



# BRANDON UNIVERSITY

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## FACULTY OF HEALTH STUDIES

**Department of  
Psychiatric Nursing**

**New Faculty &  
Contract Academic Staff  
Orientation Manual**

April 2026

*Brandon University has campuses on both Treaty 1 and Treaty 2 lands, and we are a gathering place for people from many backgrounds around the world.*

*We acknowledge that Winnipeg and Brandon are on shared territory between the Dakota Oyate, the Anishinaabeg, and the National Homeland of the Red River Métis. Today, many other Indigenous people call Winnipeg and Brandon their home, including the Ininew, Anisininewuk, Denesuline, and Inuit.*

*The plants, animals and people who share their history and traditions on the land and water of this area are deeply influential. We are grateful to gather on these lands today.*

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## Welcome – Getting Started

Welcome to Brandon University (BU), Faculty of Health Studies, Department of Psychiatric Nursing (DPN). We hope that you have an enriching and positive experience.

This manual is designed to support new faculty members, contract academic staff (CAS), and clinical instructors transitioning into teaching and clinical education within the DPN. It provides:

- Key contact information organized by role and function
- Essential information about teaching at BU
- An overview of department and university policies
- Our philosophical framework and educational values

### The Department of Psychiatric Nursing

The DPN offers two programs:

- Bachelor of Science in Psychiatric Nursing (BScPN)
- Master of Psychiatric Nursing (MPN)

### Brandon University Calendar

All curriculum and course information for each program is available in the [Brandon University Calendar](#).

Important dates for each academic year calendars (first day of classes, exam weeks, study breaks, voluntary withdrawal deadlines) are published in the BU Calendar.

## Teaching at Brandon University

### Centre for Teaching, Learning, and Technology (CTLT)

The [CTLT](#) provides leadership and expertise in pedagogy and the use of technology to support teaching and learning.

- Curt Shoultz, CTLT Director

Email: [ShoultzC@BrandonU.CA](mailto:ShoultzC@BrandonU.CA)

### Teaching at Brandon University Moodle Course

For brief and useful pedagogical and technical information to help you prepare for a course, please go to our Moodle course, [Teaching at BU](#). **We recommend new faculty and contract academic staff (CAS) to review the resources available on the Teaching at BU site.**

## Quick Reference: Key Links

Resource	Link
BU Calendar (Important Dates & Courses)	<a href="https://www.brandonu.ca/calendar/">https://www.brandonu.ca/calendar/</a>
BScPN Program Policies	<a href="https://www.brandonu.ca/health-studies/programs/bscpn/b-sc-p-n-policies/">https://www.brandonu.ca/health-studies/programs/bscpn/b-sc-p-n-policies/</a>
Senate Policies (Academic & Conduct)	<a href="https://www.brandonu.ca/senate-office/senate-policies/">https://www.brandonu.ca/senate-office/senate-policies/</a>
Teaching at BU (Moodle Course)	<a href="https://moodle.brandonu.ca/course/view.php?id=2466">https://moodle.brandonu.ca/course/view.php?id=2466</a>
CTLT—Centre for Teaching, Learning & Technology	<a href="https://www.brandonu.ca/ctlt/">https://www.brandonu.ca/ctlt/</a>
Student Services	<a href="https://www.brandonu.ca/student-services/">https://www.brandonu.ca/student-services/</a>
Student Accessibility Services	<a href="https://www.brandonu.ca/student-services/student-accessibility-services/">https://www.brandonu.ca/student-services/student-accessibility-services/</a>
Faculty Directory (DPN)	<a href="https://www.brandonu.ca/health-studies/faculty-and-staff/">https://www.brandonu.ca/health-studies/faculty-and-staff/</a>
BU Information Query	<a href="https://webapp.brandonu.ca/pls/dean/f?p=102:101">https://webapp.brandonu.ca/pls/dean/f?p=102:101</a>

We are pleased to have you join the DPN. Please don't hesitate to reach out to your Course Leader, colleagues, or any of the contacts listed above if you have questions.

Welcome to Brandon University!

## Who Can Help?

### Dean of Health Studies

- Dr. Linda Ross, Acting Dean of the Faculty of Health Studies.  
Tel: 204-571-7842, Email: [RossL@BrandonU.ca](mailto:RossL@BrandonU.ca)
- Michelle McFarlin provides administrative support to Dr. Ross.  
Tel: 204-727-7459, Email: [McfarlinM@BrandonU.ca](mailto:McfarlinM@BrandonU.ca)

### Department Chair(s)

- Lisa Kordalchuk, Department of Psychiatric Nursing Co-Chair  
Tel: 204-772-0377 Ext: 883, Email: [KordalchukL@BrandonU.ca](mailto:KordalchukL@BrandonU.ca)
- Candice Waddell-Henowtich, Department of Psychiatric Nursing Co-Chair  
Tel: (204) 727 7404, Email: [WaddellC@BrandonU.ca](mailto:WaddellC@BrandonU.ca)

### Office Assistants

Office assistants at the Brandon and Winnipeg campus will assist with obtaining keys, accessing your office, setting up an email account, photocopying, and obtaining a nametag.

- Brandon Campus: Hayley Bedford  
Tel: 204-727-7409, Email: [BedfordH@BrandonU.ca](mailto:BedfordH@BrandonU.ca)
- Winnipeg Campus: Chris Byman  
Tel: 204-772-0377, Email: [BymanC@BrandonU.ca](mailto:BymanC@BrandonU.ca)

### Student Advisors

- Brandon Campus Brandon Campus: Carrie McCallum, Student Advisor  
Tel: 204-727-7403, Email: [McCallcumC@BrandonU.CA](mailto:McCallcumC@BrandonU.CA)
  - Winnipeg Campus: Laura (Lu) Irwin, Student Advisor  
Tel: 204-772-0377, Ext. 884, Email: [IrwinL@BrandonU.CA](mailto:IrwinL@BrandonU.CA)
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### Clinical Placement Coordinators

- Brandon Campus: Jacquelyn Pentney, Clinical Placement Coordinator  
Tel: 204-727-9601, Email: [PentneyJ@BrandonU.CA](mailto:PentneyJ@BrandonU.CA)
- Winnipeg Campus: Carleigh Grenier, Clinical Placement Coordinator  
Tel: 204-772-0377, Ext. 890, Email: [GrenierC@BrandonU.CA](mailto:GrenierC@BrandonU.CA)

### Department of Psychiatric Nursing Faculty

[DPN faculty](#) are also available to provide support and answer questions.

## Technology Support

### Helpdesk

The [Helpdesk](#) provides support for technology-related questions.

- Email: [helpdesk@BrandonU.CA](mailto:helpdesk@BrandonU.CA)
- Tel: On campus, extension 500.
- Tel: Off campus, 204-571-8500.

### Moodle

Many instructors use Moodle to enhance their teaching and to address diverse student needs. Moodle websites help you manage courses. You can share your syllabus, course information, accept assignments online, post grades, engage in online discussions, and other learning activities.

- Glen Gross, Moodle Administrator  
Tel: 204-727-9781, Email: [Gross@BrandonU.CA](mailto:Gross@BrandonU.CA)

## Policies

### Department Policies

Policies related to the [BScPN program](#) are revised and updated on an ongoing basis. **Please review the BScPN student policies.**

In circumstances where a student is experiencing difficulty in clinical and/or lab settings a Performance Improvement Plan (PIP) may be utilized. A PIP is a template used to identify areas for improvement and strategies to address these areas. Please review the [Students Experiencing Difficulty in Clinical/Lab Settings Policy](#) and speak with the Course Leader to initiate a PIP.

Please note that attendance is mandatory in all BScPN courses, labs, and clinicals. Please review the [Attendance Policy](#) for more details.

## Senate Policies

University/[Senate Policies](#) are also important to review. Some important policies to include the Academic Accommodations of Students with Disabilities, Academic Integrity Policy, and the University Examination Policy.

## Student Services

BU offers supports to students through [Student Services](#) such as:

- Writing skills
- Counselling
- Academic supports (study strategies)
- Tutoring, ect.

## Student Accessibility Services

Brandon University is committed to providing equal opportunity for students enrolled in all programs of study. For students with disabilities, BU ensures that reasonable academic accommodation and accessibility are available for all students. These services are available through [Student Accessibility Services](#).

Tel: (204) 727-9759, Email: [studentaccessibility@brandonu.ca](mailto:studentaccessibility@brandonu.ca)

If a student discloses a disability or provides a Letter of Accommodation:

- Consult with Student Accessibility Services and/or the Course Leader to understand the accommodations required and implementation
- Students are encouraged to speak with the Course Leader to discuss accommodations as well
- Maintain student confidentiality

## **Equity, Diversity, Inclusion, Decolonization & Reconciliation**

Brandon University is committed to being a place where everyone feels welcome and that they belong. To that end, we have developed the [Brandon University Equity, Diversity, and Inclusion \(EDI\) Strategic Plan and Action Plan 2024-2029](#).

As outlined in the Brandon University Faculty Association Collective agreement, Training in Equity, Diversity, Inclusion, Decolonization & Reconciliation (EDIDR) training is required for all BU faculty. New faculty will be required to complete this training. It is not currently required for CAS. Available training dates will be circulated to faculty via email.

Additional EDIDR resources and training are available through the CTLT:

[Incorporating EDI into Your Course and Teaching](#)

- Key: *1MBEDI-Win26*

[Understanding Social Identities Among Faculty and Student](#)

- Key: *2MBEDI-Win26*

[Exploring Power Dynamics in Post-Secondary Institutions](#)

- Key: *3MBEDI-Win26*

## Additional Information

### Assignments, Grades, and Marks

New Faculty and CAS may be required to mark assignments related to the clinical course and evaluate student progress at mid-term and end of term.

If you are **teaching a lab or clinical**, the Course Leader will provide a copy of the course syllabus, discuss and review assignments, marking guidelines, clinical evaluations, and any other course requirements. The syllabus provides a description of any assignments and due dates. The Course Leader will provide a rubric, matrix, or marking template and will be available to meet with you to discuss the assignment, marking, and expectations.

Student performance in the clinical setting is evaluated using a standardized Clinical Performance Evaluation Tools (CPET).

New Faculty and CAS who are employed as the **Course Leader** are encouraged to review the resources provided within the [Teaching at BU](#) Moodle site.

### Submitting a Final Grade

Final grades are submitted to the Dean and Chair of the Department of Psychiatric Nursing by the Course Leader through [Brandon University Information Query](#). A complete list of all students registered in the course is also found at this link.

### ISMP's List of Abbreviations, Symbols, and Dose Designations

To view the list please visit:

<https://www.brandonu.ca/health-studies/files/2017/07/errorproneabbreviations.pdf>

### Certificate of Exemplary Student Support

The DPN values clinical staff (e.g. RPNs, RNs, Mental Health Workers, Social Workers, etc.) who support the education of BScPN students and wishes to acknowledge their contribution by awarding a [Certificate of Appreciation](#) for that support. This Certificate is distinct from the Champion of Student Learning Award which is for preceptors.

Front-line clinical staff members who are eligible for nomination of this Certificate are learner-centred, challenge the students to think critically, supportive to students, and exemplify excellence in client care.

## Philosophical Framework

Our philosophical framework is a guide for practice, scholarship, research, and education. This framework is a guide for curriculum development and a measure against which we can evaluate educational practice. Our philosophical beliefs form a framework upon which we can build and articulate a better understanding of psychiatric nursing practice and develop psychiatric nursing knowledge. Three constructs stand out for scholarly development: wellness; relationship; and social justice. Our philosophical framework serves as a collective vision and aspiration. It also serves as a vehicle for open, respectful discussion and debate as we work together toward psychiatric nursing education and scholarship excellence.

### Psychiatric Nursing Metaparadigm Concepts:

1. Mental wellness
2. Individuals, families, and communities
3. Psychiatric nursing  
    Psychiatric Nursing Education
4. Environment
5. Relationship

### Mental Wellness

Mental wellness is living a life one defines as meaningful, satisfying, and making a contribution within one's community.

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 health mental wellness, individually and collaboratively.

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

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

### Individual, Family & 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 their self-determined health and mental wellness.

## **Psychiatric Nursing**

Psychiatric nursing is a discipline with distinct 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 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 the 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 the health and mental wellness of individuals, families, and communities.

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

## **Psychiatric Nursing Education**

Psychiatric nursing education develops entry level competencies, critical thinking skills, and leadership skills for use in:

- Four domains of practice (clinical, education, administration, and research);
- Advocacy for individuals, families, communities;
- System and social change;
- Protecting the welfare of the public;
- Promoting and advancing health and mental/wellness.

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

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

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

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

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

and social responsibility.

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

Psychiatric nursing education includes creating and maintaining a safe working and learning environment.

### **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 human constructed, 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 within all relationships and situations.

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

### **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 below does not represent the 'therapeutic relationship'. Beliefs about the therapeutic relationship are contained within the concept of 'psychiatric nursing'.

