



**BRANDON  
UNIVERSITY**

# Faculty of Health Studies



## Bachelor of Science in Psychiatric Nursing Program Student Handbook

**2020 - 2021**

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



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

# Welcome

## Message from the Dean – Dr. John Moraros

Welcome to the Bachelor of Science in Psychiatric Nursing Program, Faculty of Health Studies at Brandon University. We are a tight-knit community of outstanding and dedicated faculty and staff ready to teach, support and inspire you to attain an exceptional educational experience and a life-changing professional career.

We are pleased that you chose to join and contribute to our growing, diverse and welcoming family.

We aim to become home to the best and brightest students from our regional, national and international community. We emphasize the importance of student-centered learning, interdisciplinary research and community outreach. We appreciate, respect and expect in all its shapes and forms: Innovation, Collaboration, Diversity and Multiculturalism.

Over the next few years, we will challenge and help you become an active learner, a critical thinker and a competent and caring professional. In turn, we ask that you share and use your knowledge, skills and gifts to help address social justice issues and improve healthcare outcomes, especially among minority and vulnerable populations in our global community. In our program, we recruit, teach and shape the next generation of compassionate, servant leaders just like you.

Strive for excellence in everything you do and get ready to make a meaningful difference as engaged citizens and global leaders.

I urge you during your time here to take every opportunity both inside and outside of the classroom to think, act and BU: Be bold, be kind, be brave, be responsible and be ambitious!

I look forward to meeting each of you.

Best wishes for your bright future,

Dr. John Moraros, MPD, PhD, MPH  
Dean & Professor  
Faculty of Health Studies

*We respect the treaties that were made on these lands and acknowledge that Brandon University campuses are located on Treaty 1 and Treaty 2 Lands, traditional homelands of the Dakota, Anishanabek, Cree, Oji-Cree, Dene and Métis peoples.*

# Brandon University Health Studies Student Association

## (BUHSSA) Welcome Letter

Dear BUHSSA member,

Welcome to the Faculty of Health Studies! As a student accepted into the Faculty of Health Studies, you are now a member of BUHSSA.

Nursing education at Brandon University began in 1986 and since that time there has always been a student association led by the students, for the students. BUHSSA is proud to be a part of this 35-year legacy.

BUHSSA exists to provide opportunities for strategic networking, enhance the student experience, and provide a forum for student issues to be addressed.

Our office is located on the second floor of the Health Studies building (223). There is a bulletin board located outside of the office where you will find meeting minutes, updates, a suggestion box, and general information on current events.

We encourage you to actively participate in the BUHSSA monthly meetings. These occur in a conference room in the Health Studies Building, and via video conference so you can attend from your laptop or phone remotely. Committee engagement is one of the best ways to stay informed and get involved in volunteering opportunities.

Executive elections are held in November of each year with respect to 4<sup>th</sup> year senior practicums. The current executive team includes:

- Stefan McGonigle (President)
- Armando Galindo (Vice President)
- Emma Peterson (Treasurer)
- Riley Hammond (Secretary)

Please review the BUHSSA Student Booklet for a comprehensive guide to BUHSSA initiatives.

With best wishes for another exciting year,

Your BUHSSA Representatives

Email us any time at [healthstudiesstudents@hotmail.com](mailto:healthstudiesstudents@hotmail.com)

Follow us on Instagram: **BUHSSA**

## **Message from BUSU – Brandon University Student Union**

The Brandon University Students' Union (BUSU) is a not-for-profit organization created to advocate for your interests. We represent you on a variety of committees at Brandon University. We also lobby the local, regional, provincial, and federal levels of government. BUSU is here for students; protecting your rights, and making your university experience more enjoyable.

BUSU represents approximately 3500 students enrolled at Brandon University. We were incorporated in 1969, and are Local 37 of the Canadian Federation of Students.

BUSU offers services, hold events, runs campaigns, and advocates on behalf of you. Many of the services and campaigns offered are provided in partnership with the Canadian Federation of Students. We also provide funding and resources to all collectives and registered student clubs.

BUSU hosts a wide variety of events such as speakers, socials, and free food. We also organize orientation events at the beginning of September and January; this gives you a chance to meet with other students from inside and outside your faculty.

## History

In 1986, Nursing and Psychiatric Nursing programs came to Brandon University 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. Students who were already Registered Nurses and Registered Psychiatric Nurses and upon successful completion of the two-year programs were provided with a Bachelor of Science in Nursing (BScN) and a Bachelor of Science in Mental Health (BScMH). A total of 52 students were admitted during that first year.



In Fall 1987, the Department of Nursing and Health Studies moved into newly renovated space in the lower level of McMaster Hall. It included two classrooms, a laboratory and observation room, reception area, photocopy room, main office, four faculty offices, and a faculty lounge.

Spring 1988 saw the first graduating class from these post-diploma programs.

In 1995, Canada's first four year baccalaureate program in Psychiatric Nursing (BScPN) joined the two post-diploma programs at Brandon University. This program remained at the Brandon Mental Health Centre (BMHC) where the Psychiatric Nursing Diploma program had been housed since 1920 until 1998.

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 located 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 all programs 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 in October 1998.

In 1998, the School began to offer the first two years of its BScPN program by distance in Winnipeg, in collaboration with the University of Winnipeg. Students could complete the psychiatric nursing courses through distance delivery and the 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 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 program 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 held in August 2006 and classes began a week later.

In May 2007, the new Bachelor of Nursing program graduated its first cohort of BN students from Brandon University.

On August, 1, 2008, *Dr. Dean Care* began 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.

In the fall of 2008 an official opening was held for the newly renovated laboratory space in the lower level of the original building.

On June 9, 2009, the Senate of Brandon University approved the First Nations and Aboriginal Counseling (FNAC) program to be situated within the School of Health Studies. This program was first proposed by the Manitoba Aboriginal Educational Counseling Association and came to Brandon University in 1998. The program was formulated using First Nations and Aboriginal holistic approaches to counseling, healing and community. The move to the School of Health Studies was one of the recommendations put forward by an External Review Committee team that evaluated the FNAC program. The committee also recommended a change in name of the program and a revised curriculum. In September 2010 the new Indigenous Health and Human Services (IHHS) program accepted its first students and, in 2013, the IHHS program transitioned to the Department of Native Studies in the Faculty of Arts.

In September 2009, the Health Studies Seminar Series was launched. This seminar series provides opportunities for faculty to share their research activities and develop a community of scholars in Health Studies.

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. In the fall of 2020, there will be 74 MPN students registered in the program. Twenty-four students from across Canada have graduated from the program since its inception. The MPN program is designed for professionals who are seeking advanced practice roles in administration, clinical practice, or education and the program is delivered using a combination of alternative delivery formats.



In July 2012, the School of Health Studies became the Faculty of Health Studies. To achieve the status of Faculty, a number of criteria had to be met, including having “an independent School Council reporting directly to the Senate”, reaching a sizeable number of students and faculty, implementing graduate programs, carrying out noteworthy research, maintaining a worthy performance record, among others. *“This development is so important – for our students, the Faculty and the University. It raises the profile of the entire program making the B.U. Health Studies experience more valuable to the students. The achievement of this benchmark is a testament to the hard work Dr. Care and the faculty devoted to this initiative,”* said Dr. Deborah Poff, Brandon University’s President and Vice-Chancellor.

In November 2012, Brandon University and Assiniboine Community College (ACC) entered into an articulation agreement to allow LPN graduates from ACC to enter into the BN and BScPN programs at BU. The Faculty received funding from the Manitoba Government to establish 12 seats for LPNs to access the BN and/or BScPN programs. The articulation agreement with ACC was renewed in December 2017.

In 2013-14, Dr. Ardene Vollman served as a Stanley Knowles Distinguished Visiting Professor in the Faculty of Health Studies.

In the Spring of 2014 faculty engaged in a strategic planning initiative to map out a future direction for the Faculty of Health Studies. This resulted in the *Building for a Bright Future Strategic Academic Plan (2014-2019)*.

In May 2015, the Faculty had the first graduate from the Master of Psychiatric Nursing program at Brandon University.

In the Fall of 2015, the Hi-fidelity Simulation Centre was established at the Brandon Campus. In 2015, the Office of Research was established and a Research Facilitator hired for that unit. That year also marked the establishment of the four Research Grant Awards (\$2500 each). These grants provide Health Studies faculty with seed money in support of developing larger research grant applications.

In September 2016, Health Studies Faculty Council approved the establishment of the Dean’s Award for Teaching Excellence in the areas of Academic Teaching and Clinical Teaching. These awards are presented annually.

In 2018, new laboratory space and faculty offices were opened on the 6th floor of the Rice Centre in Winnipeg. This added approximately 3000 square feet to the Winnipeg Campus and resulted in a much improved learning environment for BScPN students.

In May 2019, the University Senate approved the establishment of the Centre for Critical Studies of Rural Mental Health which is located in the Health Studies building.

On August 1, 2019, the Faculty welcomed the third Dean of Health Studies, *Dr. John Moraros*.

# Bachelor of Science in Psychiatric Nursing 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, 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.

### Department of Psychiatric Nursing Mission Statement

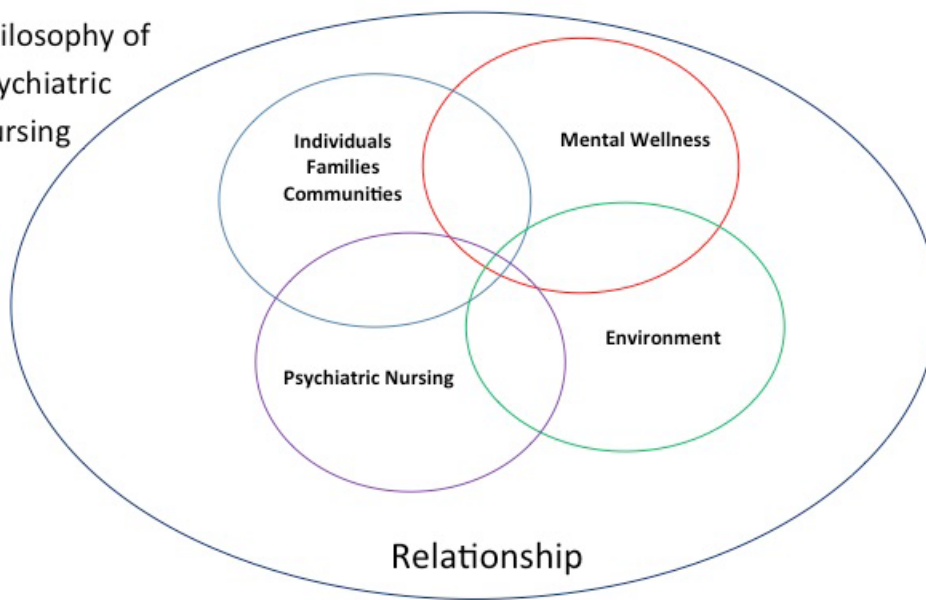
The Department of Psychiatric Nursing is committed to providing leadership, research, development, and modeling of best practice in psychiatric nursing and psychiatric nursing education that is: relationship-based, recovery-oriented, and evidence-informed.

### Department of Psychiatric Nursing Philosophical Beliefs

The Department of Psychiatric Nursing's philosophical beliefs form a framework and guide for educational practice and development of psychiatric nursing.

The Department of Psychiatric Nursing's philosophical beliefs are organized under re-envisioned traditional metaparadigm concepts of nursing (person, health, environment, and nursing) with the addition of relationship as an overarching concept.

## Philosophy of Psychiatric Nursing



### **Beliefs about Relationship**

Everything is in relationship. There is no thing, person, or idea that exists outside of relationship.

Psychiatric nurses and psychiatric nurse educators understand all knowledge, skills, beliefs, and practices through the lens of relationships.

The overarching 'relationship' in the diagram above does not represent the 'therapeutic relationship'. Beliefs about the therapeutic relationship are contained within the concept of 'psychiatric nursing'.

### **Beliefs about Individual, Family, and Community**

We all share a common humanity.

Individuals, families, and communities have unique capacities, vulnerabilities, beliefs, and values.

Individuals, families, and communities are in a continuous process of learning and changing.

Every individual, family, and community needs supportive relationships with others, community, and the environment to achieve, regain, and maintain health and mental wellness.

### **Beliefs about Mental Wellness**

Mental wellness is living a life one defines as meaningful and satisfying while being a contributing member in a community of one's choice.

Mental wellness is defined and constructed by individuals, families, and communities within the context of social relationships.

Mental wellness encompasses the whole individual, family, or community in integral interaction with their biological, psychological, social, spiritual, and environmental contexts.

Mental wellness is possible for all. Individuals, families, and communities can experience mental wellness in the presence of illness, disability, disorder, or disease.

Psychiatric nurses, individuals, families, and communities have the knowledge, skills, and values to promote, achieve, and maintain mental wellness individually and collaboratively.

### **Beliefs about Environment**

The health and mental wellness of individuals, families, and communities are dependent upon unique, complex relationships with social and natural environments.

The environment itself can be therapeutic, including social, and natural environments.

Psychiatric nurses and psychiatric nurse educators have a responsibility to maintain environments that are safe, respectful, and promote health and mental wellness.

The social determinants of health and issues of social justice and power must be considered and addressed in all relationships and situations.

Psychiatric nurses and psychiatric nurse educators have responsibilities and obligations toward the care and health of natural and social environments.

### **Beliefs about Psychiatric Nursing**

Psychiatric nursing is a discipline with sets of knowledge, skills, and values, as well as the capacity to produce research and generate knowledge distinct to the discipline.

Psychiatric nursing eclectically incorporates a range of theoretical frameworks as appropriate to a variety of practice settings and the unique needs of individuals, families, and communities.

The distinct nature of the psychiatric nursing therapeutic relationship and psychiatric nursing therapeutic use of self are fundamental to the discipline of psychiatric nursing.

Psychiatric nursing encompasses a unique combination of health, mental wellness, and relationship expertise along with expertise in collaborative care within biomedical and psychiatric models.

The discipline of psychiatric nursing has specialized knowledge, skills, and values necessary for working collaboratively with individuals, families, and communities toward the promotion, achievement, and maintenance of health and mental wellness.

Psychiatric nursing advocates for the rights and resources necessary for health and mental wellness of individuals, families, and communities.

Psychiatric nursing is a self-regulating profession that operates within a professional ethical framework and adheres to professional standards and legal requirements.

### **Beliefs about Psychiatric Nursing Education**

(As a domain within psychiatric nursing)

Psychiatric nursing education facilitates psychiatric nursing students to develop entry level competencies, critical thinking skills, and leadership skills for use in the four domains of psychiatric nursing practice (clinical, education, administration, and research) including:

Advocating for individuals, families, and communities

Advocating for system and social change

Protecting the welfare of the public

Promoting and advancing health and mental wellness.

Psychiatric nursing education prepares psychiatric nursing students for value-based, person-centred, empowerment promoting, and recovery-oriented psychiatric nursing practice directly applicable to and learned within interactions with individuals, families, and communities in practice settings.

Psychiatric nursing education assists in the personal growth and development of psychiatric nursing students, building self-awareness and adaptability based on the uniqueness of each student.

Psychiatric nursing education collaborates with psychiatric nursing students to build skills for lifelong learning in order to support continued development of knowledge and skills as required throughout their psychiatric nursing careers.

Psychiatric nursing education is a collaborative process involving various parties, each with specific roles and responsibilities (e.g., students, faculty, university, community).

Psychiatric nursing education is guided by professional and personal ethics, social awareness, and social responsibility.

As psychiatric nursing educators we model good psychiatric nursing practice—therapeutic use of self, therapeutic relationships, therapeutic milieu, person-centred approach, and healthy self-care—as appropriate to an educational context while working with our students and each other.

Psychiatric nursing education creates and maintains a safe working and learning environment.

## 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 Elective		3
Human Anatomy & Physiology	15.132	6
Statistics	62.171, or 82.250 or 90.294	3
<b>PRE PSYCHIATRIC NURSING TOTAL</b>		<b>30</b>
Fund Psych Nursing Practice II	69.153	3
Principles of Health Assessment	69.251	3
Psychopharmacology	69.252	3
Fund Psych Nursing Practice III	69.253	3
Integrated Practicum I	69.255	2
Indigenous Health Connections	69.256	3
Principles of Individual Counselling	69.261	3
Med Nursing – Psychiatric Nurses	69.262	8
Psychopathology	69.363	3
<b>YEAR II TOTAL</b>		<b>31</b>
Integrated Practicum II	69.265	2
Psych Nursing of Elderly Persons	69.271	1.5
Introduction to Palliative Care	69.272	1.5
Integrated Practicum III	69.346	4
Psych Nursing Child/Adolescents	69.359	3
Community Health	69.360	4
Therapeutic Groups	69.364	3
Acute Mental Health Challenges	69.366	3
Family Counselling	69.367	3
Developmental Challenges	69.377	4
Addictions	69.379	3
Interpersonal Abuse	69.380	3
<b>YEAR III TOTAL</b>		<b>35</b>
Integrative Clinical Practicum	69.442	12
Leadership – Professional Practice	69.454	3
Intro Health Research Methods	69.457	3
Psych Rehab/Recovery	69.472	4
Contemporary Perspectives – Professional Health Issues	69.473	3
Phil Perspectives for Practice	69.474	3
<b>YEAR IV TOTAL</b>		<b>28</b>
<b>PROGRAM TOTAL</b>		<b>124</b>

## 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 minimal grade of C (2.0) in all Health Studies courses. However, an overall grade point average of 2.5 in the degree line is required for graduation.

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

## 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 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). A useful guide to APA formatting can be found at: <http://www.apastyle.org/learn/faqs/index.aspx>

# 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](http://www.brandonu.ca).

## Test/Exam Invigilation

The Faculty of Health Studies strives to provide students with a fair, respectful and supportive testing environment for all tests/examinations in the classroom.

- 1) Unless expressly permitted by the Professor/Instructional Associate, students may not carry into the testing/examination area any notes, unauthorized texts or any other extraneous material. All cell phones and electronic devices must be turned off. Devices may not be kept out or be easily accessible during examinations. Any students caught using an electronic device may have their exam papers confiscated.
- 2) A student who arrives to write a test/examination more than thirty (30) minutes after the start of the examination will not be permitted to write the test/examination. The student will be required to contact the Course Professor/Instructional Associate by email. In the event that the student is unable to make contact with the Course Professor/Instructional Associate, the student will contact the Student Advisor of the respective program.
- 3) No student scheduled to write a test/examination who arrives late for the test/examination shall be permitted to write longer than the scheduled end time for that test/examination.
- 4) No student shall be permitted to leave the test/examination room during the first thirty (30) minutes of a test/examination.
- 5) Students who miss a test or other exam must contact the Professor/Instructional Associate immediately. Failure to do so will result in a zero for that test/examination. Legitimate reasons for missed tests, midterms and examinations include, but are not limited to, personal illness or domestic affliction. Documentation will be required (such as a physician's note, letter from a pastor or counsellor, tow truck receipt) and each situation will be assessed on an individual basis.
- 6) Whenever possible, students will be accompanied when leaving the test/examination room (e.g. washroom).



# Clinical Practicum Requirements

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

## 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.

## Criminal Record & Vulnerable Sector Check / Child Abuse Registry Check / Adult Abuse Registry Check

A satisfactory completion of a Criminal Record & Vulnerable Sector 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.

## Personal Health Information Act (PHIA) & Pledge of Confidentiality

All students will be required to attend a Personal Health Information Act (PHIA) orientation session and sign a Pledge of Confidentiality prior to Year 2 practicum. Students may be required to sign additional Oaths/Pledges depending on clinical placements.

## WHMIS (Workplace Hazardous Material Information System)

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

## **Non Violent Crisis Intervention (NVC) Training**

At the beginning of Year 2 and prior to commencing clinical, students will be required to attend and participate in a two-day Non Violent Crisis Intervention (NVC) workshop. In Year 3 of the program and prior to Integrated Practice III, students will be required to attend and participate in a NVC refresher workshop.

## **Safe Patient Handling**

Safe Patient Handling is a requirement of all staff and students in Manitoba regional health authorities (RHA). The training will be taught by a trained instructor from the RHA, qualifying students to work in all facilities throughout the RHAs. Safe Patient Handling teaches staff and students appropriate injury prevention techniques for working safely with patients to reposition, transfer and assist patients in health care settings.

## **Additional clinical site specific or program specific training/certifications may be required:**

- N95 mask fit testing
- Electronic Patient Record (EPR) training
- Automated Medication Distribution System (AMDS) – PYXIS
- Winnipeg Regional Health Authority (WRHA) Clinical Placement Agreement Appendix A
- WRHA learning modules
  - Personal Protective Equipment (PPE)
  - Hand Hygiene
  - Point of Care Risk Assessment
- Hearing Voices workshop

Students will not be permitted on the clinical site if all requirements have not been met.

## **Professional Dress Code**

The Professional Dress Code policy provides parameters for students who are expected to demonstrate a professional image while maintaining public health regulations when working in clinical/community/field placement sites.

## **Clinical Placements**

In clinical situations, students must wear either complete uniforms or appropriate professional dress as determined by the protocol established for the clinical setting. Students are required to wear a navy uniform in the clinical setting for all clinical courses in the BN/BScPN programs. Students will be required to purchase the uniform from a designated supplier. Requests for changes to the uniform due to culture or customs will be considered by the Faculty of Health Studies. Uniforms must be clean, neat and of suitable length. Uniforms must not be worn to and from the clinical area because they are considered contaminated. Travel to and from a work

setting in a uniform have potential to transport and transfer organisms that threaten the health of the public. Uniforms are not to be worn outside of the clinical setting.

Black or navy socks/stockings are to be worn with the uniform. Comfortable, closed toe and closed back shoes with low or no heel must be worn in the clinical/hospital setting. Runners are permitted if they are clean, in good condition and have non-marking soles. Shoes must be worn only on the clinical area and not outside of the facility.

A Brandon University patch must be sewn on the left shoulder of the uniform.

A Brandon University photo ID name tag must be worn and be easily visible in the clinical setting.

Other required supplies:

- Stethoscope
- Watch with a second hand
- Bandage scissors (optional)
- White Lab Coat (BN students only)
- Zippered binder

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, moustaches and side burns are to be short and neatly trimmed.

The following jewelry is acceptable: one plain band or ring with no grooves or stones, small studded earrings, or a small nose stud (limited to one). No other visible piercings allowed. All earrings/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. Course Faculty may require tattoos to be covered.

Fingernails are to be short, clean and free of nail polish. Artificial nails or nail tips of any kind are not allowed.

Good personal hygiene and cleanliness is essential.

### **Community and Field Placements/Clinical Patient Research**

Professional dress and suitable shoes for community/mental health placements, and clinical patient research are required. Professional dress should be clean, in good repair and appropriate to the area/activity. 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 placements.

## **Faculty of Health Studies Classrooms**

Clean uniforms are to be worn in the Skills/Simulation Lab, only as required. Uniforms are not to be worn in any classroom setting.

## **Cell Phones**

Cell phones are not permitted in the clinical area (including patient assignment research, pre/post conference) and must be concealed and muted in the classroom and laboratory settings. Cellular data notifications to smart watches are to be turned off in the clinical area. Exceptions are to be authorized by Faculty/Clinical Instructor.

## **E-mail Communication**

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.

In accordance with the direction provided in each student's acceptance letter to Brandon University, *You need to check your webmail/email regularly! Your BU email account is the primary way that we contact you about changes to your classes, wait-lists, upcoming events, and so much more.* (<https://www.brandonu.ca/future-students/accepted/>).

# Professional Requirements and Competencies

## Requirements

### 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, Theory, and Clinical Courses)
- Attending exams as scheduled. A Doctor's certificate may be required if a student is absent from an exam due to medical illness.
- 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.

### In the 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.

**To avoid a conflict of interest, students are required to inform the Clinical Placement Coordinator of the following:**

- Areas/units where they are currently or have been employed in the last 3 years
- Areas/units where family members are employed
- Areas/units where self or family members are receiving care

Students are responsible to arrange their own transportation to and from placements and 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.*)

**Students are required to use the following student signature when completing documentation on a clinical site: example, J. Doe, S.Psych.N/BU.**

## Competencies

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. <https://www.crpnm.mb.ca/members/standards-and-legislation/entry-level-competencies/>

<b>RPN Competency</b>	<b>Expectation for Student Professional Conduct</b>
<p><b>Psychiatric Nursing Interventions</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• Maintains personal and professional integrity in a therapeutic, client centered relationship to promote goal directed change.</li> <li>• Utilizes nursing process and documents the results of evaluations of psychiatric nursing interventions.</li> <li>• Provides care that demonstrates sensitivity to client diversity in areas such as culture, race, age, sexual orientation, gender, beliefs and values.</li> </ul>
<p><b>Therapeutic Use of Self</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrates attitudes that contribute to effective partnerships with clients such as respect, empathy, and honesty.</li> <li>• Communicates respectfully (written, verbal, non-verbal and through social media platforms) with all members of the health care team including colleagues and educators.</li> <li>• Works well with others (peers, faculty, clients and family) in a respectful, non-judgmental manner.</li> </ul>
<p><b>Modification of the Environment</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• Creates and maintains a therapeutic environment.</li> </ul>
<p><b>Self-Care Activities</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Implements own self-care activities.</li> </ul>
<p><b>Physiological Nursing Interventions</b>  <i>The R.P.N. utilizes knowledge of physical and related sciences when assessing, planning, implementing and evaluating</i></p>	<ul style="list-style-type: none"> <li>• Utilizes knowledge of somatic therapies and applies related clinical skills in working with the client.</li> </ul>

<p><i>care relating to the client's physical needs.</i></p>	<ul style="list-style-type: none"> <li>• Maintains currency in knowledge of pharmacology (with an emphasis on psychopharmacology).</li> </ul>
<p><b>Promotion of Health and Prevention of Illness</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• Understands principles of teaching and learning, and accompanying rationale.</li> </ul>
<p><b>Utilization of Health Care Systems and Community Resources</b>  <i>The R.P.N. participates in and provides leadership to establish community resources for the promotion of mental health.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of available community resources.</li> </ul>
<p><b>Professional Practice</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• Adheres to the appropriate dress code and professional image when in a clinical setting.</li> <li>• Accepts responsibility for own actions/decisions.</li> <li>• Attends all orientation sessions to clinical courses, punctual for all clinical shifts.</li> <li>• Aware of, and adheres to, relevant policies and procedures of the institution providing the clinical experience.</li> <li>• Recognizes legal issues in the treatment of clients.</li> <li>• 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.</li> <li>• Recognizes limitations of own competence and seeks assistance when necessary.</li> </ul>



## Freedom of Information & Protection of Privacy Act

Students and faculty have a responsibility to adhere to the regulations set out in Manitoba's Freedom of Information and Protection of Privacy Act (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 (e.g. 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.

A second piece of legislation, the Personal Health Information Act (PHIA) specifically directs how health information is managed. You will be required to attend a PHIA orientation session and sign a 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 Use

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. In the past, student nurses may have used 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. 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.

Inappropriate use of social media platforms and websites reflects not only the individual but also the Bachelor of Science in Psychiatric Nursing Program at Brandon University and facilities that support the program. Although there is a perception of anonymity and privacy, once a message is posted it is no longer private. Students must not include discussion on any websites on the internet such as Facebook, Twitter, Snapchat and Instagram about any health region or agency, its practices, employees, its patients or clients. Students with personal pages on social media sites, are not to identify themselves as speaking on behalf of the nursing program, and may not imply that they are a student in, or associated with, the Psychiatric Nursing program at Brandon University.

### Examples of Possible Misuse of Social Media

- Postings that identify patients or clients that have received treatment. Even if a post does not identify the patient's name, details about a procedure and/or the date and time may reveal the patient's identity.
- Postings that are derogatory spread misinformation or are harmful to the Bachelor of Science in Psychiatric Nursing program, Brandon University, health region, facility, unit, or any of their practices.
- Postings that could place clients and patients, health care team, faculty and/or other students in danger.
- Posting photos of members of the health care team or patients.
- Postings that infringe on intellectual property or client data.
- Postings that reveal the Bachelor of Nursing Program, Brandon University, health region, facility, or unit sensitive matters.

## Considerations when using social media

Given the importance of privacy, the following guidelines are provided specific to privacy protection, adapted from the Office of the Privacy Commissioner of Canada and the Canadian Nurses Protective Society:

1. Never expect absolute privacy when using social networking sites. Many sites allow all content to be viewed by anyone using the Internet or all other registered users of the site. Read and understand the terms of use of the site before creating an account.
2. Investigate profile protection when using social networking sites. It may be possible to adjust your account so that uninvited users cannot view your information anonymously.
3. Use the highest and most restrictive security setting that is available and do not provide identifying personal information such as social insurance numbers, your birthday, your full name or your address.
4. Consider that what you are posting may be online forever, even if it has been deleted. In future job competitions, it is increasingly likely that prospective employers will search your online profile(s).
5. Remember that even sites with privacy options may be required to release your information to government or law enforcement agencies.

### **Consider if you would want your message to be read aloud to or viewed by:**

- Your parents and/or children
- Your boss
- To be printed on the front page of the local newspaper/billboard with your name and picture on it
- To be read or viewed again in 20 years
- Read out in a deposition in a court of law

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.

## Academic Integrity

See section 3.14 (Academic Dishonesty and Misconduct) of the Undergraduate Calendar or section 3.9 (Academic Dishonesty and Misconduct) of the Graduate Calendar. Violations of this policy will not be tolerated. Plagiarism, cheating, falsification of records or research misconduct will result in disciplinary action. 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 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 offence is committed
- d. Suspension from 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.

## **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.

## **Professional Conduct Review Policy**

Nursing and Psychiatric Nursing are self-regulated professions. This means that the government has delegated to the professional regulatory bodies the authority to regulate itself for the purpose of protecting the public. In the spirit of self-regulation, students in the Faculty of Health Studies are expected to provide competent, safe and ethical care to their clients. This means that clients must not be harmed or placed in positions of undue risk because of incompetent (see Students Experiencing Difficulty in Clinical Practice policy), unsafe (see Unsafe Clinical Practice & Debarment policy) and/or unethical conduct. In addition, other students, faculty members and support staff in the Faculty of Health Studies at Brandon University and the community-at-large, must not be harmed or placed in positions of undue risk because of unsafe, unprofessional and/or unethical conduct of a student.

Professional misconduct is defined as an act or omission that is in breach of accepted standards of conduct based upon professional and ethical standards of the College of Registered Nurses of Manitoba (CRNM) and the College of Registered Psychiatric Nurses of Manitoba (CRPNM). Where concern about the conduct of a student exists, a mechanism within the Faculty of Health Studies must also exist to effectively assess and respond to the matter, such that the student is treated fairly, and clients, colleagues, and others are protected.

Students in the Faculty of Health Studies are required to conduct themselves in a professional, safe and ethical manner in all program-related situations. Failure to adhere to expected standards of professional, safe and ethical conduct will result in disciplinary consequences, which may include expulsion from the program of studies. 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 the particular program of study and at Brandon University.

Grounds for professional misconduct include behaviour that, if participated in by a registered practitioner of the profession, would result in suspension or expulsion from the profession, or other disciplinary action available to the governing body of the profession. Professional misconduct includes, but is not limited to:

- Failure to maintain the standards of practice and practice expectations of the profession
- Working while impaired by any substance
- Abusive conduct (including verbal, physical, emotional, sexual, and/or electronic)
- Breach of professional boundaries (including physical, emotional and/or sexual boundaries)
- Theft from a client, co-worker, educational facility and/or workplace
- Failure to obtain informed consent and/or breach of confidentiality
- Inadequate documentation and record keeping
- Misrepresentation of qualifications and abilities
- Failure to identify/report a conflict of interest and/or loyalty
- Inappropriate business practices related to position of authority, influence and trust
- Disgraceful, disrespectful, dishonourable and/or unprofessional conduct in an academic environment, professional practice or in the community (e.g., verbal, written, electronic etc.

# 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 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  
*print name here*  
the importance of professionalism and personal integrity in psychiatric nursing  
and psychiatric 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 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