3
Elective		3
Nursing Foundations I	71.150	3
Human Growth & Development	71.155	3
Nutrition and Health Promotion	71.153	3
<i>Year I Total</i>		30
Nursing Foundations II	71.250	2
Intro to Pharmacology	71.251	2
Human Responses I	71.252	3
Health Assessment	71.253	3
Nursing Applications I	71.254	3
Nursing Practice I	71.255	2
Nursing Foundations III	71.260	3
Human Responses II	71.262	6
Nursing Applications II	71.264	3
Nursing Practice II	71.265	3
Human Responses III	71.272	2
Nursing Practice III	71.275	3
<i>Year II Total</i>		35
Human Responses IV	71.352	4
Nursing Practice IV	71.355	3
Gender & Lifespan Health I	71.356	4
Gender & Lifespan Health II	71.357	4
Human Responses V	71.362	3
Nursing Practice V	71.365	4
Nursing Practice VI	71.375	3
Intro to Health Research Methods	71.457	3
Elective		3
<i>Year III Total</i>		31
Community Health	71.361	3
Professional Nursing	71.440	6
Nursing Practice VII	71.465	4
Nursing Practice VIII	71.435	12
<i>Year IV Total</i>		25
PROGRAM TOTAL		121

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

Requests for extensions of deadline dates for assignments will be considered on an individual basis by the Faculty member. Students are asked to submit in writing the request for an extension and the reason for the request at least 48 hours prior to the deadline date.

A written confirmation whether the extension is granted will be provided by the Faculty member. In extenuating situations, where 48 hours is not available, a verbal request, followed by written documentation may be accepted. If a request for an extension has not been submitted or has not been granted, late assignments will be deducted 3 marks for each working day the assignment is submitted late.

Retention of Materials for Portfolios

In fourth year, you will compile a portfolio of your accomplishments. The portfolio is intended to demonstrate clinical and academic competence and showcase outstanding work you have accomplished. It forms the basis of your Continuing Competency documents for the College of Registered Nurses of Manitoba. At the end of every course, remember to review all your projects, presentations, and other relevant ‘creations’ and decide if there is something you want to keep for the portfolio. Examples include: teaching projects you completed, evidence of outstanding clinical performance, exceptional or exemplary papers, child and adult abuse registry documents, certifications (such as CPR, Non-Violent Crisis Intervention, Electronic Health Record training, or WHMIS training), and certificates received when conferences or workshops were attended. Course faculty will not retain copies of your work; you must take responsibility for retaining these documents yourself.

Access to Support Services

In the Department of Nursing, we want 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 about the Academic Skills Centre, Personal Counselling, Advising Services, International Student Services, and BU Accessibility 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).

Positive well-being is highly correlated to learning and student success. Wellness is a combination of physical, social, spiritual and mental health. Personal counsellors at Brandon University are dedicated to providing support to students' wellness, primarily their mental well-being, through prevention activities, early identification and timely interventions using a holistic lens.

- Please contact a personal counsellor in the Student Services department at 204-727-9737 or visit Room 102 in the A.E. McKenzie building to make an appointment.
- There are crisis counselling appointments available daily.

For APA formatting, refer to your required APA text as the acceptable reference:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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 Nursing Student Advisor by August 31. Thereafter, returning students must provide proof of certification annually by June 1.

2) Immunization

Newly admitted students to the Bachelor of Nursing program must submit the completed Immunization Record, as provided by the Department of Nursing, prior to beginning Year 2 courses. 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 Bachelor of Nursing 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 are required to:

- Complete the PHIA for Rural RHA's elearning module/quiz.
- Watch the Prairie Mountain Health (PMH) Confidentiality Video.
- Read the PMH Confidentiality Policy.
- Sign the PMH Pledge of Confidentiality.

5) WHMIS (Workplace Hazardous Material Information System)

All students will be required to complete the WHMIS (Workplace Hazardous Material Information System) course, offered through the Safety & Health Officer at Brandon University, prior to beginning Year 2 courses.

Policies and Procedures

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

ATTENDANCE POLICY

In the spring of 2016, the Faculty of Health Studies revised the attendance policy to include mandatory attendance for all orientation sessions, theory classes, clinical fieldwork, clinical practice courses and clinical labs. Please refer to the Attendance Policy below for details.

PURPOSE:

The Faculty of Health Studies is a professional Faculty. Students are expected to organize their personal schedules so that they can attend all classes, labs and clinical. Class participation is an essential element in applied learning. When students are present they not only learn from other students and their instructors, but contribute their own experiences and knowledge. Attendance and participation are expected of pre-service professionals.

POLICY:

Attendance is mandatory for orientation, class, clinical fieldwork, clinical practice courses and clinical labs. Students absent from class, clinical fieldwork, clinical practice courses and clinical labs due to illness may be required to present a certificate of illness (signed by a recognized health care provider). It is the student's professional obligation to provide professors with written documentation, in advance where possible, for each absence. Absence for compassionate reasons is considered on an individual basis.

Where absence is involved in clinical/lab, make up time may be required.

Attendance will be monitored for each class. Where absence is involved in class, Professors may require students to complete additional assignments. If a student has 3 unexcused absences in class, a failing grade will be assigned. On the third absence, the Faculty member will notify the student, in writing, of the course failure.

Failure to attend mandatory class, 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*).

CLINICAL DRESS CODE POLICY

Clinical/Hospital Placements

Bachelor of Nursing students will be required to wear a white uniform in the clinical/hospital setting for all clinical courses in the BN program. Students may use their discretion in choosing a style (ie. Pant suit, dress, skirt, scrubs). Requests for changes to the uniform due to culture or customs will be considered by the department. Uniforms must be clean, neat and of suitable length. Uniforms worn in the clinical area are considered contaminated. For the protection of all concerned, uniforms are not to be worn outside of the clinical setting.

White socks or stockings are to be worn with a uniform. White duty/nursing shoes must be worn in the clinical/hospital setting. These can be runners if the sole and the majority of the shoe are white. Shoes must be worn only on the clinical area and not outside of the facility. A name tag must be worn in the clinical setting.

Other required supplies:

- Stethoscope
- Watch with a second hand
- Bandage scissors
- White lab coat
- Zippered Binder to transport confidential personal information to/from clinical setting

Hair must be neatly groomed. Long hair is to be tied back, off the shoulder and kept away from the face at all times. Beards and moustaches are to be neatly trimmed. The following jewelry is acceptable: plain wedding band or rings with no grooves or stones, small studded earrings or sleepers, small nose stud (limited to one). All earrings/ sleepers/studs are to be small, safe and inconspicuous. Medical alert bracelets, short necklaces may be worn but must be hidden inside the uniform.

Perfumes/fragrances in patient/resident/client areas are not allowed. Other cosmetics are to be worn in moderation. Fingernails are to be short, clean and free of colored nail polish. Artificial nails or nail tips of any kind are **NOT** allowed.

Good personal hygiene and cleanliness is essential.

Community Placements/Clinical Patient Research

Professional dress and suitable shoes for community/mental health placements, and clinical patient research are required. Jeans, sweat pants, sweatshirts, shirts with logos or brand names, tights and leggings are not acceptable. Name tags must be worn in community settings and for clinical patient research. Guidelines under jewelry, cosmetics, fingernails and personal hygiene are to be followed as stipulated under clinical/hospital placements.

Faculty of Health Studies Classrooms

Clean uniforms are to be worn in the Skills Lab, only as required. Uniforms are not to be worn in any classroom setting. Course Faculty may require tattoos to be covered.

CELL PHONE POLICY

Cell phones are not permitted in the clinical area (including patient assignment research, pre/post conference). They are to be kept in your locker and may be accessed on your breaks only. Cell phones must be concealed and muted in the classroom and laboratory settings. Exceptions to be authorized by Faculty/Clinical Instructor.

EMAIL COMMUNICATION POLICY

To ensure the safety and security of student information, only Brandon University e-mail addresses will be used for correspondence between Brandon University faculty and students. E-mail sent between faculty and students may be included as part of a student's record.

Professionalism

According to Webster, profession is defined as a “chosen, paid occupation requiring prolonged training and formal qualification.” Therefore professionals may be defined as individuals expected to display competent and skilful behaviours that are aligned with their profession. Nursing expresses many core values including honesty, responsibility, pursuit of new knowledge, belief in human dignity, equality of all patients and the desire to prevent and alleviate suffering. Your professionalism will be judged in your personal behaviours and how you present yourself to all those around you.

Adapted from: www.carecor.com/what-does-professionalism-nurse-really-mean

Professional Expectations in the Classroom

The Department of 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:

- Be prepared for class (ie. complete assigned readings before class)
- Attending classes (including orientations, theory classes 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
- Participating and completing class activities as assigned
- Not consuming food in the classroom (some 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 attitude and 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 BN 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, the surrounding area, or in other locations within the province. **Students are responsible to arrange their own transportation to and from placements** (e.g. personal vehicle, public transit, car-pool, car-share, cycle, etc.) **and for any costs related to travel and accommodation (if applicable).**

To avoid a conflict of interest, students are required to inform the Clinical Placement Coordinator of clinical units/agencies where they have been an employee and/or where they have significant others in the workplace, i.e. parent, spouse/partner, child.

Students are expected to comply with the policies of any agency selected for clinical experience which may include Criminal Record and Child Abuse Registry Checks, Privacy of Information Act, Pledge of Confidentiality, Immunization and Dress Code.

Students will **practice** clinical skills in the lab setting and **perform** those same skills in the clinical setting. At no time are students allowed to practice invasive clinical skills including intravenous (IV) insertion on each other, a clinical instructor or any other healthcare provider.

It is expected that students provide safe, ethical care to clients. The Department of Nursing may invoke the Unsafe Clinical Practice and Debarment policy when fundamental clinical expectations are not met by the student. Attendance at all clinical placements, and all scheduled lab sessions is **mandatory** in the Department of Nursing in the Faculty of Health Studies.

The faculty acknowledges that true life emergencies do exist and will work with students in these situations if they arise. Excusable absence that may be approved by Course Leader may include but are not limited to:

- Medical illness – Doctor’s certificate may be required
- Snow or ice storm causing highway department to issue a travel advisory
- Natural disaster e.g. flood
- Family / personal crisis or other highly significant family event

Note: Excusable absences do **NOT** include:

- Scheduled work or vacations that conflict with theory classes, clinical or exam times
- Non-emergent doctor or dental appointments
- Being fatigued due to your own actions including paid employment
- Planning ‘special’ events that interfere with class or clinical time

The standards of practice for Registered Nurses require that RN’s identify themselves by full name and as a Registered Nurse. Bachelor of Nursing students are expected to identify themselves using the same standard therefore when introducing oneself to patients/families or other members of the health care team: “My name is Cassandra Patient and I am a 2nd Year Bachelor of Nursing student. You can call me Sandy as that is the name I go by every day and how people know me best”. Students will use full, legal names when signing all documentation.

The BN program is designed to enable students and eventually graduates attain the Entry-level Competencies for Registered Nurses (CRNM, 2013). These competencies are organized by category and are used as the basis of the expectations for professional student conduct in clinical settings.

RN Competency	Expectation for Student Professional Conduct
Professional Responsibility and Accountability	<ul style="list-style-type: none"> • Adheres to the appropriate dress code and professional image when in clinical setting • Punctual for all clinical shifts • Provides a written explanation to the faculty in an appropriate format when they are unable to meet commitments and offers a tentative plan to make up the course requirements • Communicates respectfully (written, verbal, non-verbal and through social media platforms) with all members of the health care team including colleagues and educators • Demonstrates self-reflective insight into own performance • Accepts responsibility for their own attitude and actions
Specialized Body of Knowledge	<ul style="list-style-type: none"> • Attends all orientations to clinical courses • Attends any information sessions/conferences scheduled in clinical courses • Aware of, and adheres to, relevant policies and procedure of the institution providing the clinical experience
Competent Application of Knowledge	<ul style="list-style-type: none"> • Accountable in preparation for clinical assignments • Ongoing comprehensive assessment, planning, provision & evaluation of nursing care • Attends all theory classes, labs, clinical placements, etc.
Ethical Practice	<ul style="list-style-type: none"> • Self-reports conflicts of interest in clinical experiences • Honest, open, assertive and respectful communication (verbal and non-verbal) • Works with others (peers, faculty, clients and family) in a respectful, non-judgmental manner • Maintains confidentiality of all patient information
Service to the Public	<ul style="list-style-type: none"> • Respects all individuals' differences including culture, ethnicity, religion, work, experiences, gender, age and sexual orientation • Protects client from harm & practices in the best interest of the public
Self-Regulation	<ul style="list-style-type: none"> • Implements activities to maintain own fitness to practice • Reports unsafe practice of self and others

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, you must 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 be required to complete the online learning module provided by Prairie Mountain Health, read the Confidentiality Policy and sign the Prairie Mountain Health Pledge of Confidentiality before attending clinical placements.

There are three rules to keep in mind about confidentiality besides the obvious need to NOT share health information about patients:

- 1) PHIA prohibits photocopying or photographing of any chart documents;
- 2) Use BU's secure Learning Management site, Moodle, instead of email to upload journals that may contain identifiable patient information;
- 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

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. This method of debriefing is

simply venting or ranting as it does not provide you with any meaningful support. As a student, post conferences have been designed as an opportunity for you to share your experiences and receive feedback that may widen your perspective and help you learn from the events.

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.

*Present yourself in a professional manner in photos, videos and postings. Think before you click:
“What if the Dean/CRNM reads this?”*

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.

Posting the following information is strictly prohibited:

- Information about clients, including personal health information and images
- Defamatory comments about clinical placement settings
- Content that could be damaging to the reputation of Brandon University

Consequences of Unprofessional Behaviour

When problem behaviours are identified, the involved faculty member will counsel the student on the unacceptable behaviour and indicate the type of behaviour change that is expected and within what time frame. The student’s unacceptable behaviour and the specific counselling will be documented by the faculty in the student’s file. Documentation may involve a Performance Improvement Plan (PIP) or use of other tools. In addition, the faculty member will notify the Department Chair. The student will be given a copy of the documentation which will be submitted to his/her student file.

Students are held responsible for content presented in class, lab and clinical setting. Students whose behaviour is unprofessional will receive sanctions, which may include: debarment, course failure, grade reductions, probation, suspension or dismissal from the class or program.

Academic Integrity

Academic integrity is an essential part of University life. Students should familiarize themselves with section 4.2.2 of the General Calendar (Academic Dishonesty and Misconduct). Violations of this policy will not be tolerated. Plagiarism, cheating, falsification of records or research misconduct will result in disciplinary action. If you are unclear of what constitutes plagiarism, or are uncertain of a particular aspect, please meet with a Faculty member for clarification. A student who is determined to be responsible for academic dishonesty or misconduct may be subject to the imposition of one or more of the following:

- a. Requirement to repeat the assignment or examination, with or without a grade reduction.
- b. Assignment of a grade of zero in the assignment, test, or exam.
- c. Assignment of "F-AD" in the course in which the offense is committed.
- d. Suspension of some or all courses in which a final grade has not been entered and the assignment of "F-AD" in all such courses.
- e. Suspension from all Brandon University teams, clubs, or like organizations for a period of 1 to 5 years.
- f. Suspension from the faculty for a period of 1 to 5 years.
- g. Expulsion from the faculty.
- h. Suspension from the University for a period of 1 to 5 years.
- i. Expulsion from the University.
- j. Cancellation or revocation of degree.

BN Program Occurrence Reports and Patient Safety

Provincial regulations mandate that Occurrence Reports be completed following errors or incidents ranging from "near-misses" to critical occurrences that affect patient safety in regional health authorities. Legislation requires that an analysis must take place to determine what factors contributed to the error being detected and averted (in the case of a near-miss) and what factors contributed to the error being made and what can be done to prevent reoccurrences in the future. The focus of the Occurrence Report process is always on learning from the occurrence: What aspect of safe practice broke down? What factors contributed? How can we do better?

The College of Registered Nurses of Manitoba (CRNM) requires all nursing programs in the province to implement a process to report, track and analyse errors and/or near misses that involve nursing students. Faculty members will identify trends in the types of errors and possible gaps in how we are teaching and preparing students for clinical practice. In the event that you or a faculty member is involved in an error or near-miss, you are required to complete an RHA Occurrence Report (as applicable) as well as a Brandon University, Department of Nursing Occurrence Report.

APPENDIX A

Professional Conduct Agreement

The Department of Nursing in the Faculty of Health Studies believes that professional behaviour is an integral part of each student's 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 nursing and nursing education. I understand that attendance of theory and 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 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