



**BRANDON
UNIVERSITY**

FACULTY OF HEALTH STUDIES



**STUDENT HANDBOOK
2023–2024**

BACHELOR OF SCIENCE IN PSYCHIATRIC NURSING

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Message from the Acting Dean – Dr. Linda Ross



We, in the Faculty of Health Studies are so pleased to welcome you to the Bachelor of Science in Psychiatric Nursing Program. You are now “officially” on your educational path to becoming part of the Nursing profession. These are challenging times in health care, and we are delighted that you have chosen to contribute via your education at Brandon University.

Our faculty are committed to educating health care professionals to advance physical and psychological well-being, within an ever-changing health care environment. This is a challenging program to which you have been accepted, and I know that you will give it your all in order to be successful.

You are the future of health care! Much is expected of you, but we are all here to guide and assist you on this journey. I am certain that with the diligence with which you approach your studies, you will live up to these expectations.

I wish you all the best in your studies over the next several years. Please do not hesitate to knock on my door if I can be of assistance. Please be sure to take a little time to have some fun along the way and make some great memories and friendships that will last you a lifetime.

Warm regards,

A handwritten signature in cursive script that reads "Linda S. Ross".

Dr. Linda Ross
Acting Dean
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.

Message from BUHSSA: Brandon University Health Studies Student Association

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 currently occur via zoom, and we hope to begin hosting them in a conference room in the Health Studies Building again soon. To find out when and where meetings will be taking place, check out our website, our Moodle page and/or our Instagram. 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 4th year senior practicums. The current executive team includes:

- Oluchukwu Gladness Chijioke (President)
- Divine-Favour Izuora (Vice President)
- Mary Okorie (Treasurer)
- Brianne Dalglish (Secretary)

To learn more about BUHSSA and/or get involved check out our Moodle page, our Instagram and our website. Information on how to access these sites is listed below. We hope to see you at a meeting or attending one of our events.

With best wishes for another exciting year,

Your BUHSSA Representatives

Email us any time at: healthstudiesstudents@hotmail.com

Follow us on **Instagram**: [BUHSSA](#)

Check out our **website**: buhssa.wixsite.com/my-site

Enroll in our **Moodle**: From the Moodle Home page, access 00 Communication Websites ⇒ Click Health Studies Student Association ⇒ Enter the enrollment key: **buhssa2022** ⇒ Voila! You're all set to access meeting agendas and meeting minutes and receive updates!

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 by 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, holds 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 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 (B.Sc.N.) or a Bachelor of Science in Mental Health (B.Sc.M.H.). 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. This included two classrooms, a laboratory and observation room, reception area, photocopy room, main office, four faculty offices, and a faculty lounge.

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

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

In 1997, the three programs left the auspices of the Faculty of Science, and the School of Health Studies was established. Dr. Linda Ross became the first Dean of the new School of Health Studies.

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

In 1998, the School began to offer the first two years of its B.Sc.P.N. program by distance to Winnipeg, in collaboration with the University of Winnipeg. Students could complete the psychiatric nursing courses through distance delivery and their required Arts and Science courses at the University of Winnipeg. Students were required to relocate to Brandon for Years 3 and 4 of the program. 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. Over time, additional faculty members were located in Winnipeg to accommodate teaching Years 3 and 4 of the B.Sc.P.N. program on-site.

Also in 1998 the First Nations and Aboriginal Counseling (FNAC) program was established as a "stand alone" program, although it was housed in the Health Studies Building and was responsible to the Dean of Health Studies. This program was first proposed by the Manitoba Aboriginal Educational



Counseling. The program was formulated using First Nations and Aboriginal holistic approaches to counseling, healing and community.

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

In 2001/2002 Dr. Norma Wylie served as a Stanley Knowles Visiting Professor in Palliative Care, Faculty of Health Studies, Brandon University.

In 2005, additional funding was received to expand the student capacity for the B.Sc.P.N. 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, a student lounge, faculty and staff offices and lounge, a counseling room, a laboratory, and a student computer area. The official opening was on August 28, 2006, and classes began a week later.

May 2007, the new Bachelor of Nursing program graduated its first cohort of B.N. 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 Fall 2008, an official opening was held for the newly renovated laboratory space in the lower level of the Health Studies building.

On June 9, 2009, the Senate of Brandon University approved that the First Nations and Aboriginal Counseling (FNAC) program be situated within the School of Health Studies. This 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. It also recommended a name change of the program and revised curriculum. In September 2010 the new Indigenous Health and Human Services (IHHS) program accepted its first students.

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 2009, the School applied for and received funding from the Manitoba Government to establish 12 seats for LPNs to access the B.N. and/or B.Sc.P.N. programs.

In 2010, Brandon University was approved to establish a Masters of Psychiatric Nursing (MPN) program – the first of its kind in Canada. It remains the only such Master’s program in the country. In January 2011, the program admitted 13 students on a part-time and full-time basis. The program was funded for a total of eight full-time seats for students, although that number has been exceeded for several years. Delivery of the program is based on a combination of alternative delivery formats but is primarily delivered online. The MPN program is designed for professionals who are seeking advanced practice roles in administration, clinical practice, or education.

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 entered into an articulation agreement to allow LPN graduates from ACC to enter the B.N. and B.Sc.P.N. programs at B.U. This articulation agreement 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 Health Studies.

In 2015, the Health Studies Office of Research was established, and a Research Facilitator was 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 May 2015, the first student graduated 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 September 2016, the 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 B.Sc.P.N. students.

The Centre for Critical Studies of Rural Mental Health (CCSRMH) was established within the Faculty of Health Studies in 2019. The purpose of the Centre is to accelerate the already growing number of studies on rural and remote mental health and wellness at Brandon University, link research results to people who can use them, and support education and community engagement in relation to mental health. Dr. Rachel Herron, Canada Research Chair, is the founding director of the Centre. The CCSRMH promotes innovative, community-connected research and education to inform rural mental health and wellness policies and practices, respond to the issues facing rural people and communities, and develop expertise for understanding and planning for Canada’s rural and remote health and wellness.

In May 2019, the University Senate approved the establishment of the Centre for Critical Studies of Rural Mental Health.

On August 1, 2019, Dr. John Moraros began his term as the third Dean of Health Studies.

In May 2020, Dr. Linda Ross returned to the Faculty of Health Studies as Acting Dean.

In 2021, additional funding was received to expand the student capacity for the B.N. program in Brandon, as well as the B.Sc.P.N. program in Winnipeg. Annual intake for the B.N. program in Brandon was increased from 48 to 60 students per year, and the annual intake for the B.Sc.P.N. program at the Winnipeg site was increased from 40 to 60 students per year. The annual intake for the B.Sc.P.N. program at the Brandon site remains at 35 students per year. This expansion required the hiring of additional faculty and staff at both the Brandon and Winnipeg locations, as well as the need for expanded space. Construction began to take place in 2021 at the Brandon Campus to create additional office space, renovate existing lab space, and develop a state-of-the-art Simulation lab and large classroom in Clark Hall in space formerly occupied by the Print Shop. Space at the Winnipeg campus was expanded to include all the sixth floor in the Rice Financial Building and included renovations on the lower level as well. The expanded space includes additional classrooms, an additional laboratory, a dedicated student area, additional office space, reconfigured counseling rooms and welcoming student work areas. The official opening was held March 9, 2023.



Conceptual Framework

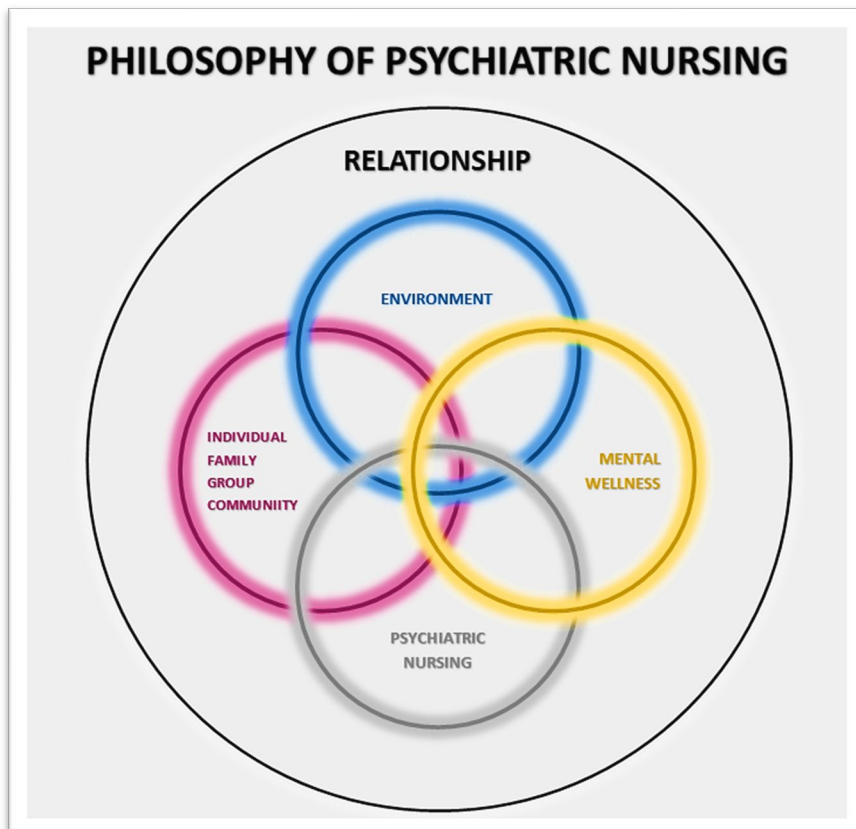
Conceptual frameworks provide **organized, systematic, and coherent views of complex situations and events**. They clarify boundaries and relationships, and reflect the essential beliefs, understandings, and aspirations of professions. In psychiatric nursing education, a conceptual framework can provide 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 (**Individual, Family, Community**)
- Health (**Mental Wellness**)
- **Environment**
- Nursing (**Psychiatric Nursing**)

Relationship has been added as a surrounding and overarching concept of the department's philosophy.

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.

Program Goals

End of Program Goals

1. Graduate safe, ethical, and competent psychiatric nurses who are prepared for contemporary practice environments.
2. Promote reflective, recovery oriented, relationship-based practice.
3. Facilitate the ability to generate, evaluate and communicate evidence and knowledge.

Each program goal has accompanying learning outcomes that are evidence of the goals being met.

Program Goal 1	Program Goal 2	Program Goal 3
<p>Graduate safe, ethical, and competent psychiatric nurses who are prepared for contemporary practice environments.</p>	<p>Promote reflective, recovery oriented, relationship-based practice.</p>	<p>Facilitate the ability to generate, evaluate and communicate evidence and knowledge.</p>
Program Learning Outcomes	Program Learning Outcomes	Program Learning Outcomes
<ul style="list-style-type: none"> • The graduate will practice as a psychiatric nurse at entry level competency, demonstrating critical thinking skills, promotion of mental wellness, and social awareness. (ELC 2, 4, 5, 6, 7; SOP 2, 3, 5; COE 1, 2, 3, 4) • The graduate will provide culturally sensitive care for ethnically and socially diverse populations. (ELC 2, 3, 4, 7; SOP 1, 3, 5; COE 1, 2, 3, 4) 	<ul style="list-style-type: none"> • The graduate will utilize advocacy and empowerment in psychiatric nursing practice. (ELC 1, 4, 7; SOP 1; COE 2, 3) • The graduate will engage in the therapeutic use of self and demonstrate self-awareness. (ELC 1, 7; SOP 1, 5; COE 1, 2, 3) • The graduate will implement collaborative, holistic, value-based, person-centered care for all populations. (ELC 2, 3, 5, 7; SOP 1, 3, 4, 5; COE 1, 2, 3, 4) 	<ul style="list-style-type: none"> • The graduate will demonstrate skills for continued development of knowledge, research and leadership. (ELC 2, 7; SOP 2, 4; COE 1) • The graduate will practice according to the ethical, professional, and legal responsibilities of the psychiatric nurse profession. (ELC 5, 7; SOP 3, 5; COE 1)

The table shown in [Section 4.2 Professional Practice Requirements](#) outline all the professional practice requirements that every student is expected to meet by completion of the program. Each course objective, found within all standardized course syllabi, have been linked to these professional practice requirements.

Academic Course Summary

COURSES REQUIRED	COURSE NUMBERS	CREDIT HOURS
Health Promotion	69:151	3
Fundamentals of Psychiatric 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
PRE-PSYCHIATRIC NURSING TOTAL		30
Principles of Health Assessment	69:251	3
Psychopharmacology	69:252	3
Fundamentals of Psychiatric Nursing Practice III	69:253	3
Integrated Practice I	69:255	2
Indigenous Health Connections	69:256	3
Fundamentals of Psychiatric Nursing Practice II	69:257	3
Principles of Individual Counselling	69:261	3
Medical Nursing for Psychiatric Nurses	69:262	8
Psychopathology	69:273	3
YEAR II TOTAL		31
Integrated Practice II	69:342	2
Integrated Practice III	69:346	4
Psychiatric Nursing with Children and 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
Psychiatric Nursing of Elderly Persons	69:371	1.5
Introduction to Palliative Care	69:372	1.5
Developmental Challenges	69:377	4
Addictions	69:379	3
Interpersonal Abuse	69:380	3
YEAR III TOTAL		35
Integrative Clinical Practicum	69:442	12
Transition to Professional Practice	69:454	4
Introduction to Health Research Methods	69:457	3
Psychiatric Rehabilitation and Recovery	69:472	4
Philosophical Perspectives for Practice	69:474	3
YEAR IV TOTAL		26
PROGRAM TOTAL		122

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	4.30
A	90 – 94	4.00
A-	85 – 89	3.70
B+	80 – 84	3.30
B	75 – 79	3.00
B-	70 – 74	2.70
C+	65 – 69	2.30
C	60 – 64 (Health Studies Pass)	2.00
C-	55 – 59	1.70
D	50 – 54	1.00
F	Below 50	0.00

Access to Support Services

In the Department of Psychiatric Nursing, we want our students to be aware of the 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: <https://www.brandonu.ca/academic-skills>
- 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, please visit the Academic Skills Centre on campus:
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 here:
<https://apastyle.apa.org/about-apa-style>

DEPARTMENT POLICIES & 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: www.brandonu.ca/health-studies/programs/bscpn/b-sc-p-n-policies

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/calendar.

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 faculty member, students may not carry into the testing/examination area any notes, unauthorized texts, or any other extraneous material. Cell phones and electronic devices (including Smart watches) are not permitted. 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 fifteen (15) minutes after the start of the examination will not be permitted to write the test/examination. The student will be required to contact the faculty member by email as soon as possible.
- 3) A student who arrives late to write a test/examination shall not be permitted to write longer than the scheduled end time for that test/examination.
- 4) A 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 faculty member 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 note from a medical provider 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 Basic Life Support/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.

Certification must be valid for the entire academic year therefore, all students should recertify in April/May. Students will not be permitted to register for psychiatric nursing courses for the upcoming academic year until proof of current CPR certification is received.

Immunization

Newly admitted students to the B.Sc.P.N. 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 B.Sc.P.N. 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, the student 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 (NVCI) 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 (NVCI) workshop. In Year 3 of the program and prior to Integrated Practice III, students will be required to attend and participate in an NVCI 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.

Cell Phones

Cell phones are not permitted for personal use in patient care areas; cell phone use is permitted for resource and information gathering only. Cell phone use for resource and information gathering will be expected to be professional, and used appropriately in non-patient care areas i.e. break room, shift-change room, medication room.

Personal use of a cell phone is permitted while on an approved break. If you are observed using your cell phone inappropriately, you may be sent home.

Cellular data notifications to smart watches are to be turned off in the clinical area.

Cell phones must be concealed and muted in the classroom and laboratory settings. 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 permanent record. As a reminder, you are encouraged to practice formal and professional email etiquette, with concise and respectful communication in your correspondence to faculty, preceptors, and peers.

It is requested that you include the following information in your Brandon University email signature on **every** email communication to faculty:

- Your First and Last Name
- Your BU Student Number
- The campus where you attend the B.Sc.P.N. program (Brandon Campus, or Winnipeg Campus)

In accordance with the direction provided in each student's acceptance letter to Brandon University, it is important that you check your webmail and email regularly. Your BU email account is the primary way that we contact you about changes to your classes, wait-lists, upcoming events, assignments, and so much more:

www.brandonu.ca/future-students/accepted

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 B.N./B.Sc.P.N. 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 has the 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, one inch above the sleeve hem.

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

Other required supplies include:

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

Hair must be neatly groomed. Long hair is to be tied back, off the shoulder and always kept away from the face. Beards, moustaches, and sideburns 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 and 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, sweatpants, 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 for 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.

Statement on Accessibility and Accommodation

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility Services (SAS) supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students. Should you anticipate or experience disability-related barriers, including permanent, chronic, or temporary disabilities/or medical conditions, you are invited to contact the [Student Accessibility Coordinator](#) or complete this [Student Information](#) form to request a confidential discussion with the SAS Coordinator. If you already have established accommodation with SAS, please contact your instructor early in the term to discuss the accommodations outlined in your letter of accommodation.

Additional information is available on the [Student Accessibility Services](#) website.

Discrimination and Harassment Prevention Policy

Every member of the Brandon University community has both the right to work and study in an environment that is free from discrimination and harassment, and the responsibility to maintain a discrimination and harassment free environment. This policy applies to all members of the Brandon University community, which includes all employees, students, contractors and suppliers of services, volunteers, visitors, and individuals who are connected to any University initiatives. This policy applies to all members of the University community in their interaction with other members of the University community. The context of the interaction need not be University-related if the parties' primary relationship is through their mutual connection to the University.

Discrimination is defined by Brandon University as:

- differential treatment of people based on the person's actual or presumed membership in, or association with, some class or group of people, rather than on their personal merit; or
- differential treatment of an individual or group on the basis of any protected characteristic; or
- failure to make reasonable accommodation for the special needs of any individual or group, if those special needs are based upon any protected characteristic.

Harassment is defined by Brandon University as:

- a course of abusive and unwelcome conduct or comment based on a protected characteristic
- a series of objectionable and unwelcome sexual solicitations or advances
- a sexual solicitation or advance made by a person who is in a position to confer any benefit on, or deny any benefit to, the recipient of the solicitation or advance, if the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome
- a reprisal or threat of reprisal for rejecting a sexual solicitation or advance.
- objectionable conduct that creates a risk to the health of a worker
- severe conduct that adversely affects a worker's psychological or physical well-being Conduct is considered to be "objectionable" if it is based on any of the protected characteristics

Anyone who believes they have been subject to discrimination and/or harassment, or anyone who receives an inquiry or concern about discrimination and/or harassment from a member of the Brandon University community is encouraged to connect with the Diversity and Human Rights Advisor:

Cheryl Fleming
Room 333, Clark Hall
204-727-9785
flemingc@brandonu.ca

Sexualized Violence Policy and Protocol

Brandon University is committed to cultivating a productive and respectful environment that ensures the safety and security of all members of the Brandon University community and is working toward preventing sexualized violence. Brandon University strives to ensure complainants can choose to participate in the continuum of support and investigation with a respondent at any level at which they feel comfortable. The Sexualized Violence Education and Prevention Coordinator works with complainants to determine their needs for support and/or workplace and academic accommodation and assists with access to these supports and/or accommodation. Complainants will not be required or pressured to make a formal report, nor do they need to involve the police.

Sexualized Violence is defined by Brandon University as a spectrum of non-consensual sexual contact, behavior, and violence. Examples include sexual harassment, sexual assault, sexual exploitation, criminal harassment, perpetrated by anyone – an acquaintance, classmate, professor, family member, colleague, supervisor/dean, non-academic staff, friend past or current dating partner, intimate partner, or stranger. Sexualized violence can affect anyone, regardless of gender, race, class, dis/ability, citizenship, age, or size.

Brandon University encourages all members of its community who have experienced sexualized violence to consider accessing the services of the Sexual Violence Education and Prevention (SVEP) Coordinator:

Carla Navid
Sexual Violence Education and Prevention Coordinator
Room 227, Health Studies Complex
204-727-7498
navidc@brandonu.ca

Off-campus resources include:

- Klinik Sexual Assault Crisis Program 24-hour Hotline: 1-888-292-7565
- Sexual Assault Advocate, The Women's Resource Centre: (204)726-8632 or faith@thewomenscentrebrandon.com
- REES Campus, anonymous third-party reporting: <https://www.reescommunity.com/campus/>

EXPECTATIONS & PROFESSIONAL PRACTICE REQUIREMENTS

Expectations

In the Classroom

The Department of Psychiatric Nursing in the Faculty of Health Studies respects individual learning needs and strives to provide an optimal student learning environment for everyone. Students are assumed to be adult learners. As an adult you have both rights and responsibilities.

With this in mind, professional behaviour is an expectation in the classroom. In return for your consideration, you should expect to have a class free of interruptions, a climate of collegiality and professionalism, and a positive learning environment. Professional behaviour includes:

- Attending classes (including Orientation, Theory, and Clinical Courses)
- Attending exams as scheduled. A certificate of illness signed by a recognized health care provider 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 B.Sc.P.N. program providing students with an experience that integrates knowledge, skills, clinical judgment, and the professional nursing role in an area of Psychiatric Nursing. Clinical placements may be set up in Brandon,

Winnipeg, the surrounding areas, or in other locations within the province of Manitoba or Saskatchewan. Students are required to notify 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 for arranging 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 B.Sc.P.N. 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 format when completing documentation on a clinical site: J. Doe, S.Psych.N/BU.

Professional Practice Requirements

ELC 1	Therapeutic use of self is the foundational instrument that Registered Psychiatric Nurses use to establish therapeutic relationships with clients to deliver care and psychosocial interventions.
ELC 2	Body of knowledge and application: Registered Psychiatric Nurses' practice is comprised of foundational nursing knowledge and specialized psychiatric nursing knowledge. RPNs integrate general nursing knowledge and knowledge from the sciences, humanities, research, ethics, spirituality and relational practice with specialized knowledge drawn from the fields of psychiatry and mental health. RPNs use critical inquiry and apply a decision-making process in providing psychiatric nursing care for clients. There are two categories under this competency: <ul style="list-style-type: none"> Evidenced-informed knowledge Application of body of knowledge
ELC 3	Collaborative practice: Registered Psychiatric Nurses work in collaboration with team members, families and other stakeholders to deliver comprehensive psychiatric nursing care in order to achieve the client's health goals
ELC 4	Advocacy: Registered Psychiatric Nurses use their expertise and influence to support their clients to advance their health and well-being on an individual and community level.
ELC 5	Registered Psychiatric Nurses collaborate in developing, implementing and evaluating policies, procedures and activities that promote quality care and client safety
ELC 6	Health promotion: Registered Psychiatric Nurses use their expertise to promote the physical and mental health of clients to prevent disease, illness and injury
ELC 7	Ethical, professional, and legal responsibilities: Registered Psychiatric Nurses practice within legal requirements, demonstrate professionalism and uphold professional codes of ethics, standards of practice, bylaws, and policies.
SOP 1	The Registered Psychiatric Nurse establishes collaborative professional, interpersonal, and therapeutic relationships with clients.
SOP 2	Competent evidence informed practice: The Registered Psychiatric Nurse continually acquires and integrates evidence informed knowledge and builds on psychiatric nursing education and lifelong learning.
SOP 3	Professional responsibility and accountability: The Registered Psychiatric Nurse is accountable and responsible for safe, competent, and ethical psychiatric nursing practice that meets the standards of the profession and legislated requirements.
SOP 4	Leadership and collaboration in quality psychiatric nursing practice. The Registered Psychiatric nurse enhances the safety, quality and effectiveness of psychiatric nursing practice through leadership and collaboration.
SOP 5	Professional ethical practice: The Registered Psychiatric Nurse understands, upholds, and incorporates the profession's Code of Ethics into their professional practice.
COE 1	Safe, competent, and ethical practice to ensure the protection of the public.
COE 2	Respect for the inherent worth, right of choice, and dignity of persons.
COE 3	Valuing health, mental health, and wellbeing: Respecting the needs and values of each person within the physiological, psychological, and developmental, socio-cultural, and spiritual dimensions. Understanding that physical health and mental health are interconnected and are dynamic process that fluctuates across the lifespan.
COE 4	Valuing quality practice: Recognizing that community, socio-economic, and political systems influence all aspects of health. Ensuring that approaches to physical and mental health are collaborative, holistic, and dynamic and include promoting health, preventing illness, and promoting rehabilitation and recovery.

ELC: Entry Level Competencies

<https://www.crpnm.mb.ca/wp-content/uploads/2019/07/CRPNM-ELC-Competencies-Approved-Oct-2014-eVersion.pdf>

SOP: Standards of Practice

<https://www.crpnm.mb.ca/wp-content/uploads/2019/12/Standards-of-Psychiatric-Nursing-Practice-FINAL-October-2019-RS.pdf>

COE: Code of Ethics

<https://www.crpnm.mb.ca/wp-content/uploads/2019/03/CRPNM-Code-of-Ethics-Adopted-May-2017-1.pdf>

REGULATIONS

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 widespread 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 does 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. For students, 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 employer
- 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 the same.

Disciplinary action may include implementation of the Professional Conduct Review policy.

Academic Integrity

See Section 3.14 (Academic Integrity) of the [Undergraduate Calendar](#) or Section 3.13 (Academic Integrity) of the [Graduate Calendar](#).

The Brandon University Academic Integrity Policy underlines the importance of all members of the BU community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2014) in every academic activity. Students are responsible for ensuring they understand and adhere to these values. Activities that depart from these values include, but are not limited to, the following: plagiarism, cheating, academic interference, falsification, and aiding others to depart from academic integrity.

Students found responsible for having departed from academic integrity will be subject to remedies and/or sanctions. Depending on the scope and impact of the departure as well as the student's level of study and past academic integrity history, remedies and sanctions range from mandated educational activities through failure on an assignment/failure in the course to expulsion from the University and revocation of credentials/degrees granted. All departures from academic integrity will be recorded in the BU Academic Integrity Repository, and certain sanctions will result in a notation on the student's transcript.

The full Academic Integrity Policy, including definitions of academic integrity's fundamental values, examples of activities that depart from academic integrity, and processes undertaken in cases of suspected departures from academic integrity, is available here: [Brandon University Academic Integrity Policy](#)

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 incompetence (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 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 the
(Print Name Here)
importance of professionalism and personal integrity in psychiatric nursing and
psychiatric nursing education.

I understand that the attendance of theory and laboratory classes along with
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 aware of, and commit to, the professional clinical conduct standards set by
the Department of Psychiatric Nursing in the Faculty of Health Studies at Brandon
University.

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

Student Signature

Date