



FACULTY OF HEALTH STUDIES



STUDENT HANDBOOK

2026-2027

BACHELOR OF NURSING

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

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 the Brandon University Health Studies Student Association (BUHSSA).

Nursing education at Brandon University began in 1986, and since that time there has always been a student association led by students, for students. BUHSSA is proud to continue this nearly 40-year legacy of student leadership and advocacy.

BUHSSA exists to enhance and advocate for the student experience within the Faculty of Health Studies. Our office is located on the second floor of the Health Studies Building (Room 223), where you will find a suggestion box for sharing your ideas and feedback.

Be sure to join our Moodle page and follow our Instagram (@buhssa) to stay updated on meetings, announcements, and upcoming events. Meetings are held monthly, either via Microsoft Teams or in person in the Health Studies Building.

Getting involved with BUHSSA is a great way to learn about volunteer opportunities, stay informed about student initiatives, and build experiences that look great on a resume.

Executive role elections are held each November, in alignment with fourth-year senior practicums. If you have ideas related to student advocacy, events, or ways to improve the student experience, we encourage you to bring them forward at a meeting or reach out to us directly.

The current executive team includes:

- Haley Roux-Hodgson (President)
- Aaron Moore (Vice President)
- Emily Anderson (Committee Coordinator)
- Jordyn Rolling (Brandon Campus Treasurer)
- Willow Boyachek (Secretary)
- Cameo Zarrillo (Winnipeg Campus Representative)
- Averie Thiessen (Winnipeg Campus Treasurer)

If you have any questions, please feel free to contact us at healthstudiesstudents@hotmail.com we are always happy to help.

Moodle: 00 Communications Websites; access key: buhssa2024

Instagram: @buhssa

We hope to see you at a meeting or one of our events throughout the year. Best wishes for a successful and rewarding academic year!

Sincerely,

Your BUHSSA Representatives

Message from BUSU: Brandon University Students' Union

University can be exciting, stressful, rewarding, and overwhelming all at once. Between classes, labs, placements, exams, work, student life, and everything happening outside the classroom, students need more than just a place to attend lectures. You need people in your corner.

That is where the Brandon University Students' Union comes in.

The Brandon University Students' Union, or BUSU, is a not-for-profit organization on Brandon University's campus created with one goal in mind: supporting BU students. Since our founding in 1969, BUSU has represented student interests at Brandon University and at the local, regional, provincial, and federal levels of government. BUSU has also been a proud member of the Canadian Federation of Students since 1984, where we are Local 37.

BUSU represents approximately 3,500 students across campus, including students in the Faculty of Health Studies. We advocate for students by bringing their concerns into university decision-making, serving on committees, supporting student-led initiatives, and pushing for policies that improve the student experience.

The BUSU Office is located on the first floor of the Knowles-Douglas Student Union Building. Students are welcome to stop by for questions, support, or assistance with services such as:

- Events and engagement proposals
- Health and dental inquiries
- Printing services
- U-Pass transit services
- Campaigns
- BUSU club and collective formation and funding
- Student advocacy support

BUSU also helps create opportunities for students to connect outside the classroom through events, campaigns, socials, free food days, and orientation activities. These are chances to meet students from Health Studies and the wider BU community.

BUSU is here to advocate for you, support you, and help make sure you are not navigating university alone.

To reach BUSU, students can email info@busu.ca, call **204-727-9660**, or stop by the BUSU Office during opening hours."

Mission Statement of the Faculty of Health Studies

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 (i.e., Master of Psychiatric Nursing degree (MPN));
- the generation of new knowledge through research that is relevant to professional practice; and,
- contributing 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

COURSES REQUIRED	COURSE #	CREDIT HOURS
Anatomy & Physiology	15:171/15:172	6
71:101 or English at 100 level or higher		3
Medical Microbiology	15:264	3
Intro to Stats		3
Elective		3
Elective		3
Foundations for Professional Self	71:156	3
Health Promotion Across the Lifespan	71:155	3
Nutrition and Health Promotion	71:153	3
Year I Total		30
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
Year II Total		34
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
Year III Total		32
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
Year IV Total		25
PROGRAM TOTAL		121

Grading System

Course requirements will be evaluated according to the following grading system, which applies to all courses offered by the Faculty of Health Studies. All students must achieve a 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.

The following table will be used in the conversion of percentage grades to letter grades. Grades will be rounded up when appropriate prior to assigning a final letter grade. Grades are rounded up if the decimal place is 0.5 or greater and rounded down if the decimal place is 0.4 or less. (i.e., a final grade of 79.5% would be rounded up to 80% and graded as a B+ while a final grade of 79.4% would be graded as a B).

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. Refer to the APA text as the acceptable reference:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (7th ed). 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 should 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 Student Advisor by August 31. Thereafter, returning students must provide proof of certification annually by August 1.

Immunizations

Completion of the Brandon University Immunization Record is an admission requirement. Two doses of the Hepatitis B vaccine are required by the May 1 deadline and documentation of the remaining third dose/antibody testing will be required as per guidelines. 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, Manitoba Child Abuse Registry Check and Manitoba 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, Manitoba Child Abuse Registry Check and/or Manitoba 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, they are charged with or convicted of a criminal offence or listed on the Manitoba Child Abuse Registry and/or the Manitoba 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 Manitoba Child Abuse Registry and/or the Manitoba 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 Personal Health Information Act (PHIA) for Rural RHA's e-learning module/quiz
- Watch the Prairie Mountain Health (PMH) Confidentiality Video (on an annual basis)
- Read the PMH Confidentiality Policy (on an annual basis)
- Sign the PMH Pledge of Confidentiality (on an annual basis)

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 (Government of Manitoba, 2026).
- 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.

Workplace Hazardous Materials Information System (WHMIS)

All students will be required to complete the WHMIS 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 website to access policies and procedures for the Department of Nursing in the Faculty of Health Studies. Other important information related to the Department of Nursing including appropriate professional communication processes and voluntary withdrawal deadlines, without academic penalty is available in the Brandon University General Calendar available at: www.brandonu.ca.

Attendance

Purpose

The Faculty of Health Studies is a professional Faculty. Students enrolled in 71:000 courses are expected to organize their personal schedules so that they can attend all orientations, classes, labs, clinicals and field experiences. This includes all 71:000 (Pre-Nursing courses). Class participation is an essential element in applied learning. When students are present, they not only learn from other students and their instructors but it also creates the opportunity for contribution of their own experiences and knowledge. Attendance and participation are expected of preservice 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 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 centre of the left sleeve, 1 inch above sleeve hem.

A Brandon University clinical photo ID name tag must be worn and be easily visible in the clinical setting. Photos must adhere to the following criteria:

- You are allowed to smile!
- Face and shoulders to the camera, centered and squared
- A solid coloured, neutral background (ie., white, grey, cream)
- No headphone/ear buds or air pods can be worn
- Do not use a filter to alter your appearance
- Sunglasses and tinted eyeglasses are unacceptable
- Head coverings for religious beliefs or medical reasons may be worn as long as the full face is clearly visible and the head covering must not cast any shadows on the face
- baseball caps and toques are not acceptable
- Hair can be worn down
- Avoid tube tops, tank tops, and halter tops where possible – no bare shoulders

Your BU clinical photo ID must represent a professional image. Photos that do not meet the above requirements will not be printed.

Other required supplies:

- Stethoscope
- Watch with a second hand (Cellular data notifications to smart watches are to be turned off in the clinical area)
- 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 jewellery 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 jewellery, 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.

Whenever possible, students will be accompanied when leaving the test/examination room (e.g. washroom).

Electronic Devices

Cell phones or tablets will be permitted for students and Faculty in the clinical area for resource and information gathering only. Cell phones/tablets are not permitted for personal use in patient care areas. Cell phone/tablet 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/tablets 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>
[Uni-Test-Exam-Policy_SenateApproved-20250617.pdf](#)

Email Communication

To ensure the safety and security of student information, only Brandon University email addresses will be used for correspondence between Brandon University faculty and students. Email 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, students must check email regularly. BU email is the primary way that students are contacted about changes to your classes, wait-lists and upcoming events.

(<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" (Merriam-Webster, n.d.). 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. Professionalism will be judged on personal behaviours and interactions with those around you.

Adapted from: 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 them 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, including Undergraduate Nurse Employee (UNE) 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/Unprofessional Clinical/Laboratory Practice 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 Instructor 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 when introducing oneself to patients/families or other members of the health care team: “My name is Cassandra Patient and I am a 2nd Year Bachelor of Nursing student 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 performance in clinical settings.

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

	<ul style="list-style-type: none"> Performs skills in accordance with Foundational/Intermediate/Advanced Nursing Skills requirements
Professional	<ul style="list-style-type: none"> Adheres to the dress code to portray a professional image when in the clinical setting Is punctual for all clinical shifts and completes timely submission of assignments 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 Is aware of, and adheres to, relevant policies and procedures of Brandon University, Faculty of Health Studies, and the facility providing the clinical experience Accepts responsibility and is accountable for their own attitude and behaviours 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 Demonstrates self-reflection and insight into own performance 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) Maintains confidentiality with all patient and relevant facility information
Communicator	<ul style="list-style-type: none"> 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 Demonstrates honesty in all interactions with students, instructors and members of the health care team Demonstrates timely and professional communication to report any absence in all theory classes, labs, clinical placements, etc.
Collaborator	<ul style="list-style-type: none"> Works with others (peers, faculty, clients, and family) in a respectful, non-judgmental manner Participates in shared workload discussions with project group members and completes assignments on time
Coordinator	<ul style="list-style-type: none"> Consults the client and other members of the health care team when appropriate Supports clients and their families to navigate the health care system by answering questions, explaining interventions and arranging future appointments when appropriate

	<ul style="list-style-type: none"> • Develops client-centred discharge plans that consider the home environment and social context of the individual and family • Practices the skill of delegation in relevant clinical courses • Participates in simulation exercises
Leader	<ul style="list-style-type: none"> • Is aware of the <i>Truth and Reconciliation Commission of Canada: Calls to Action</i> • Provides constructive feedback to other students using peer evaluation tools in theory classes and clinical settings • Nominates mentors for Champion of Student Learning Recognition award
Advocate	<ul style="list-style-type: none"> • Reports unsafe practice of self and others • Respects all individuals' differences including culture, ethnicity, religion, work, experiences, gender, age and sexual orientation • Protects clients and members of the health care team from harm & practices in the best interest of the public • Considers issues related to health inequities in all care plans
Educator	<ul style="list-style-type: none"> • Considers client and family health literacy in the development of education plans • Delivers a person-centred education plan based on learning needs of client and family • Evaluates effectiveness of health teaching and revises education plan if necessary
Scholar	<ul style="list-style-type: none"> • Actively engages in discussions in classroom, lab and post-conference • Incorporates best evidence available in all assignments • Strives to develop cultural awareness and competency as situations arise • Demonstrates social awareness of community and global health issues and applies knowledge to practice • Develops own research skills through written assignments

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 (e.g., lack of sleep), physical, psychological or emotional condition, and freedom from dependence on alcohol, drugs or other substances that impair their ability to practice nursing (CRNM, 2024).

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 (CRNM, 2013; CRNM, 2025).

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.

Electronic communication must be conducted using your password-protected, university email. Emails sent between Faculty and students are considered part of a student's record.

Students have the right to privacy. Student records and personal information (e.g., age, address, student number, evaluations, and grades) cannot be shared with anyone (including parents) who does not need the information to do their job.

Social Media Use

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 discuss/post information on any social media platforms such as, Instagram, Tiktok, Facebook etc., about any health region or agency, employees, patients, clients or Brandon University faculty or students. Students with personal pages on social media sites, are not to identify themselves as speaking on behalf of 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.

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 Student Non-Academic Misconduct policy.

Academic Integrity

Academic integrity is a commitment, even in the face of adversity, to six fundamental values in all University activities and relationships: honesty, trust, fairness, respect, responsibility, and courage (International Center for Academic Integrity, 2021). Departures from Academic Integrity include plagiarism, cheating, academic interference, falsification and aiding others to depart from Academic Integrity. A sanction is an academic consequence applied when a departure from academic integrity is deemed to be significant, taking into account the scope and impact of the departure as well as the student's level of study and past academic integrity history.

Tier 1 sanctions are generally appropriate for minor, usually isolated, departures from academic integrity that are limited in scope and impact, taking into account the student's level of study and academic integrity history. Tier 1 sanctions include, but are not limited to the following:

- Requirement to repeat the assignment or academic activity with grade reduction;
- Assignment of a grade of zero for the assignment or academic activity.

Tier 2 sanctions are generally appropriate for departures from academic integrity that are moderate to serious in scope and impact, taking into account the student's level of study and past academic integrity history, or for situations where a student has been found responsible for multiple minor departures from academic integrity. Tier 2 sanctions include, but are not limited to the following:

- Assignment of a grade of F-AD in the course in which the departure from academic integrity occurred;
- Suspension from all Brandon University teams, clubs or like organizations for a period of 1 to 5 years.

Tier 3 sanctions are reserved for the most egregious departures from academic integrity and/or for situations where a student has departed from academic integrity on numerous, successive occasions. Tier 3 sanctions include, but are not limited to the following:

- Suspension from the Faculty/School for a period of 1 to 5 years
- Expulsion from the Faculty/School
- Suspension from the University for a period of 1 to 5 years
- Expulsion from the University
- Cancellation or revocation of credential/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: [Faculty of Health Studies Occurrence Report Policy](#)

The College of Registered Nurses of Manitoba 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 are 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 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 [WSH-Hazard-Incident-Report-Form-FRM-GEN-WSH-001-Apr-2023.pdf \(brandonu.ca\)](#). 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 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 Performance

When performance issues are identified, the involved faculty member will counsel the student on the unacceptable performance and indicate the type of performance change that is expected and within what time frame. The student's unacceptable performance 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 their student file.

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

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:
[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. Tuition includes support in the areas of math, writing and other academic skills. Please refer to the web link at: [Student Services | Brandon University](#).

For information about the Academic Skills Centre, Personal Counselling, Advising Services, International Student Services, and BU Accessibility Services, call 204-727-9737.

*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