



**BRANDON  
UNIVERSITY**

## FACULTY OF HEALTH STUDIES



## STUDENT HANDBOOK 2023-2024

2023-2024 Student Handbook (for students graduating in 2026)

## BACHELOR OF NURSING

# CONTENTS

	Page
<b>History</b> .....	2
<b>Welcome</b> .....	5
▪ Message from the Dean - Dr. Linda Ross (Acting Dean)	5
▪ Message from BUHSSA - Brandon University Health Studies Student Association	6
▪ Message from BUSU – Brandon University Student Union	7
▪ Mission Statement, Philosophy and Guiding Principles	8
<b>Bachelor of Nursing Program</b> .....	9
▪ Program Philosophy	9
▪ Program Outcomes	9
▪ Program Implementation – Teaching and Learning Approaches	10
▪ Pathways of Learning	12
▪ Academic Course Summary	13
▪ Grading System	14
▪ Scholarly Work	14
▪ Retention of Materials	14
▪ Required Certifications	15
<b>Policies and Procedures</b> .....	16
▪ Attendance	16
▪ Dress Code	17
▪ Electronic Devices	18
▪ E-Mail Communication	19
<b>Professional Requirements and Competencies</b> .....	19
▪ In the Classroom	19
▪ In the Clinical Setting	20
▪ Competencies	21
▪ Freedom of Information & Protection of Privacy Act	24
▪ Social Media Use	24
▪ Academic Integrity	26
▪ Occurrence Reports & Patient Safety Initiative	27
▪ Consequences of Unprofessional Behaviour	27
▪ Student Non-Academic Misconduct Policy	28
▪ Access to Support Services	29
▪ References	30
<b>Appendix A</b>	32
➤ Professional Conduct Agreement	32

For further information, not found in this Student Handbook,  
please contact the Student Advisor at 204-571-8567

# History of Health Studies

- 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, 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.). Fifty-two 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 BScPN 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 7<sup>th</sup> 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 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. program in Winnipeg. This included hiring additional faculty and staff, and created 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 Faculty of Health Studies 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 **Master 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 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. The Master of Psychiatric Nursing (MPN) program continues to thrive, with more qualified applicants than can be accommodated. In the period 2011 - 2022, there have been forty-seven graduates from the MPN program.
- 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 Faculty 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 into 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 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, 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 6<sup>th</sup> 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.
- 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 of 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.

# Welcome

## Message from the Dean – Dr. Linda Ross

### WELCOME: 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 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 also 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 Ross". The signature is written in black ink on a light-colored, textured background.

Dr. Linda L. 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 or in person at the Health Studies Building. 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)
- Seida Lou (Committee Coordinator)
- Mary Okorie (Treasurer)
- Brianne Dalgliesh (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](mailto:healthstudiesstudents@hotmail.com)

Follow us on Instagram: BUHSSA Check out our website: [buhssa.wixsite.com/my-site](http://buhssa.wixsite.com/my-site)

## 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.



## Mission Statement

The Faculty of Health Studies is committed to:

- the preparation of graduates at the baccalaureate level who will practice Nursing and Psychiatric Nursing safely and effectively during interactions with individuals, families, groups, and communities;
- student centered education;
- high quality, online graduate education;
- the generation of new knowledge through research that is relevant to professional practice; and,
- make a contribution to the vitality of the university and other communities.

## Philosophy

Nursing and Psychiatric Nursing are theory based professions based upon scientific principles, humanistic and ethical premises, and the art of caring. Each profession requires skillful use of interpersonal processes and collaboration for the purposes of health promotion, maintenance, and restoration. Cultural diversity is respected and valued. Both professions rely on critical thinking and problem solving in clinical, administrative, research, and educational practice.

Education in Nursing and Psychiatric Nursing reflects the standards of each profession. The goal of this education is to promote acquisition, development, synthesis, and critical analysis of knowledge, attitudes, and abilities essential to the provision of evidence-based health care.

## Guiding Principles

To accomplish its mission, members of the Faculty of Health Studies aspire to the following principles as we strive to fulfill the goals of the University Academic Plan:

- to provide students with a learning environment in which they may develop intellectually, emotionally, and socially;
- to promote the pursuit, advancement, and dissemination of knowledge;
- to pursue a high level of subject matter knowledge and ensure course content is current, accurate, and representative;
- to use instructional methods and strategies that, according to best evidence, are effective in helping students achieve course objectives and expected learning outcomes;
- to ensure the assessment of students is valid, open, fair, and congruent with course objectives and expected learning outcomes;
- to work respectfully and co-operatively with colleagues and students in the interest of fostering student development;
- to work collaboratively and in partnership with health authorities, regulatory bodies, other nursing education providers, and the Brandon and Winnipeg communities to promote high quality nursing education;
- to be aware of, respectful of, and attentive to goals, policies, and standards of practice expected of educators by Brandon University and professional regulatory bodies; and,
- to encourage a climate of freedom, responsibility, and mutual respect in pursuit of these principles.

# Bachelor of Nursing Program

## PROGRAM PHILOSOPHY

### Vision

We are responsive, respectful, engaging, and innovative leaders in nursing education, practice, and scholarship in rural, urban, and global contexts.

### Mission

We are committed to, and responsible for, the professional development of nursing students who demonstrate excellence in, and advocate for, compassionate, safe, competent, culturally responsive, and ethical care in collaboration with individuals, families, and communities.

### Values

Graduates of the Bachelor of Nursing (BN) Program will make a meaningful difference to the lives of others, embracing cultural humility, creating, and disseminating new knowledge, and sharing expertise and resources with local to global communities.

## PROGRAM OUTCOMES

### Graduates will:

1. Critically appraise and apply knowledge and skills in the provision of safe, compassionate, ethical, and competent care.
2. Communicate effectively while developing relational practice competencies.
3. Advocate for health, wellbeing, and social justice.
4. Demonstrate professionalism.
5. Practice with a global and diverse perspective.

## **PROGRAM IMPLEMENTATION – TEACHING AND LEARNING APPROACHES**

### **Guiding Principles**

#### **Curiosity and Engagement**

Faculty provide and maintain a respectful, inclusive, and safe environment that supports critical inquiry, active engagement, and participation.

Students acquire knowledge and develop skills that support sound clinical reasoning and judgement.

#### **Relational Practice**

Faculty model and foster professional communication and behaviours that build positive, trusting relationships with students, colleagues, partner agencies, and community members.

Students acquire knowledge and skills to build and sustain health-promoting relationships with clients and colleagues both in and across professions, partner agencies, and community members.

#### **Collaboration**

Faculty collaborate with interprofessional and intra-professional colleagues to develop and share knowledge and expertise with students and colleagues.

Students develop effective and dynamic relationships, share knowledge and expertise with clients, colleagues both in and across professions, partner agencies, and community members in a spirit of mutual respect to achieve common goals.

#### **Fitness to Practice**

Faculty demonstrate and share strategies regarding effective problem-solving, coping, and stress management.

Students develop strategies to effectively manage personal and professional responsibilities through problem-solving, coping, and stress management.

#### **Justice, Equity, Diversity, and Inclusion**

Faculty and students seek to equitably include all people, striving to reduce bias related to values, gender, ethnicity, and other significant influences.

### **Philosophy of Nursing Education**

Nurses must have both a breadth and depth of knowledge, as well as the ability to integrate that knowledge into complex and ever-changing situations. To effectively prepare students for nursing practice, nurse educators must teach with a sense of salience, situated in particular clinical situations (Benner et al., 2010).

## **Students**

Each student is a unique individual, who comes to the nursing education program with a personal self that has developed through a variety of life experiences. Each student is an adult learner, with preferred learning styles, and individual learning needs. Students come from diverse backgrounds and have different perspectives, values and beliefs that enrich the learning environment. Students are also members of a family, a community, and larger society that shapes their educational journey.

## **Educators**

Educators, like students, are unique individuals, with a personal self that has developed through unique life experiences. Educators have expertise in nursing concepts, nursing practice and nursing education. They strive to continually expand their knowledge through life-long learning and participate in the creation and dissemination of new knowledge through research and scholarship activities.

## **Student-Centered Teaching and Learning**

Student-centered learning is an approach to the teaching/learning situation that acknowledges that students are all individuals with preferred learning styles and unique experiences who actively participate in the learning process. In student-centered learning, the teaching/learning situation is structured in such a way as to require students to be accountable for their own learning by having students participate in identifying what they need to learn and taking steps to acquire what the student has identified as requisite knowledge. The educator role in student-centered learning is that of facilitator rather than authority and the source of knowledge. Educators structure the teaching/learning situations in such a way as to allow students to experience learning in a meaningful way and capitalize on unanticipated learning opportunities as they present. Structuring situations involves providing access to multiple sources of information and multiple modalities by which to access it. Underpinning the notion of student-centred learning is that the educator demonstrates caring for the students. Through student-centred learning, students acquire knowledge, and can practice required skills to become professional nurses, thus developing into a knowing, doing, being nurse.

## **Situated Learning**

An experiential approach to nursing education prepares students for the complexity of clinical nursing practice. In today's practice environment, nurses must have both a breadth and depth of knowledge, as well as the ability to integrate that knowledge into particular, and ever changing, client situations. To effectively prepare students for nursing practice, nursing knowledge must be situated within the context of particular client experiences (Benner et al. 2010). With an experiential approach, faculty members focus on facilitating learning by progressively increasing knowledge and skills; incorporating previous knowledge, skills, and experiences; encouraging and supporting the student to consider their values, diversity, geography, historical, and other contextual issues as well as the person for whom they are caring; using and supporting reflective practices and strategies; and supporting the student to 'test things out' in the classroom and lab, through case studies and simulated learning activities, and apply their learning in the clinical setting.

## Sources of Knowledge

All types of knowledge are important for guiding the beginning practitioner. Carper (1978) described four fundamental patterns (ways) of knowing as empirical, ethics, personal, and aesthetics. Chinn and Kramer (2018) added emancipatory as a fifth pattern and noted that these ways of knowing support integration of: theory to practice, the art and science of nursing, knowing, and doing. In the application of nursing knowledge in the specific client situation, moral and ethical judgements are exercised. The individual constructs knowledge by integrating nursing knowledge, knowledge from other disciplines, personal knowledge, and linking this constructed knowledge to one's own experiences. Reflection, critical thinking, and inquiry facilitate understanding one's construction of knowledge. The integration of concepts, clinical reasoning, and the development of clinical judgment occurs with practice and over time (Gonzalez et al., 2021; Tanner, 2006).

## PATHWAYS OF LEARNING

The courses are grouped into pathways. Courses in each pathway are scaffolded to optimize learning and allow students to build upon knowledge learned over the program.

**Health Sciences:** Course concepts provide foundational knowledge regarding normal function and pathophysiological processes in the body.

**Professional Identity:** Course concepts focus on the development of the nurse in a self-regulated profession.

**Healthy Life Transitions:** Course concepts focus on the human response to changes to health and wellbeing across the lifespan.

**Clinical Reasoning and Judgment:** Course concepts focus on acquisition and application of nursing knowledge, skill development, and clinical decision making.

**Equity, Diversity, Inclusion:** Course concepts focus on provision of respectful, inclusive care for all clients through cultural humility, advocacy, and social justice.

## Academic Course Summary

<b>COURSES REQUIRED</b>	<b>COURSE #</b>	<b>CREDIT HOURS</b>
Anatomy & Physiology	15.171/15.172	6
English		3
Medical Microbiology	15.264	3
Intro to Stats		3
Elective		3
Elective		3
Foundations of Professional Self	71.156	3
Health Promotion Across the Lifespan	71.155	3
Nutrition and Health Promotion	71.153	3
<b>Year I Total</b>		<b>30</b>
Foundations for Professional Nursing Practice	71:245	3
Health Assessment	71:253	3
Foundational Nursing Skills	71:276	3
Pharmacology I	71:277	2
Nursing Care in Progressive and Chronic Illness	71:278	3
Clinical Practicum I – Care of Stable Client	71:279	2
Intermediate Nursing Skills	71:280	3
Pathophysiology	71:281	3
Pharmacology II	71:282	2
Nursing Care in Acute Illness	71:283	3
Clinical Practicum II – Care of Acute Client	71:284	3
Advanced Nursing Skills	71:285	1
Year 2 Consolidation	71:286	3
<b>Year II Total</b>		<b>34</b>
Community Health	71:361	3
Community Health Practicum	71:366	4
Indigenous Peoples Health and Wellbeing	71:367	3
Sexual Health	71:368	3
Introduction to Health Research	71:369	3
Child and Adolescent Health	71:370	3
Nursing Care in Mental Health and Substance Abuse	71:371	3
Nursing Care in Complex and Traumatic Illness	71:372	3
Clinical Practicum III – Care of the Complex Client	71:373	4
Year 3 Consolidation	71:374	3
<b>Year III Total</b>		<b>32</b>
Adult and Older Adult Health	71:450	3
Nursing Care in Supportive and Palliative Care	71:451	3
Clinical Practicum IV – Care of the Palliative Client	71:452	1
Clinical Practicum V – Rural Nursing	71:453	2
Opportunities and Challenges in Professional Nursing	71:454	4
Senior Practicum	71:455	12
<b>Year IV Total</b>		<b>25</b>
<b>PROGRAM TOTAL</b>		<b>121</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

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

A written confirmation whether the extension is granted will be provided by the Faculty member. In extenuating situations, where 48 hours is not available, a verbal request, followed by written documentation may be accepted.

## Scholarly Work

APA formatting is used throughout the Bachelor of Nursing Program. For APA formatting, refer to your required APA text as the acceptable reference: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed). Washington, DC: American Psychological Association.

## Retention of Materials

The College of Registered Nurses of Manitoba (CRNM) developed a Continuing Competency Program (CCP) to support RNs to maintain professional standards, enhance practice, and promote high standards of knowledge and skill. The program includes self-reflection, lifelong learning, and integration of that learning into nursing practice. By completing the annual requirements of the

program, RNs assure the public they are committed to maintaining and improving their competence as a registered nurse.

As a student, you can begin gathering documents for the CCP to demonstrate clinical and academic competence and highlight outstanding work that you have done. At the end of every course, remember to review all your projects, presentations and exemplary writing and decide if there are items that you will want to have in the future. Examples of other important documents include mandatory certifications, child and adult abuse registry documents, and certificates from conferences or workshops. Course faculty will not retain copies of your work so you must take responsibility for retaining these materials.

## **Required Certifications**

### **CPR**

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

### **Immunizations**

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

### **Criminal Record, Child Abuse Registry and Adult Abuse Registry Checks**

A satisfactory completion of a Criminal Record Check with the Vulnerable Sector Search, Child Abuse Registry Check and Adult Abuse Registry Check are admission requirements to the Bachelor of Nursing program. A Clinical placement site may require a more current Criminal Record Check, Child Abuse Registry Check and/or Adult Abuse Registry Check prior to commencing the practicum experience. All expenses incurred resulting from 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.



## **Pledge of Confidentiality**

All students are required to:

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

## **WHMIS (Workplace Hazardous Material Information System)**

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

Students who do not provide the required certifications will not be able to attend clinical practice.

## **Policies and Procedures**

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

## **Attendance**

### **Purpose**

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

### **Policy**

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

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

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

Failure to attend mandatory class, clinical fieldwork, clinical practice courses and clinical labs may lead to the implementation of other Faculty of Health Studies policies (such as *Grade Requirements and Progression*; *Students Experiencing Difficulty in Clinical Practice*; and *Unsafe Clinical Practice and Debarment*).

## **Dress Code**

### **Clinical/Hospital 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 centre of the left sleeve, 1 inch above sleeve hem.

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 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 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.

### **Electronic Devices**

Cell phones will be permitted for students and Faculty in the clinical area for resource and information gathering only. Cell phones are not permitted for personal use in patient care areas. Cell phone use for resource and information gathering will be expected to be professional, and used appropriately in non-patient care areas e.g., break room, shift change room, medication room. If you are observed using your cell phone inappropriately, you may be sent home. Cell phones must be concealed and muted in the classroom and laboratory settings. Exceptions are to be authorized only by the Faculty/Clinical Instructor.

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

Refer to the BU exam policy regarding electronic device use during examinations.

<https://www.brandonu.ca/health-studies/files/2011/03/Test-Exam-Invigilation-Policy-Sept-2016.pdf>

<https://www.brandonu.ca/senate-office/files/2019/09/Comprehensive-Exam-Policy-Sept-2019.pdf>

## 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

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

*Adapted from: [www.carecor.com/what-does-professionalism-nurse-really-mean](http://www.carecor.com/what-does-professionalism-nurse-really-mean)*

## Requirements

### In the Classroom

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

- Being prepared for class (i.e., complete assigned readings before class)
- Attending classes (including orientations, theory classes and clinical courses)
- Attending exams as scheduled

- Turning off all electronic devices that are not used for academic purposes and concealing them
- Arriving to class on time (late entry is disruptive to classmates/professor)
- Staying for the entire class
- Engaging in discussions
- Participating and completing class activities as assigned
- Not consuming food in the classroom (some food smells can be nauseating to other students)
- Waiting for scheduled breaks to leave the class (students moving in/out of classroom can be disruptive to classmates/professor)
- Paying attention to what others are saying
- Accepting responsibility for your attitude and behaviours
- Respecting all individuals' differences including culture, ethnicity, religion, work experience, gender, age, sexual orientation etc.
- Turn camera on during Zoom sessions.

## **In the Clinical Setting**

Clinical experience is an essential part of the BN program. The student will develop a broad range of competencies that will enable him/her to practice in a variety of clinical settings. Clinical placements may be set up in Brandon, the surrounding area, or in other locations within the province. **Students are responsible to arrange their own transportation to and from placements** (e.g., personal vehicle, public transit, car-pool, car-share, cycle, etc.) **and for any costs related to travel and accommodation (if applicable).**

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

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

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

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

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

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

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

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

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

## Competencies

The BN program is designed to enable students and eventually graduates attain the Entry-level Competencies for Registered Nurses (CRNM, 2019). These competencies are organized by professional role and are used as the basis of the expectations for professional student conduct in clinical settings.

Professional Role	Expectation for Student Professional Conduct
Clinician	<ul style="list-style-type: none"> <li>• Attends all orientations including theory, program, clinical, and lab courses</li> <li>• Attends required information sessions/post-conferences scheduled in clinical courses</li> <li>• Is prepared for clinical assignments to ensure safe, competent nursing care</li> <li>• Meets performance measures as outlined in relevant Clinical Performance Evaluation Tools (CPETS)</li> </ul>

Professional	<ul style="list-style-type: none"> <li>• Adheres to the dress code to portray a professional image when in the clinical setting</li> <li>• Is punctual for all clinical shifts and timely submission of assignments</li> <li>• Provides a written explanation to the faculty in an appropriate format when unable to meet commitments and offers a tentative plan to make up the course requirements</li> <li>• Is aware of, and adheres to, relevant policies and procedures of Brandon University, Faculty of Health Studies, and the facility providing the clinical experience</li> <li>• Accepts responsibility and is accountable for their own attitude and behaviours</li> <li>• Implements activities to maintain own fitness to practice and appropriate participation in the classroom setting. Key strategies include adequate sleep, manageable work schedule and personal stress management techniques.</li> <li>• Demonstrates self-reflection and insight into own performance</li> <li>• Self-reports conflicts of interest in all clinical experiences (for example, personal relationship with staff member in the clinical area or current employment in the clinical unit)</li> <li>• Maintains confidentiality with all patient and relevant facility information</li> </ul>
Communicator	<ul style="list-style-type: none"> <li>• Uses clear, concise, assertive and respectful communication (written, verbal, non-verbal and through social media platforms) with all members of the health care team including peers and faculty</li> <li>• Demonstrates honesty in all interactions with students, instructors and members of the health care team</li> <li>• Timely and professional communication to report absence in all theory classes, labs, clinical placements, etc.</li> </ul>
Collaborator	<ul style="list-style-type: none"> <li>• Works with others (peers, faculty, clients, and family) in a respectful, non-judgmental manner</li> <li>• Participates in shared workload discussions with project group members and completes assignments on time</li> </ul>
Coordinator	<ul style="list-style-type: none"> <li>• Consults the client and other members of the health care team when appropriate</li> <li>• Supports clients and their families to navigate the health care system by answering questions, explaining interventions and arranging future appointments when appropriate</li> <li>• Develops client-centred discharge plans that consider the home environment and social context of the individual and family</li> <li>• Practices the skill of delegation in relevant clinical courses</li> <li>• Participates in trauma simulation exercises</li> </ul>

Leader	<ul style="list-style-type: none"> <li>• Performs skills in accordance with Nursing Applications I &amp; II requirements</li> <li>• Is aware of the <i>Truth and Reconciliation Commission of Canada: Calls to Action</i></li> <li>• Provides constructive feedback to other students using peer evaluation tools in theory classes and clinical settings</li> <li>• Nominates mentors for Champion of Learning award when appropriate</li> </ul>
Advocate	<ul style="list-style-type: none"> <li>• Reports unsafe practice of self and others</li> <li>• Respects all individuals' differences including culture, ethnicity, religion, work, experiences, gender, age and sexual orientation</li> <li>• Protects clients and members of the health care team from harm &amp; practices in the best interest of the public</li> <li>• Considers issues related to health inequities in all care plans</li> </ul>
Educator	<ul style="list-style-type: none"> <li>• Considers client and family health literacy in the development of education plans</li> <li>• Delivers a person-centred education plan based on learning needs of client and family</li> <li>• Evaluates effectiveness of health teaching and revises education plan if necessary</li> </ul>
Scholar	<ul style="list-style-type: none"> <li>• Actively engages in discussions in classroom, lab and post-conference</li> <li>• Incorporates best evidence available in all assignments</li> <li>• Makes an effort to develop cultural awareness and competency as situations arise</li> <li>• Demonstrates social awareness of community and global health issues and applies knowledge to practice</li> <li>• Develop own research skills through written assignments</li> </ul>

## Fitness to Practice

The College of Registered Nurses of Manitoba defines fitness to practice being all of the qualities and capabilities of an individual relevant to their capacity to practice as an RN, including, but not limited to freedom from any cognitive, physical, psychological or emotional condition, and freedom from dependence on alcohol, drugs or other substances that impair their ability to practice nursing.

Student nurses are accountable to monitor and maintain their own fitness to practice as outlined in the *Code of Ethics for Registered Nurses* and the College of Registered Nurses of Manitoba's standards of practice.



## 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 do not need the information to do their job.

**NOTE:** A second piece of legislation, the Personal Health Information Act (PHIA) specifically directs how health information is managed. You will be required to complete the online learning module provided by Prairie Mountain Health, read the Confidentiality Policy, and sign the Prairie Mountain Health Pledge of Confidentiality before attending clinical placements.

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

- 1) PHIA prohibits photocopying or photographing of any chart documents;
- 2) Use BU's secure Learning Management site, Moodle, instead of email to upload journals that may contain identifiable patient information;
- 3) Limit the amount of personal health information that you provide in your journal about patients/clients/residents and do not use patient names in journals.

## Social Media 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 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 Bachelor of 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 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**

Academic integrity is an essential part of University life. Students should familiarize themselves with section 3.14 of the General Calendar (Academic Dishonesty and Misconduct). Violations of this policy will not be tolerated. Plagiarism, cheating, falsification of records or research misconduct will result in disciplinary action. If you are unclear of what constitutes plagiarism, or are uncertain of a particular aspect, please meet with a Faculty member for clarification. A student who is determined to be responsible for academic dishonesty or misconduct may be subject to the imposition of one or more of the following:

- 1) Requirement to repeat the assignment or examination, with or without a grade reduction.
- 2) Assignment of a grade of zero in the assignment, test, or exam.
- 3) Assignment of "F-AD" in the course in which the offense is committed.
- 4) Suspension of some or all courses in which a final grade has not been entered and the assignment of "F-AD" in all such courses.
- 5) Suspension from all Brandon University teams, clubs, or like organizations for a period of 1 to 5 years.
- 6) Suspension from the faculty for a period of 1 to 5 years.
- 7) Expulsion from the faculty.
- 8) Suspension from the University for a period of 1 to 5 years.
- 9) Expulsion from the University.
- 10) Cancellation or revocation of degree.

## Occurrence Reports & Patient Safety

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

In the event that a student is involved in an error or "near-miss", the student is required to complete a facility Occurrence Report as well as a Brandon University, Department of Nursing Occurrence Report. Refer to: <https://www.brandonu.ca/health-studies/files/2011/03/Occurrence-Report-Policy-November-2017.pdf>

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

### STUDENT SAFETY INCIDENT REPORTING

Brandon University is committed to a safe learning environment for all students, staff, and faculty. In compliance with Workplace Safety and Health (WSH) legislation, students are required to report injuries or near injuries that occur when on-campus or during their clinical placements to their clinical instructor, faculty member, and the WSH Advisor (Michelle Augustyn) to ensure action is taken to prevent reoccurrence.

If an injury/ or near injury occurs, please complete the BU Workplace Health and Safety Incident Reporting found at <https://www.brandonu.ca/safety/incident-reporting/>. If a student consults a medical practitioner (e.g., doctor, nurse practitioner, emergency/ urgent care) related to a clinical injury/near injury, the WSH Advisor (Michelle Augustyn) must be notified, and a corresponding Workers Compensation Board Worker Incident Report must be submitted. Do not submit any patient information on these documents as they are strictly limited to the student's information.

### 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 provided 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(s). 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.

## **Student Non-Academic Misconduct Policy**

For effective operation the University depends on its members to respect each other by upholding community standards of conduct. It is the responsibility of each student to contribute to an environment of trust and respect that protects the freedom of all to live, work, and learn together.

This policy applies to actions, interactions, and behaviours of students that occur on or off (in person or by distance delivery) Brandon University campuses including the business of Brandon University or other actions sanctioned by or representing the University including but not limited to athletic events, work term, clinical placements, academic or professional conferences, volunteer activities, and academic or field research work. A violation of this policy may include, but is not limited to electronic communications: social media, text messages, email etc.

If it is determined there was a breach of this policy, the Vice-President will render a decision regarding sanctions. Examples of sanctions and/or remedial actions may include one or more of the following:

- Written warning
- Formal apology
- Mandated education or workshops
- Loss of privileges
- Probation
- Community Service
- Interim suspension
- Expulsion

To view the policy and offenses under this Policy, please go to the following link:

<https://www.brandonu.ca/governors/files/Student-Non-Academic-Misconduct-Policy-October-2021.pdf>

## Access to Support Services

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

For information about the Academic Skills Centre, Personal Counselling, Advising Services, International Student Services, and BU Accessibility Services, call 204-727-9739.

- 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).
  - Students having difficulty with math competency should make an appointment at the Math Centre for assistance.
  - Students requiring assistance with writing, make an appointment at the Writing Centre.

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

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

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

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# Appendix A

## Professional Conduct Agreement

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

I, \_\_\_\_\_ the undersigned, acknowledge the  
*print name here*  
importance of professionalism and personal integrity in nursing and nursing education.

I understand that attendance of theory and laboratory classes, and clinical placements are mandatory including the scheduled orientation to Lab and Clinical courses.

I am aware of, and commit to, the professional expectations in the classroom setting as described in the Student Handbook.

I am also aware of, and commit to, the professional clinical conduct standard set by the Department of Nursing in the Faculty of Health Studies at Brandon University.

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

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date