



**University of New Brunswick**  
**Faculty of Nursing**

2011-2012 Student Handbook

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***Information  
Specific to UNB  
Moncton Students***

Dear Students,

A warm welcome to the Moncton Campus to each of you; we are very happy that you have chosen to enter the field of nursing and to study with us. These next 4 years will be full of challenges, fun, and incredible learning about nursing, yourselves, and about working effectively as members of a health care team.

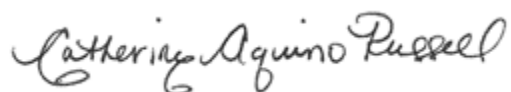
Nursing is a very diverse profession with many opportunities for future practice including hospitals, clinics, homes, and other community settings. The UNB Nursing Baccalaureate degree prepares you with a general nursing education to begin caring for individuals, families, and communities in all age groups and in different stages of health and illness. You will be introduced to some of the specialties that help make nursing so diverse and you will have both classroom and clinical experiences throughout your time here.

Besides your official program there are several opportunities to be more active in committee work that enhances our learning community. We encourage you to volunteer, as your interest and time allows, in such committees as the Nursing Society, the Curriculum Committee, Faculty Council the International Studies Committee, and others that will be offered at various times.

While hopefully you are looking forward to this 4-year journey we also understand the anxiety that comes with entering a new environment. Our hopes are that you will take advantage of meeting new friends, utilizing and connecting with the Peer Support Program, advisors, faculty, staff, and other services as needed to ensure you meet your educational goals.

On behalf of everyone here I wish you all much success and I look forward to getting to know each of you.

Sincerely,

A handwritten signature in cursive script that reads "Catherine Aquino-Russell".

Catherine Aquino-Russell RN, BScN, MN, PhD  
Associate Professor & BN Program Director  
Moncton Campus

## **Storm Policy**

In the event of inclement weather (e.g., snow storm), a decision for closure of the Moncton campus will be made by the BN Program Director or designate in consultation with relevant institutions and resources.

Students, faculty and staff will be made aware of a closure via the following methods:

- Announcements by 0630 on radio stations **CBC (106.1 FM), K94.5 (94.5 FM), MAX FM (103.9 FM)**
- Voicemail message on the **UNB Moncton office line** by 0630 (856-3355)
- If possible, an email will be sent out by 0630. Due to possible power outages or technical issues, it may not always be possible for emails to be sent. Students and faculty should utilize the radio or voicemail options to confirm closure during inclement weather.

In the event of inclement weather during the day, a decision for closure will be made by the BN Program Director or designate. Students, faculty and staff will be made aware of a closure by the methods noted above.

Cancellation of College of Extended Learning courses will be at the discretion of the individual instructor. CEL instructors will communicate to their students directly if classes are cancelled due to inclement weather.

If the school is not officially closed, students who feel that it would be unsafe to travel to and from school, are expected to use their own discretion and make a decision in the interests of their own personal safety. Students who live out of town may wish to plan accordingly and make alternate arrangements in advance.

Students missing class, labs, or clinical due to inclement weather will not be penalized; however, they are expected to catch up on any classes, assignments, presentations etc. that would be missed as a consequence of their decision. Some classes (e.g. a lab) may not be able to be made up and in this case, students are expected to contact the instructor/ professor as soon as possible to work out a suitable solution. In the event that a student misses a clinical practice day, the clinical instructor will review that student's total clinical hours and clinical competence for the term to determine if any make-up time is required.

In the event that a storm forces closure of the school during a time when exams are scheduled, each of the exams will be re-scheduled by the BN Program Director and the instructor responsible for the courses involved.

A faculty member may choose to cancel or postpone his/her clinical, lab, or class even though the school remains open. That faculty member will be responsible for notifying the students in the class or clinical group of his/her decision.

The Dean will be notified of the closure.

**Approved April 21, 2008**

### **Guidelines for a Scent- Free Environment**

As there are a number of people today who are sensitive or allergic to scented products such as perfumes, after-shave, hair sprays, and other scented products the Faculty of Nursing requests that you refrain from wearing scented products within the building. Wearing scented products to our campus significantly affects the ability of these individuals to do their jobs and in some cases, has caused extremely seriously health complications. Please be considerate and do not wear scented products. It is important that we promote a healthy environment for those who work or attend classes within the Professional Arts Building. *If you come to campus with scented products, you will be asked to remove the product. If this is not possible, you may be asked to leave campus.*

### **Smoking Policy**

No smoking is allowed at any time inside the Professional Arts Building or outside of the main entrance or sidewalks in front of the building (Arden Street) as well as the entrance leading to the hospital on the south side of the building. (This includes washrooms, offices etc. even after normal working hours.)

The alcove facing the patients' parking lot on the east side of the building where there is a picnic table has been designated as the smoking area. Smokers are to use the main entrance door and walk to the designated area. At no time should the emergency door leading to the designated area on the ground floor be used or propped open.

### **Additional Guidelines related to Clinical Experiences**

- Only one (1) pair of studs with no dangles may be worn in the ears.
- Coffee and food are not permitted during report or when documenting.
- Maternity Unit: No rings, including wedding bands.
- 3600 Family Practice Unit: No jewelry permitted (other than earrings as stated above).

### **Access Cards**

Each student must obtain an access card for the Professional Arts Building by paying a \$10 deposit. This card will permit access to the building during evenings and weekends and to the UNB section of the second floor during the academic year. Students are responsible for the card they have been assigned. Cards are non-transferrable. If your card is lost or stolen, please contact Jennifer Scobie Hatto, Administrative Assistant, immediately. The cost of replacing lost access cards is \$10. All cards must be returned at the end of the academic year. Cards not returned will be deactivated, and students must pay \$10 for a new card upon their return to School for the Fall Term.

### **Nursing Society**

On behalf of the UNB Moncton Nursing Society, I would like to extend a warm welcome to all of the Nursing students. We are a group of students that have been elected into the student government at UNB Moncton. We are responsible for planning social events like Treego and pubcrawls and we organize representation of the UNB nursing students at local charitable events. We also help to organize special activities that are themed around holidays such as Christmas and Valentine's day.

Angela Horton Jardine

Nursing Society President, 2011/2012

### **Textbooks**

Textbooks are ordered through the University Bookstore in Fredericton using an online ordering process. Students will be notified prior to the fall and winter terms of the books that they will be required to purchase and when they will be available online. Please contact Pamela Smith, Program Assistant, for additional information on the ordering process.

### **Representation on Faculty of Nursing Committees**

Students are invited to participate as a member in a variety of Faculty of Nursing committees. These include curriculum, nursing society, orientation, and graduation committees. For more information, please contact the Administrative Assistant.

### **Campus Amenities**

The Moncton campus, located in the Professional Arts Building, has many amenities available to its students including;

**Student Lounge** – Located on the second floor, this lounge houses an area for students to dine, study, relax and socialize. A kitchenette is available for students' use and is equipped with a refrigerator, microwave and sink. Beverage and snack vending machines are also available. Lockers are provided for students' use; to access a locker, please see the Charene Slupsky with your \$10.00 deposit.

**Classrooms** – Classrooms are equipped with appropriate technology to assist in student learning. A skills lab is on site to provide students with a realistic practice environment for clinical skills prior to utilizing these skills in a clinical setting.

**Library** – Located on the second floor the library has many resources that can be either signed out or used within the facility. One-on-one or group instructional sessions are available to all UNB Moncton students. See the Charene Slupsky to book an appointment or request a session. Please see the website (<http://www.unbf.ca/nursing/moncton/hours.html>) or the schedule on the library door for hours of operation. A photocopier is also available for students' use and photocopy cards can be purchased from the Librarian in the amounts of \$5, \$10, or \$20. As well the administrative assistant and student library worker have \$5.00 cards to sell but can not provided refunds for existing cards. Copying costs 10 cents per page.

**Writing Lab** – In depth writing help is provided by the librarian by appointment or on a causal basis for any quick inquiries. Papers can be emailed or turned in for constructive help but turn around time will vary on the schedule of the librarian.

**Technology** – UNB Moncton's wireless network can be accessed with valid UNB login. Also a computer lab equipped with 25 computers and printers is available for students' use. Print credits can be purchased online or by contacting Charene Slupsky. Printing in black and white costs 10 cents per page and colour printing is 50 cents per page. A UNB email account is provided to all students and students are expected to check this account on a daily basis for correspondence from faculty and staff members. In addition, students

should be aware of expectations for checking Blackboard email for courses that utilize this feature.

**The Pantry** – Located on the ground floor of the Professional Arts Building, The Pantry sells snacks and meals.

### **Parking**

UNB Moncton students access parking services administered by the Moncton Hospital. Students who wish to access parking services (including shuttle service) must register with the Parking & Security Office. Please bring a copy of your vehicle registration, UNB student ID, driver's licence, and your Professional Arts Building access card. A registration form will be completed at the Parking Office and appropriate parking arrangements provided.

Anyone who accesses parking services at the hospital (UNB Moncton students as well as hospital staff) will follow the same protocol. A shuttle service is provided from Universite de Moncton to the hospital during scheduled hours in the morning and afternoon (these hours will be provided when you register with the Parking Office). There is no charge associated with this service.

### **Common Courtesies**

There are several common courtesies which should be extended to both your faculty and staff members, peers, and others working in or visiting the building in which you are located.

- **No food in the classrooms**
- Do not hold the elevators for classmates for extended period of time – other people are also waiting for them.
- Please turn your cell phones off in class– you can set them on vibrate if you are expecting an urgent message.
- Personal messages for students will not be accepted by the Administrative Assistant, except in the event of an emergency. There is a phone in the student lounge and this number can be provided to families and workplaces if needed. **869-6230.**
- Please be respectful in class by being attentive to students, instructors or guest presenters.
- The bulletin boards for Years 1, 2, 3, & 4 which are located on the third floor are for academic/clinical notices. Please use the student bulletin board on the second floor in the lounge for social communications.
- Please see the Jennifer Scobie Hatto, Administrative Assistant for lost or found items.

## **Email Etiquette**

Email is a convenient way to communicate with students, faculty and staff. It is important to remember appropriate etiquette when emailing correspondence related to your academic and professional matters. This would include: appropriate salutations and signatures, proper grammar and sentence structure, and a tone appropriate to the type of correspondence. The UNB Writing and Study Skills Centre website provides links which may be helpful in obtaining information on professional correspondence. (<http://extend.unb.ca/wss>)

## **Student Services**

There are many services available to Moncton students, both in Moncton and on the Fredericton campus. Tania McLaughlin is the Student Support contact for UNB Moncton and can provide students with information about services available to them. The section below provides an overview to some of the services available. For a listing of additional services, please see the Student Services website at [www.unbf.ca/studentervices](http://www.unbf.ca/studentervices) .

UNB Moncton students can ask the Administrative Assistant to use an office phone to call Fredericton for purposes related to study at UNB.

## **Counseling Services**

Sometimes career and personal concerns interfere with your ability to do your academic work. You may find yourself in a situation where the academic pressures feel overwhelming and you don't know where to turn. Family Services Moncton provides confidential personal counseling services to all UNB Nursing Students in Moncton.

Family Services Moncton can help you in various areas such as:

- Personal and School-related Stress
- Relationship issues
- Separation & Loss
- Communication
- Balancing Work & Family
- Harassment
- Addictions

To contact Family Services Moncton:

Call: 857-3258 (local)  
1-800-667-3237 (outside of Moncton)  
Location: 120 High Street  
Email Address: [fsmoncton@rogers.com](mailto:fsmoncton@rogers.com)

## **Career Resource Centre**

The Career Resource Centre is an extended service of UNB Counseling Services. This service is available to all full-time and part-time UNB students. The Career Resource Centre offers free career information and consultations to help your career path and it also offers information about career options in your field of study. The Career Resource Centre provides information on university programs throughout Canada and other countries as well as Canadian Community College programs. They can also assist on graduate and professional school entrance tests (such as GRE, GMAT, PCAT, MCAT, SAT, LSAT, etc. and they provide access to computer-assisted career guidance systems such as CHOICES & Career Cruising.

To access the Career Resource Centre:

Call: 506-458-7818

E-mail address: [crc@unb.ca](mailto:crc@unb.ca)

## **Student Accessibility Centre**

The Student Accessibility Centre provides academic support for students with learning disabilities or challenges. This service is available to all UNB full-time and part-time students who are registered with the Centre and it exists to provide services to support students with disabilities, both visible and invisible, during their academic experiences at UNB. Services at the Student Accessibility Centre include:

- Alternative media
- Academic and classroom accommodations
- Special arrangements for tests and exams
- Assistance with Canada Study Grants for students with permanent disabilities
- Access to assistive technology, advocacy and support

If you think you may have a learning disability or challenge, the Student Accessibility Centre can assist you in seeking the appropriate path for assistance.

To access the Student Accessibility Centre:

Call: (506) 453-3515

E-mail address: [unbds@unb.ca](mailto:unbds@unb.ca)

## **Financial Aid Office**

The Financial Aid Office is available to all UNB students who need information and/or assistance in order to finance their university education. This service to students provides guidance with regards to student loan programs, how to handle government loan appeals, as well as repayment options. Furthermore, the Financial Aid Office is also able to provide students assistance with financial planning, budget preparation and debt management. They will also be able to direct you in financial assistance programs such as university

loan programs, personal advances and book advances as well as bursary programs such as UNB Special Bursary, Graduate Bursary and Student Abroad Bursary.

To access the Financial Aid Office:

Call: (506) 453-4796

E-mail address: [finaid@unb.ca](mailto:finaid@unb.ca)

### **Student Advocate**

The Student Advocate is part of the Student Affairs and Services team. The Student Advocate provides services and resources for students on or off campus UNB students. This is a qualified person who will listen to your concerns, in confidence, and direct you to the appropriate contacts, resources or services as needed. The services the Student Advocate can help you with include:

- Assistance in times of personal or family emergencies which may require an immediate, unexpected absence from classes or exams/tests
- Information or advice about the Academic Appeal process (for example there may be options if you have received failing grades or been placed on academic probation)
- Information or advice regarding grade reviews
- Information or advice regarding Undergraduate Academic Regulations
- Information regarding Voices Against Sexual Aggression, Safe Spaces Program and alcohol education activities including TIPS training
- UNB Student E-newsletter

To contact the UNB Student Advocate:

Call: (506) 453-4527

E-mail: [langmaid@unb.ca](mailto:langmaid@unb.ca)

### **Student Employment Service**

There are many services provided by the Student Employment Service that can be accessed by UNB Moncton students, including:

- Dynamic workshops on resumes, cover letters, mastering interviews and job search strategies to help you find employment in your discipline
- Appointments to help tackle resume and letter writing challenges and create professional documents that highlights your skills and experience
- Access to on-campus employer information sessions, full-time employment opportunities and government programs for new grads, career fairs, internships, employer testing, networking opportunities, working abroad and much more

To contact the Student Employment Service:

Call: (506) 453-4620

E-mail: [employment@unb.ca](mailto:employment@unb.ca)

## **Questions about Student Services**

Tania McLaughlin provides student support to the Moncton campus and can refer students to a variety of services in both Moncton and Fredericton. Please contact Tania at [tmclaugh@unb.ca](mailto:tmclaugh@unb.ca) with questions, concerns or suggestions.

## **Emergency Procedures**

### **2<sup>nd</sup> Floor**

1. Sound Fire Alarm
  - a. Alarm Pull located beside central stairwell.
  - b. Alarm Pull located beside emergency exit.
2. Evacuate the building. Walk on the right hand side of the corridor to the **emergency door by student lounge**. Go down the stairs, exit, and turn right. **If exit not accessible use Alternate Exit:** Central stairwell, turn right on exit.
3. Do NOT use elevators.
4. Assemble at the Patient Parking Lot, Arden St. Fire Wardens not present Evenings and Weekends.
5. Do NOT re-enter until authorized by emergency responders.

### **3rd Floor East (Rooms 303-324)**

1. Sound Fire Alarm
  - a. Alarm Pull located beside central stairwell.
  - b. Alarm Pull located beside emergency exit.
2. Evacuate the building. Walk on the right hand side of the corridor to the **emergency door past Room 317**. Go down the stairs, across corridor, out exit door, and turn right. **If exit not accessible use Alternate Exit:** Central stairwell, turn right on exit.
3. Do NOT use elevators.
4. Assemble at the Patient Parking Lot, Arden St. Fire Wardens not present Evenings and Weekends.
5. Do NOT re-enter until authorized by emergency responders.

### **3<sup>rd</sup> Floor West (Skills Lab Area – Rooms 325-336)**

1. Sound Fire Alarm
  - a. Alarm Pull located beside central stairwell.
  - b. Alarm Pull located beside emergency exit.

2. Evacuate the building. Walk in an orderly fashion on the right hand side to the **emergency door past the Skills Lab**. Go down the stairs, out exit door, and turn right.  
**If exit not accessible use Alternate Exit:** Central stairwell, turn right on exit.
3. Do NOT use elevators.
4. Assemble at the Patient Parking Lot, Arden St. Fire Wardens not present Evenings and Weekends.
5. Do NOT re-enter until authorized by emergency responders.

### **Procedure For Non-Ambulatory Persons**

1. On Evenings and Weekends call 911 (9-911 from UNB phone).
2. Stay on the floor you are on when alarm sounds; on the **left** hand side near the fire exit and wait for emergency responders.

### **Making an Emergency Call**

1. From an UNB phone: call 9-911. From a cell phone: call 911.
2. Location is "Professional Arts Building, 100 Arden St. Moncton.

**University of  
New Brunswick  
Faculty of Nursing**



***Student Handbook  
2011-2012***

## Mission Statement

The University of New Brunswick, with campuses in Fredericton and Saint John, and with its diverse programs and varied activities, strives:

- to be known for its excellence in teaching by providing students with the highest possible quality instruction, library and laboratory resources which are appropriate for both undergraduate and graduate learning, and an environment conducive to the development of the whole person;
- to achieve national and, in selected areas, international recognition for its research programs by capitalizing on its comparative advantages and by maximizing the benefits to be derived from its two-campus structure through reinforcement and enhancement of their individual strengths;
- to serve New Brunswick, the Atlantic Region and the Nation through the provision of broadly educated graduates, and through the development of applied programs involving the private sector and government agencies;
- to co-operate with governments and post-secondary institutions in developing a coherent system of advanced education, and to recognize the need for long-term financial stability and accountability;
- to serve as a source of information and expertise to help society understand and deal with the major issues and opportunities of our time;
- to encourage the development of a network of international co-operation in teaching, research and community development;
- to be a responsible and responsive employer.

## Policies

### Overview of Policies and Guidelines

When students enter the Faculty of Nursing they not only become members of the UNB academic community but also are given student status in the profession of nursing. Along with the larger UNB community, the Faculty of Nursing is committed to maintaining a positive learning and working environment.

Within the academic community the Faculty is guided by the Regulations expressed in the Undergraduate and Graduate Calendars as well as the UNB Declaration of Rights and Responsibilities<sup>1</sup>. Students are encouraged to become familiar with their roles and responsibilities as well as those of the university community which are included in this Declaration. The Declaration includes:

- Statement of Principles
- Fundamental Rights and Responsibilities
- Specific information and links on
  - Harassment
  - Discrimination
  - Academic rights and responsibilities
  - Freedom of association
  - University facilities
  - Access to personnel files and
  - Conflict of interest.

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<sup>1</sup> Available at <http://www.unb.ca/humanrights/Declaration.pdf>

In terms of the profession, the Nurses Association of New Brunswick (NANB) reviews the UNB Faculty of Nursing to determine and approve whether the nursing program meets the standards for educational programs set by NANB. Nurses and student nurses are governed by the following NANB Standards:

- Standards of Practice for Registered Nurses
- Standards for the Therapeutic Nurse-Client Relationship
- Decision-Making in Clinical Nursing Practice
- Documenting Care: Standards for Registered Nurses

NANB has adopted the Code of Ethics for Registered Nurses<sup>2</sup> established by the Canadian Nurses Association. It is important for students and faculty to read the Code and to recognize that their moral and ethical conduct as nurses is measured by the values expressed in the Code. As members of the academic community all university students, including nursing students, are expected to conform to standards of conduct expressed in the university undergraduate and graduate calendars; as members of a professional community, nursing students are expected to conform to the professional standards of conduct within the Faculty of Nursing and broader nursing community. Students are responsible for becoming familiar with university regulations, NANB standards and specific Faculty of Nursing policies and guidelines (included in the listing below).

The intent of guidelines and/or policies specific to the Faculty of Nursing is to provide clarification regarding the responsibility of the Faculty of Nursing to both the University and the nursing profession regarding standards of conduct for nursing students. Nursing students are expected to:

- behave in a professional manner at all times (including classroom, laboratory and clinical practicums)
- behave in a professional manner toward all members of the University and greater community and
- demonstrate levels of professional responsibility and accountability, appropriate to their level in the nursing program, for their actions as members of a professional discipline.

The Faculty of Nursing policies and guidelines are incorporated in this Handbook and include:

- Clinical Practice Attendance Policy
- Procedures for Making up Missed Clinical Time
- Guidelines for the Implementation of the Missed Time Policy
- Clinical Hours for Attendance at CNSA Conference
- Mandatory Immunizations/CPR/Suicide Intervention Course
- Confidentiality Policy
- Pledge of Confidentiality
- Criminal Record Check Policy
- Professional Practice Policy
- Ethical Use of Mobile Technology and Social Media by UNB Student Nurses
- Student Disclosure of Health Information

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<sup>2</sup> Available at <http://www.nanb.nb.ca/PDF/practice/CNA%20Code%20of%20Ethics.pdf>

- Clinical Dress Guidelines
- Internal Student Transfer
- Resolution of Conflict Among Nursing Students
- Student-Faculty Disagreement
- Guidelines about Decision Making for Volunteers
- Guidelines for an Allergy Disclosure
- FON Administrative Practice Document
- Guidelines for use of FON Listservs

The Faculty of Nursing policies and guidelines are intended to work in conjunction with and serve in addition to general UNB policies which may not address specific issues of standards of professional behavior; they are not intended to replace University policies and processes for student behaviour and/or academic progress. The Faculty of Nursing policies and guidelines are also designed with the recognition that adjustments on a case by case basis may be required to accommodate personal religious beliefs and/or disabilities.

*Reviewed August 2009*

## **University Regulations**

It is advisable to read carefully Section B of the Undergraduate Calendar, General University Regulations, and in particular the subsection headed Examinations, Standing and Promotion.

### **General Regulations for Nursing Programs**

Any point not covered in the following regulations will be governed by the General University Regulations. Questions concerning the application of regulations should be directed to the BN Program Director at each campus.

1. A student whose assessment grade point average (the May/April period; for definition, see Standing and Promotion Requirements in Section B of this Calendar) falls:
  - a) below 2.0 but above 1.6 will be placed on academic probation; if in any subsequent period the grade point average falls below 2.0 the student will be required to withdraw from the program.
  - b) below 1.7 will, subject to review by the Nursing Faculty, be required to withdraw from the program.
2. A student who twice fails to achieve at least a "C" or "CR" grade in any Nursing course will be required to withdraw from the Nursing program.
3. A student must receive at least a "C" or clinical "CR" in:
  - a) each Nursing course before proceeding to ensuing Nursing courses
  - b) all additional required non-nursing courses before proceeding to the next year of Nursing courses
  - c) nursing electives

4. A "D" grade is accepted only in non-nursing open electives (a nursing elective taken as an open elective requires a "C" grade for credit).
5. Normally, students must complete all courses in a given year before proceeding to the next year of the program.
6. A student repeating a Nursing course may, at the discretion of the Nursing Faculty, also be required to repeat and pass the Nursing course that immediately preceded it.
  - a) Basic degree students and full-time BN/RN students must complete the program within 6 years of enrolment in the Faculty of Nursing.
  - b) Advanced Standing Degree Program students must complete the program within 5 years of enrollment in the first term of the program (January - April).
  - c) Part-time BNRN students must complete the program within 10 years of enrolling in the first Nursing course.
7. For those students entering the BN program in September 2007, the requirements for the Basic degree are 95ch in courses taught by the Faculty of Nursing and 35 ch in other faculties; for those students, who entered the program prior to September 2007, please refer to the UNB calendar for the year of admission, or consult with the Nursing Faculty. Students enrolled in the Advanced Standing Degree Program in January 2008 must complete 84 credit hours in Nursing and 4 credit hours in Biology; students who entered the program prior to January 2008, please refer to the UNB calendar for the year of admission, or consult with the Nursing Faculty. For the BN/RN program 39 ch in Nursing and 18 ch in other courses are required.

### **UNB Plagiarism Policy**

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offences.

Plagiarism includes:

1. Quoting verbatim or almost verbatim from any source, including all electronic sources, without acknowledgement;
2. Adopting someone else's line of thought, argument, arrangement, or supporting evidence without acknowledgement;
3. submitting someone else's work, in whatever form without acknowledgement;
4. knowingly representing as one's own work any idea of another.

Examples of other academic offences include: cheating on exams, tests, assignments or reports; impersonating somebody at a test or exam; obtaining an exam, test or other course materials through theft, collusion, purchase or other improper manner, submitting course work that is identical or substantially similar to work that has been submitted from another course; and more as set out in the academic regulations found in the Undergraduate Calendar.

Penalties for plagiarism and other academic offences range from a minimum of F (zero) in the assignment, exam or test to a maximum of suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript.

For more information, please see the Undergraduate Calendar, Section B, Regulation VII.A, or visit <http://nocheating.unb.ca>. It is the student's responsibility to know the regulations.

### **Health and Safety Policies**

#### **Health and Safety at the University of New Brunswick**

Authorized by: R. L. Armstrong, President  
Reference Number 7800  
Effective Date: October 1, 1991

Revised: September 2001

#### **General Policy**

**INTENT:** To outline a general statement of policy for the health and safety of any person, faculty, staff, student or visitor, having access to University facilities or property.

**SCOPE:** All University employees, students and visiting members of the public.

#### **STATEMENT OF POLICY:**

The University of New Brunswick is required to comply with all regulations pursuant to both Federal and Provincial Government health and safety legislation. The University must provide an example to the students, as well as the visiting public, for maintaining the highest degree of safety for all, and for demonstrating a high level of responsibility to the environment.

The University of New Brunswick is committed to taking every reasonable precaution to ensure the provision of a safe and healthy work environment, and requires all faculty, staff, and students to comply with the laws and statutes that have been enacted by the federal and provincial governments, and with the policies and guidelines that have been established by the University in cooperation with the University Joint Health & Safety Committees.

Responsibility for safety at the University exists at three different levels - individual, supervisory or instructional, and organizational or institutional. The division of responsibility must be clearly assigned and accepted; steps should be taken to ensure responsibilities are exercised; and the assignments reassessed if unexpected problems arise.

Deans of faculties, heads or chairs of departments and directors or managers of administrative departments are responsible for the environmental health and safety of their respective faculties or departments and their members, including students.

The individual (student or employee) has a responsibility to learn the health and safety hazards of the materials or equipment he or she may be using or producing; the hazards which may occur from the equipment or techniques employed; and for following appropriate safety measures. The person acting in a supervisory capacity has

responsibility for ensuring that those supervised observe normal safety precautions and, as well, has a responsibility for preventing accidental injuries from occurring. Any accident which occurs must be reported, recording the apparent causes and measures which may be required to prevent occurrence of similar accidents.

The University has a fundamental responsibility to provide the facilities, equipment and maintenance to ensure a safe working environment, and an organized program to make the improvements necessary for such an environment.

The Safety Office will act as a resource department, in an advisory capacity, assisting in the development of policies and procedures, in the handling of environmental health and safety matters, and in safety education and training.

To assist in the implementation of this general policy, and to comply with provincial legislation, the University has constituted Joint Occupational Health and Safety Committees on each campus. Health and safety matters which cannot be resolved at departmental or Faculty levels may be referred to those committees.

All faculty, staff and students are expected to take individual responsibility for safe working practices and procedures so as to safeguard their own health and well-being, as well as that of their colleagues, and visitors to the campus.

## **POLICY AND PROCEDURE CONCERNING WORKERS COMPENSATION**

### **POLICY**

The University of New Brunswick is required by law to comply with the rules and regulations of the Workers' Compensation Act.

Since this policy applies to Legislation, if conflict occurs between the wording of this policy and the Legislation, the Legislation takes priority.

### **DEFINITION**

Workers' Compensation is defined as the payment a qualified injured worker receives from the Workers' Compensation Board in lieu of their salary.

### **APPLICATION**

This policy applies to all employees of the University who fall under the coverage of the Workers' Compensation Board. Benefits will only be considered if an employee is injured at work.

### **REQUIREMENTS**

An injured employee must ensure the appropriate documentation and medical information is completed and forwarded to the University and the Workers' Compensation Board. The appropriate form is available from the Department of Human Resources & Organizational Development and is sent directly to Workers' Compensation. An injured employee is entitled to the benefits provided by the Accident Fund under the Workers' Compensation Act. The employee is required to report the injury to the University who is responsible for submitting the report to the Workers' Compensation Board on the appropriate form.

## **STATUS**

The absence of an employee who is receiving compensation benefits under the Workers' Compensation Act shall not be charged against the employee's sick leave or vacation. Where an employee is entitled to receive compensation under the Workers' Compensation Act, the employee will not be eligible for Sick Leave. The employee shall suffer no loss in years of service but will not accumulate service during this absence.

## **PAY/BENEFITS**

An employee on Workers' Compensation is treated as an employee on a Leave Without Pay by the University. An employee in receipt of Workers' Compensation may contact the Department of Human Resources to maintain their benefit coverage by paying their share of the premiums.

## **ROLE OF THE SAFETY OFFICER**

The Safety Officer for each campus is available to assist in preparing accident reports, investigating accidents or assisting the employee or department with the Workers' Compensation process.

## **HUMAN RESOURCES & ORGANIZATIONAL DEVELOPMENT**

The Department of Human Resources & Organizational Development is located in Room 102 of the Physics and Administration Building in the Integrated University Complex on the Fredericton Campus. Questions concerning this policy may be directed to the Human Resources Consultant (Employee Relations and Salary Administration), at 453-4648.

## **APPROVED BY THE BOARD OF GOVERNORS DECEMBER 10, 1998**

### **Health and Safety at the University of New Brunswick**

It is every student's obligation to acquaint themselves with the Health and Safety regulations governing UNB's employees, faculty, staff, students and visitors having access to the University facilities or property.

The general policy can be found on-line at <http://www.unb.ca/safety/generalpolicy.html>

All accidents/incidents MUST BE reported within 24-48 hours of occurring utilizing the UNB Employee and Student Accident Report Form. These forms are available from instructors, clinical coordinators and support staff at the Faculty of Nursing. Upon completion of the form, it is critical it is returned to the Clinical Outreach Coordinator/Program Assistant for proper distribution which will include the Dean, Associate Dean and Risk Management.

When participating in a university related activity held at an off-campus location, you are still obligated to complete a UNB accident form to report your injury.

As a student of the Faculty of Nursing you will be required to participate in clinical experiences at a variety of facilities or institutions. Should an accident/incident occur during your time at the institution, you are responsible to adhere to any policies/procedures that the institution has put in place by completing their forms in addition to completing UNB's Employee and Student Accident Report Form.

Examples of accidents/incidents can be anything from slipping on a wet floor, falling in the parking lot at anytime through-out the year, spraining an ankle during a basketball game to needle-stick injuries during clinical time or health fairs. If you are in any doubt as to whether or not the incident should be reported and the Accident Report form completed, ask your instructor who will provide direction.

As a UNB student participating in a clinical experience, it is your responsibility to become familiar with the injury policy and procedures for the facility to which you are assigned. For example, if the injury occurs at the Dr. Everett Chalmers Regional Hospital, you need to become aware of their policy or procedure for that particular injury. If you require follow-up care and have a Family Physician in the Fredericton area then you will need to make arrangements for that care with your Physician. If you do not have a Family Physician in the Fredericton area you are to notify the Emergency Room to forward a copy of your test results to the UNB Student Health Center on the Fredericton campus. You are then responsible for making an appointment at the Student Health Center so that your follow-up care can be arranged through them.

The details outlined in this document would also apply to those students who participate in clinical experiences at institutions outside the Province of New Brunswick by following the host facility's policies/procedures. The accident would also need to be reported to your UNB Clinical Coordinator within 24-48 hours so that they can complete and sign the Employee Student Accident Report Form. Any follow-up care that is necessary should be arranged with a physician in the area, with your family physician if you are returning home or with the UNB Student Health Center if you are returning to the UNB Campus and do not have a local family physician.



# EMPLOYEE AND STUDENT ACCIDENT REPORT

INJURY, OR

NEAR INJURY

of

DATE \_\_\_\_\_

TIME \_\_\_\_\_ AM \_\_\_\_\_ PM

**\*\*TO BE COMPLETED FOR ALL ACCIDENTS WITHIN 54 HOURS OF OCCURRENCE\*\***

EMPLOYEE/STUDENT	LOCATION OF ACCIDENT
NAME _____	BUILDING _____
DEPARTMENT _____	ROOM NO. _____
OCCUPATION/CLASSIFICATION _____	OTHER (describe) _____
AGE _____ SEX <input type="checkbox"/> M <input type="checkbox"/> F	EQUIPMENT INVOLVED _____
YEARS AT INSTITUTION _____	FIRST REPORT _____ REVISED BY _____

## ACCIDENT INFORMATION

INJURY TYPES	INJURED AREAS	INJURY CAUSES	CONTRIBUTING FACTOR (CHECK ALL THAT APPLY)	FIRST AID TREATMENT (STATE IF GIVEN)
<input type="checkbox"/> BURN (Include 1st & 2nd degree) <input type="checkbox"/> BRUISE <input type="checkbox"/> SPRAIN OR STRAIN <input type="checkbox"/> WHIPLASH &/OR INJURY TO NECK <input type="checkbox"/> FRACTURE <input type="checkbox"/> ABRASION <input type="checkbox"/> CALCIATION (PUNCTURE) <input type="checkbox"/> SHOCK <input type="checkbox"/> AMPUTATION <input type="checkbox"/> INFECTION	<input type="checkbox"/> EYES <input type="checkbox"/> HEAD <input type="checkbox"/> ARMS <input type="checkbox"/> CHEST <input type="checkbox"/> TRUNK - OTHER <input type="checkbox"/> BACK OR NECK <input type="checkbox"/> HANDS OR FEET <input type="checkbox"/> LEGS <input type="checkbox"/> FINGER OR TOE	<input type="checkbox"/> STRUCK BY OBJECT <input type="checkbox"/> FALL OR NEAR FALL <input type="checkbox"/> OVER EXERTION <input type="checkbox"/> ASSEMBLY (AN HR) <input type="checkbox"/> ELECTRICAL <input type="checkbox"/> HEAVY LIFTING <input type="checkbox"/> TRIPPING <input type="checkbox"/> VEHICLE OPERATION <input type="checkbox"/> CONSTRUCTION <input type="checkbox"/> ELECTRICAL EQUIPMENT <input type="checkbox"/> EXPLOSION OR FIRE <input type="checkbox"/> OTHER (SPECIFY) _____	<input type="checkbox"/> DEFICIENT TRAINING OR INSTRUCTION <input type="checkbox"/> DEFICIENT EQUIPMENT <input type="checkbox"/> UNCLASSIFIED <input type="checkbox"/> OTHER (SPECIFY) _____	<input type="checkbox"/> FIRST AID <input type="checkbox"/> FIRST AID CENTER <input type="checkbox"/> PHYSICIAN (NAME) _____ <input type="checkbox"/> HOSPITAL (NAME) _____ ARRANGED BY: _____ DATE OF FIRST PAY OR MIA: _____ <input type="checkbox"/> YES <input type="checkbox"/> NO HOSPITAL ACCIDENTS: <input type="checkbox"/> YES <input type="checkbox"/> NO

## ACCIDENT DESCRIPTION

BRIEF DESCRIPTION OF INCIDENT & INJURY (SPECIFY RIGHT OR LEFT SIDE): \_\_\_\_\_

WHAT STEPS HAVE BEEN TAKEN TO PREVENT A REOCCURRENCE? \_\_\_\_\_

WHAT SAFEGUARDS ARE NORMALLY USED? \_\_\_\_\_

GENERAL REMARKS & LISTING OF WITNESSES, IF ANY: \_\_\_\_\_

DEPT. HEAD OR SUPERVISOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

DISTRIBUTION: White Copy: Chief Security Officer - Pink Copy: Safety Officer - Yellow Copy: Budget Office - Blue Copy: File 50-Rev (87)

## **Declaration of Rights and Responsibilities**

(<http://www.unb.ca/humanrights/Declaration.pdf>)

### **Preamble**

#### *Declaration Application*

1.01 The Declaration of Rights and Responsibilities applies to the University of New Brunswick and every member of the University of New Brunswick community. This membership includes every full time and part time student, every faculty member, and every staff member, including administrative, professional, and technical employees, and administrators.

#### *Declaration Enforcement*

1.02 The Positive Environment and Human Rights Office shall oversee the Declaration of Rights and Responsibilities.

#### *Declaration Interpretation*

The University of New Brunswick is committed to providing a positive learning and working environment, one in which all members of its community are respectful and respected as individuals. We strive to foster a welcoming and supportive community, where every person feels empowered to contribute. In May 1998, a President's Task Force for a Positive Learning and Working Environment was established, a bi-campus committee under the leadership of Dean of Law, Anne La Forest. This committee identified four essential elements of its mandate: community recognition of what constitutes a Positive Environment; prevention in the form of education and information; accountability for the community, and, when needed, redress for the individual. Building on the Report of that Task Force, this Declaration sets out the principles that form the foundation for a Positive Environment for learning, working, and living, the three essential aspects of a university community. This community, and the rights and responsibilities of its members, extends to all locations where UNB students and employees are engaged in University-related activity, with the exception of jurisdictions whose laws or physical limitations are beyond the control of the University.

### **President's Task Force on Creating a Positive Working and Learning Environment, Final Report (March 2000), UNB Mission Statement**

(<http://www.unb.ca/humanrights/Declaration.pdf>)

### **Introduction**

1.03 The Declaration of Rights and Responsibilities shall not replace or supersede any of the rights or procedures set out in the official University policies or in the collective agreements to which the University is party. Future official university policies shall conform to the intent of this Declaration.

### **Statement of Principles**

#### *UNB is a Community*

2.01 As an institution devoted to higher education, the University of New Brunswick is committed to the social and academic development of its community, and to the pursuit of academic excellence.

### *Environment of Respect and Tolerance*

2.02 Every member of the University community has a responsibility to treat all other members of the University community with respect and tolerance, and to contribute to a respectful learning and work environment.

### *Equitable treatment*

2.03 Every member of the University community has the right to fair and equitable treatment by other members of the University community, and by the University.

## **Fundamental Rights and Responsibilities**

### *Provincial Legislation*

3.01 Every member of the University community is entitled to protection under the New Brunswick Human Rights Act, which legislates against discrimination and harassment based on race, colour, religion, national origin, ancestry, place of origin, age, state of physical or mental ability, marital status, sexual orientation, sex, social condition, political belief or activity. UNB extends this to include issues of gender identity. This protection does not override the recognized exceptions within the Act, such as those based on bona fide occupational requirements.

### *Abiding by the law*

3.02 Every member of the University community has the responsibility to abide by the laws of the land.

### *Safe Environment*

3.03 Every member of the University community has the right to work, learn and study in a safe environment.

### *Health and Safety*

3.04 Every member of the University Community has the responsibility to comply with health and safety regulations, and to refrain from behaviour that is known, or ought reasonably to be known to be dangerous, harmful, disruptive or obstructive to the other members of the University community.

### *Procedural Confidentiality*

3.05 Every member of the University community has a right to confidentiality of information in complaint and disciplinary procedures. Every member of the University community has a right to a full and impartial hearing in complaint and disciplinary procedures.

### *Procedural Rules*

3.06 Every member of the University community has the responsibility to abide by the procedural rules as set out in the relevant disciplinary procedure, and has the responsibility to refrain from behaviour that would obstruct such procedures.

### *The University's responsibility*

3.07 The University has a responsibility to make University policies accessible without difficulty.

*Right to access to Policies*

3.08 Every member of the University community has the right to see any official University policy upon requesting it.

*Familiarity with university policies*

3.09 Every member of the University community is responsible for becoming familiar with and abiding by the official University policies. Right to be informed of risks

3.10 Every member of the University community has the right to be informed of known potential liabilities associated with obligations related to his or her employment or program of study.

*Responsibility to manage known risk*

3.11 Every member of the University community has the responsibility to manage known risk within his or her position of employment or program of study.

*Rights in University Governance*

3.12 Every member of the University community has the right and privilege to participate fully in University governance as set out in Senate regulations, guidelines, policies, and decisions, as approved by the Board of Governors and as set out in the University of New Brunswick Act.

*Responsibilities in University Governance*

3.13 Every member of the University community who takes part in University governance has the responsibility to ensure that his or her participation adheres to the appropriate policies.

*Related Policies and Procedures*

New Brunswick Human Rights Act

UNB's Health and Safety Policies and Procedures

UNB's Statement of Principle on Accessibility

AUNBT Collective Agreement, Article 5 , Article16A.03, Article16B.03, Article16C.04

Senate election regulations

**Harassment**

*Right to be free of personal and sexual harassment*

4.01 Every member of the University community has a right to be part of an environment that is characterized by mutual respect. Every member of the University community has the right to be free of harassment when working or learning. Harassment is comment or conduct that ought reasonably to be known to have the effect of creating an intimidating, humiliating, hostile or offensive working and learning environment. Retaliation for filing a harassment complaint is considered harassment. False charging is also harassment.

*Obligation not to harass*

4.02 Every member of the University community has an obligation not to engage in harassment towards another member of the University community. No member of the University community shall retaliate against a person who files a complaint against him or her. Retaliating may constitute grounds for a subsequent complaint or action by the University. Malicious charges are considered harassment.

### *The University's Responsibility*

4.03 The University of New Brunswick has the responsibility to provide a safe environment that is free of harassment.

### *Senior administration's role*

4.04 Senior administrators, as leaders, have a responsibility to communicate this expectation within the context of promoting a respectful working and learning environment.

### *Related Policies and Procedures*

UNB's Workplace/University Harassment and Discrimination Policy and Procedures

UNB's Sexual Harassment Policy and Procedures Summary, with List of Harassment Advisors

UNB's Full Sexual Harassment Policy and Procedures

AUNBT Collective Agreement, Article 48

AUNBT Collective Agreement, Article 55

GLTA Collective Agreement, Article 32A

SALAC Collective Agreement, Article 32A

CUPE Collective Agreement, Article 32A

## **Discrimination**

### *Right to be free of discrimination*

5.01 Every member of the University community has the right to be part of an environment that is characterized by equal opportunity and fair and equitable access. Every member of the University community has the right to receive equitable treatment by the university, and to be free of discrimination based on race, racial status, colour, religious belief, national origin, ancestry, place of origin, age, state of physical or mental ability, family status, sexual orientation, sex, gender identity, socio-economic status, political belief or activity, or any other grounds contained in the collective agreements and provincial legislation, within the known exceptions of the legislation. Every member of the University has a right to work, learn, study, and participate on a campus that the University makes its best efforts to be accessible.

### *Obligation not to discriminate*

5.02 Every member of the University has the obligation not to act in a discriminatory manner towards members of the university community or those seeking employment or student status within the university community.

### *The University's Responsibility*

5.03 The University of New Brunswick has the responsibility to make its best effort to provide a safe environment that is free of discrimination.

### *Senior administration's role*

5.04 Senior administrators, as leaders, have a responsibility to communicate this expectation within the context of promoting a respectful working and learning environment.

### *Related Policies and Procedures*

UNB's Workplace/University Harassment and Discrimination Policy and Procedures

UNB's Equity Policy AUNBT Collective Agreement, Article 15

AUNBT Collective Agreement, Article 55  
GLTA Collective Agreement, Article 6 (No discrimination)  
SALAC Collective Agreement, Article 6 (No discrimination)  
CUPE Collective Agreement, Article 6 (No discrimination)

## **Academic Rights and Responsibilities**

### *Responsibility for own learning*

6.01 Every student is part of a learning community and as such has a responsibility to comply with academic regulations. Compliance with academic regulations as published is essential for participation in this community. These are set out in the relevant sections of the Undergraduate and Graduate Academic Calendars.

### *Academic Rights of students*

6.02 Every student has academic rights as set out in the academic regulations published in the Academic Calendars.

### *Compliance with Regulations*

6.03 Every member of the teaching staff, including but not limited to faculty members, instructors, and sessional lecturers, has a responsibility to know and work in accordance with the Academic Regulations.

### *Academic rights of teaching staff*

6.04 Academic freedoms as set out in Article 14 of the AUNBT Collective Agreement are the right of every member of the teaching staff. Every member of the teaching staff has the responsibility to provide fair and impartial professional evaluation of student work, free from harassment or undue intervention.

### *Standards of conduct*

6.05 Every member of the teaching staff shall uphold standards of behaviour within the classroom, laboratory, clinical, practicum or fieldwork setting which are consistent with the general regulations on conduct. Every member shall attempt to facilitate a safe and mutually respectful learning and work environment.

### *Staff directly supporting teaching and learning*

6.06 Every member of staff directly supporting teaching and learning, including but not limited to teaching assistants, lab technicians, research assistants, library staff and academic administrators and advisors, has a responsibility to know and work in accordance with the Academic Regulations. Each member also has certain academic rights, as set out by Article 14 of the AUNBT Collective Agreement, with respect to the Academic Regulations.

### *Right of refusal*

6.07 Members of staff directly supporting teaching and learning have the right to refuse a request for research or other academic assistance if the request is clearly beyond the staff member's domain of knowledge. In such an instance the right of the requester for service will be referred to a qualified staff member.

### *Related Policies and Procedures*

AUNBT Collective Agreement, Article 14 [instructors, deans/chairs]  
General Regulations on Conduct and Decorum [Students, applicable to everyone]

Expectation of classroom conduct (Calendar IV.B) [Students and instructors, TAs, academic support staff]  
General Course Regulations [Students, instructors, deans, chairs, advisors]  
Academic Offenses [Students, instructors]  
Examination, Standing and Promotion [Students, instructors, deans/chairs]  
Right of Appeal [Students, instructors, deans/chairs]  
Confidentiality, Security, and Release [Students, instructors]  
Procedure for Dealing with Student Gifts [Instructors, students]  
Review of Grades [Students, instructors, deans/chairs]  
Graduate Academic Regulations and Procedures [Students]  
Procedures for the Submission and Assessment of Doctoral Dissertations [Students and supervisors]

### **Freedom of association**

#### *Expression, Opinion, and Assembly*

7.01 Every member of the University community enjoys freedom of opinion, expression and peaceful assembly.

#### *Lawful Association*

7.02 Every member of the University community has a right to belong to any lawful association, and shall not be subject to prejudice or discriminatory treatment because he or she belongs to such an association.

### **University facilities**

#### *Right to use and enjoy facilities*

8.01 Every member of the university community has a right to use and benefit from University facilities designated for his or her use according to the terms of his or her membership, upon payment of any required fees.

#### *Adherence to Facility regulations*

8.02 Every member of the University community has a responsibility to adhere to the regulations regarding entry and use of all University facilities. Members of the University community have the responsibility to refrain from activities that ought reasonably to be known to constitute a danger or a nuisance, as recognized in the legal context, to other University members.

#### *Residence Life: freedom from disturbance*

8.03 Every member of the University community who resides in University residence has the right to be free from what ought reasonably to be known and understood in the legal context as nuisance and disturbance, including excessive noise.

#### *Residence Life: Refraining from causing disturbances*

8.04 Every member of the University community who resides in or visits University residence has the responsibility to refrain from causing nuisance, disturbances, or excessive noise that would unduly interfere with other residents' quality of life in residence.

#### *Related Policies and Procedures*

Student Disciplinary Code

UNBF Residence Handbook (see especially quiet hours regulations)

## **Access to Personnel Files**

### *Access to information*

9.01 Every employee has the right to access their personnel file upon request.

### *Maintaining information*

9.02 The University has the responsibility to ensure that information in employee personnel files is accurate and up to date, and that all personal information is handled in a confidential manner.

### *Related policies and procedures*

CUPE Collective Agreement, Article 5.09

AUNBT Collective Agreement, Article 26.03

UNBEA Collective Agreement, Article 5.09

Personal Information Protection and Electronic Documents Act (PIPEDA)

## **Conflict of Interest**

### *No conflict to exist*

10.01 Members of the university are expected to conduct their affairs in a manner which will not place them in a position that could reasonably be construed (or understood) to be conflict of interest. A conflict may result from competing professional or personal associations, and may arise from the appearance of either favoring or opposing a person or organization because of this association. Potential conflicts of interest may occur in many situations, including, but not limited to, decisions related to financial matters, hiring, admissions, selections for internal positions, assessment, promotion, research, supervision, and publication.

### *Disclosure*

10.02 Members of the university are required to disclose in writing, to the appropriate person, e.g., supervisor, committee chair, or President, any situations which may conflict or give the appearance of a conflict of interest. Timing is of the essence; disclosure should be made as early as possible which, if at all possible, should be prior to the existence of a situation of conflict of interest. Normally, the resolution would be to remove oneself from the conflict.

### *Openness*

10.03 Members of the university are encouraged to discuss, with the appropriate person, e.g., supervisor, committee chair, President, any situations which are in doubt with respect to an actual or potential conflict of interest.

### *Right of privacy*

10.04 Members of the university should enjoy the same rights in their private dealings as any other individual unless such private dealings represent a conflict of interest.

### *Confidentiality*

10.05 All information provided to the appropriate person in a conflict situation will be treated as confidential and will only be disclosed to those directly involved in the administration of the relevant situation.

### *Related policies and procedures*

Conflict of Interest in Purchasing

Conflict of Interest with PhD External Examiners

CUPE Collective Agreement, Article 24

UNBEA Collective Agreement, Article 24

AUNBT Collective Agreement, Article 52

Board of Governors Rules of Order and Procedure, 21

### **Clinical Practice Attendance Policy**

To successfully complete the UNB Faculty of Nursing Program students must acquire, maintain, and continuously enhance nursing competence. Educational experiences which occur in a variety of practice contexts are designed to advance nursing competence in an integrated and deliberate manner. The acquiring of nursing competence is progressively structured in an incremental manner on a daily, weekly, and monthly basis. Attaining competence in professional practice requires that nursing students actively engage in all planned clinical experiences throughout the program. For students who miss time as a result of a disability, arrangements for accommodation will be made on a case by case basis to the point of undue hardship to the Faculty of Nursing.

### **Guidelines:**

1. "Clinical practice" refers to all laboratory, institution and community practice experiences.
2. In accordance with the *General Course Regulations, Class Attendance* in the *University of New Brunswick Undergraduate Calendar*, students are expected to attend all classes, laboratories, tutorials, or other class meetings officially designated for a particular course.
3. The Nurses Association of New Brunswick (NANB) requires a BN student to obtain a minimum of 1400 practice hours in the undergraduate program in order to be eligible for registration as an RN.
4. Absence from clinical practice is only acceptable for reasons of illness and/or personal crisis.
5. "Missed clinical time" includes all hours missed due to student absence, instructor absence and storm cancellation days.
6. For each course, clinical instructors must clearly indicate the process for students to follow to inform the various practice areas and instructors of their absence.
7. The need to make up time for absences from community and institutional practice experiences will be determined jointly by the clinical instructor and coordinator and will be based on assessment of clinical competence and total hours missed.
8. All scheduled makeup time must provide the student with meaningful learning opportunities to meet the course competencies as well as complete the missed clinical time.

9. If required, students must register and pay tuition fees for a Supplemental Clinical Course that will provide them with the opportunity to make up required clinical hours (and/or ultimately convert the INC [incomplete] course to CR [credit] or NCR [no credit]). This course is not intended to be a repeat of an established clinical course. Students will not be required to pay for a supplemental course to make up clinical hours resulting from instructor absences and/or storm days.
10. Students who have not met the competencies for a clinical course, but have completed the required number of clinical hours for that course, will receive a NCR and will be required to repeat the course.

### **Procedures for Making up Missed Time**

#### 1. (a) Clinical or Health Assessment Labs

All students are responsible to arrange for makeup of missed laboratory hours. In the event of absence, students will consult with the Lab Instructor concerning the completion of missed time. In order to develop an understanding of the theoretical knowledge necessary to successfully complete a return demonstration for a designated faculty person, makeup strategies will include some or all of the following:

- (i) obtain missed information from a peer
- (ii) review interactive nursing skills videos, CD Rom, DVDs or any other material designated to support the makeup lab
- (iii) arrange, with the Skills Lab Coordinator, for a time of unsupervised practice in the laboratory; and/or
- (iv) write a lab quiz and achieve at least 80% on the quiz.

#### 1. (b) Helping Relationships Labs/Tutorials

All students are responsible to arrange for makeup of missed lab/tutorial hours. In the event of absence, students will consult with their lab/tutorial instructor regarding the missed experience. Makeup strategies will include some or all of the following:

- (i) complete preparatory exercises including case studies
- (ii) review written or multi-media resources
- (iii) meet with a learning partner to demonstrate and/or reflect on particular helping skills or topics; and
- (iv) meet with a lab/tutorial instructor to discuss exercises, integrate relevant theoretical concepts and to consider the effectiveness of particular approaches.

#### 2. Institution and Community Practice

Missed clinical hours will be carefully tracked within each term and annually. In the event of absence, decisions for makeup time will be made jointly by the Clinical Instructor and Coordinator and will be based on:

- (a) Clinical competence

- (i) Students who have met the competencies for the course and whose total practice hours are not in jeopardy of compromising the required 1400 hours may not be required to make up clinical time.
- (ii) Students who have missed time due to illness or personal crisis and have not met the competencies for the course may be provided with opportunities to make up missed time for that clinical rotation. The decision for providing this makeup time will be based on the availability of clinical resources and clinical instructors, as well as the percentage of time the student has missed within the clinical course. Students may be required to register and pay tuition fees for a Supplemental Clinical Course (see section 2(b) (iii) of this policy).

(b) Total hours

- (i) Within each term, Clinical Coordinators will collaborate with Clinical Instructors to monitor students' missed time.
- (ii) At the end of each term, the Clinical Coordinator will forward the total number of hours missed, but not yet made up, by each student to the Year Coordinator.
- (iii) At the end of each year, the Year Coordinator will examine the total number of hours that each student has missed (in current and previous academic years) and, in consultation with the Clinical Coordinator and the BN Program Director, determine if a Supplemental Clinical Course is required.
- (iv) Students must register and pay tuition fees for the Supplemental Clinical Course. This course will be 40 hours of clinical practice, and will be scheduled in June, July or August, based on the availability of instructors and clinical resources. Students must successfully complete the Supplemental Clinical Course prior to entering the next academic year.

Note: Number of Hours in the 4 year BN Program = 1488  
Number of hours in the 2 year ASP= 1428

*Approved by Faculty Council June 23, 2008  
\*Revised June 29<sup>th</sup>, 2009*

**Guidelines For The Implementation Of The Missed Clinical Time Policy**

A meeting of the Coordinators Committee was held on August 5<sup>th</sup> to review some of the student concerns related to making up clinical time during the summer. It was decided at that meeting to share the following guidelines with students in addition to the missed clinical time policy passed at Faculty Council last year and revised this year.

Most students who had to make up clinical time had an incomplete (INC) grade in a clinical course. These students did not have sufficient opportunity to meet the course

competencies due to an illness/injury. However, there were a few students who had received credit for all their clinical courses but had missed a significant number of clinical hours. The rationale for having these students make up clinical time was to (1) replace clinical hours so that they would not be in jeopardy of falling below the 1400 hours required by NANB at graduation and (2) to increase their clinical skills and help prevent difficulties in future clinical courses. Students in the four year program only have 88 hours or 11 clinical days above the required 1400 clinical hours.

The coordinators made the decision to use the following guidelines regarding the application of the missed clinical time policy and these guidelines would be revisited annually.

1. All students who received a grade of INC would take the supplemental clinical course during the summer.

2. All second year students who have missed 32 clinical hours or more by the end of the N2063 course would need to enroll in the supplemental clinical course during the summer.

3. All third year students who have missed 56 clinical hours or more by the end of N3103 would be expected to take the supplemental clinical course during the summer.

4. The supplemental clinical course would be 40 hours in length for all students and they could not bank hours toward future clinical courses. If they have missed more than 40 hours of clinical time, the 40 hours would be deducted from the total hours they had missed and they would move forward into the next year carrying some missed clinical hours.

5. Students would be told in June that a supplemental course would be needed and that the course would be arranged during the last two weeks of August.

6. The independent study form for NURS 4234 would be completed and sent to the Registrar's Office. The students would be expected pay tuition for a full course, approximately \$580, with the date for payment of fees to be arranged with Financial Services.

*Passed by Faculty Council, August 31, 2009*

### **Mandatory Immunizations/CPR/Suicide Intervention Course**

It is a regulation of the Faculty of Nursing that all students in the BN and the BN ASP programs must be immunized. Clinical agencies may not permit students who are not fully immunized to access their facilities and may ask students at any time to provide proof of the following required immunizations:

- Childhood immunizations (Diphtheria, Pertussis, Tetanus , Polio, Haemophilus influenza type b, Measles, Mumps and Rubella)
- 15 year old booster and follow-up every 10 years for Diphtheria, and Tetanus. For Pertussis, students need to have been immunized within 5 years. If they are immunized with Tdap as an adult they will not require further Pertussis immunization.
- Hepatitis B immunization and titre status

**Students who do not have all required immunizations will not be permitted to practice in any clinical settings.**

If students are unsure of immunization status, they should discuss with their family physician.

Students are also required to have a 2-step Mantoux test. This test is a mandatory test for Tuberculosis. It consists of an initial test, then a reading, a second test, then a final reading. Readings must be completed within 48-72 hours after the administration of the test.

The Hepatitis B vaccination is mandatory for all students. It is a series of three injections; the second injection is given one month after the first, and the third injection six to twelve months after the first one. A titre is required four to six weeks after the third injection.

In order to participate in nursing clinical courses in the Faculty of Nursing at the University of New Brunswick, students are also required to have current CPR Certification Basic Rescuer (Level C) and to have completed a suicide intervention course.

For the safety of students and for the safety of the individuals and families who will be entrusted to the care of students, it is mandatory that all of the above requirements be met. No exceptions will be made.

*Approved by Faculty Council March 2004  
Revised August 2010*

### **Confidentiality Policy**

It is vitally important that Nursing students maintain strict confidentiality of all patient/agency records, as well as interactions with fellow students in small group settings. Particularly in practice settings, students have access to personal, private, and sensitive information, and must not divulge patient's names, addresses, diagnoses, conditions, treatment plans or prognoses. This issue is further addressed in the UNB calendar under Student Conduct.

All UNB Nursing students are expected to sign a UNB confidentiality form (attached) before starting their clinical experience in the first year of the program. The signed record will be kept in the student's file. Specific confidentiality forms may be required at any institution prior to providing care within that institution.

#### Fredericton Students

Horizon Health Network has an online course, *Protecting Personal Information*, that all new employees and students are expected to complete before they begin contact with clients. This course consists of four modules and takes approximately two hours to complete. First year students will be told how to access this course when the topic of confidentiality is introduced during the fall term of their first year. A record indicating completion of the course will be sent to Horizon Health Network and a copy will be kept in the student's file.

#### Bathurst Students

The Chaleur Regional Hospital and the Miramichi Regional Hospital require students to complete a full orientation which includes signing pledges of confidentiality.

Moncton Students

Southeast Regional Health Authority requires students to sign a pledge of confidentiality.

*Approved by Faculty Council August 2003*

**UNB Faculty Of Nursing Pledge Of Confidentiality**

As a student within the Faculty of Nursing, and as a condition of placement in a clinical practicum, I agree to abide by the following confidentiality policy of the Nursing Faculty.

I will not repeat any information disclosed by the client and/or family member, learned or observed about the client in the course of client contact/treatment, including:

- the identity of a client and the fact that the client has been seen
- the nature of the client's illness/reason for contact, its cause and treatment/interventions
- anything the client discloses to describe her/his situation
- everything health professionals learn from her/his examination of the client
- the reactions of the client, her/his conduct;
- the client's financial state, domestic life, any personal information; and
- all records of any kind accumulated during the course of treatment/contact;

unless said information is required by health care professionals to provide or improve client care.

I will not knowingly access information to which I am not entitled. I understand access is a privilege and such access to this information shall be directed only toward performance of my duties/responsibilities.

I understand any breach of confidentiality may result in dismissal from the nursing program.

I understand that my pledge of confidentiality is binding for the duration of my nursing education at the University of New Brunswick.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_

Print Name: \_\_\_\_\_

### **Clinical Hours for Attendance at Canadian Nursing Students' Association (CNSA) Conference**

Students will be given eight (8) clinical hours for all CNSA Conferences they attend and are to be credited in the term in which the conference takes place

*Approved by Faculty Council October 30, 2006*

### **Criminal Record Check Policy**

Many clinical placements involve working with vulnerable populations and therefore require nursing students to provide evidence of a current criminal record check. Students are responsible, at their own expense, to submit evidence of a current criminal record check by the end of the first week of classes in the fall term. Students must apply for a Criminal Record Check in their area of permanent residence.

A Criminal Record Check is considered current for one calendar year from the date obtained.

*Approved by Faculty Council August 2005*

### **Professional Practice Policy**

#### **Preamble**

The Nurses Association of New Brunswick (NANB) has been given the legislated responsibility to set program standards and to approve nursing education programs in the province. In order to receive NANB approval UNB must abide by these standards and undergo regular review. Professional standards for nursing education are important because they ensure the development and maintenance of high quality nursing education in the interest of the public. In order to comply with NANB standards, the Faculty of Nursing must be able to demonstrate that the program prepares nursing students to function effectively and competently as professionals holding the title *Registered Nurse*. It is therefore the Faculty of Nursing's responsibility to address issues that might arise with regard to standards of professional behaviour of UNB nursing students in a timely and fair manner. While the focus of the Faculty is to educate students in the expected standards of professional behaviour, this policy also contains procedures by which students can be disciplined (up to and including enforced withdrawal from the program for repeated or serious breaches of standards of professional behavior).

#### **Scope**

This policy applies to the behavior of nursing students in the following circumstances:

- while they are involved in the activities (academic or otherwise) of the Faculty of Nursing
- while they are on a campus of the University or off-campus engaged in an activity organized, supervised or in any way related to the Faculty of Nursing;
- in any other situation where their behavior might reflect in a negative fashion on the Faculty of Nursing, the University or student's ability to meet the standards of professional conduct for the profession.

Behaviour that in any way could be considered inappropriate, unprofessional or unethical under the NANB Standards required by the Faculty of Nursing, or the various policies at the University related to student conduct, shall be considered an offense under this policy. To provide students with clarity about inappropriate, unprofessional or unethical behavior, the following behaviours are specifically included in addition to the general statements in the University calendars:

- a) the demonstration of inappropriate professional judgment such as placing self-interest ahead of the duty to client care
- b) the acquisition of a criminal conviction which would render the student unable to obtain professional licensure or registration with the NANB
- c) the failure to follow procedures set out in the "Student Disclosure of Health Information Policy" that as a result puts any person involved in the program (including the student her/himself, other students, faculty members, staff members, clients or their family members) at risk
- d) participation in classroom, clinical practice or other activity of Nursing Program within the Faculty of Nursing while under the influence of alcohol or illegal drugs
- e) engagement in harassing, bullying or otherwise discriminatory behavior.
- f) failure to meet minimum standards of practice related to patient/client care and/or
- g) failure to cooperate in the implementation of this Policy.

### **Process**

Allegations of professional misconduct are serious and therefore anonymous or verbal complaints about student behavior that may constitute an offense under this policy will not be accepted. Any member of the community (students, staff and/or faculty) who wishes to lodge a complaint about student behavior that may be considered an offense under this policy shall do so in writing to ensure that the student about whom allegations are being made receives procedural fairness. Written complaints about undergraduate students should be addressed to the appropriate BN Program Director and about graduate students to the Assistant Dean Graduate and Advanced RN Studies. Written complaints should be sent within five (5) working days of the alleged offense.

### **Process to be followed upon Receipt of a Written Complaint**

The BN Program Director or Assistant Dean should seek advice from the Associate Dean at the onset of a written complaint and obtain guidance from the Student Advocate, the Human Rights Officer, Human Resources at any stage of the process.

1. The BN Program Director or Assistant Dean shall maintain all notes and documents related to a written complaint in an appropriate file should they be required in an appeal or other proceeding.
  - a) The BN Program Director or Assistant Dean, in consultation with the Associate Dean if necessary, will review the written complaint to determine whether the behavior described falls under the scope of this policy or not. If it does not, the BN Program Director or Assistant Dean will inform the person submitting the complaint of appropriate channels for dealing with their concern or that the matter is considered closed.

- b) If the behavior described does fall under the scope of the policy, the BN Program Director or Assistant Dean will determine whether, if proven, the behavior would constitute an offense under this policy.
2. When the behavior described in the complaint, if proven, constitutes an offense, the BN Program Director or Assistant Dean shall deal with the complaint according to rules of fairness and natural justice. Professional sensibility should also be an integral part of the process. We recognize that hearing about an allegation of an offense under this policy is likely to be a very emotional experience for the student. When the student is first informed of the meeting, she/he should be told that the meeting is one involving potential discipline and that she/he has the right to request the Student Advocate, a colleague or other support person to attend the meeting. Students should be informed that the Student Advocate: is a confidential service guided by the University's confidential process, has the role of ensuring fairness and support for the student, and provides guidance for the student in preparing verbal or written responses to any allegations.

### **Informing the Student of the Allegation**

Meet with the student about whose behavior the complaint was submitted.

1. Provide the student with a written copy of the complaint and indicate:
  - a) That a written complaint does not constitute proof; and
  - b) That the purpose of this meeting is to provide the student with a copy of the complaint and that the student is not obligated to discuss the allegation at this meeting.
2. Advise the student of the process to be followed in dealing with the complaint, the student's rights under this Policy (including seeking legal advice and contacting the University's Student Advocate).
3. Explain to the student that she/he is not obligated to discuss complaint at this first meeting unless desired and that a further meeting will be set up within three (3) working days to discuss the allegations contained in the written complaint. Inform the student that at the next meeting she/he should identify any evidence or witnesses that might support her/his case and/or or refute the allegation.

### **Informing the Complainant of the Status of the Written Complaint**

Meet with the Complainant within five (5) working days of receipt of the written complaint. Advise the Complainant whether the complaint falls within the scope of this policy. No further steps will be taken in the case of a complaint that does not constitute an offense.

1. When the complaint falls within the scope of this policy advise the Complainant of the process to be followed in dealing with the complaint:
  - a) advise the Complainant that the student will be or has been given a copy of the written complaint; and
  - b) establish what, if any, evidence or witnesses exist to support the allegations.

### **Investigating the Written Complaint**

1. Meet with the student:
  - a) ask the student to respond to the allegations made in the written complaint
  - b) establish the evidence and/or witnesses the student wishes to have consulted during the course of the investigation
  - c) discuss possible consequences if the allegations are proven and
  - d) inform student of possible follow-up with the Complainant if the complaint is unfounded or found in the course of the investigation to be capricious.
2. Interview any witnesses identified by the student and the Complainant and review any evidence brought forth that is relevant to the allegation.
3. Meet again as needed with the student to ensure that she/he has the opportunity to respond fully to the allegation and to any evidence that is brought forward against her/him.

### **The Decision**

Once all the evidence and witnesses have been reviewed a determination is made whether the evidence supports that the student has committed an offense under this policy. Normally, this determination shall be made within twenty (20) working days of the receipt of the written complaint. The finding of guilt or innocence is communicated in writing to the Complainant, the student and any witnesses interviewed during the investigation as outlined below.

#### **A Finding that the Allegation is not substantiated**

1. Meet with the student and deliver the written decision.
2. Send a copy of the written decision to the Complainant and any witnesses interviewed that the student is not guilty of the alleged offense and that the matter is considered closed.
3. A copy of the written decision should be placed in the student's and Complainant's files in the Faculty of Nursing to be removed upon graduation from the University. The written decision should include:
  - a) a complaint of XYZ behaviour was made against the Respondent by Complainant on DATE
  - b) the Complaint was fully and fairly investigated by Associate Dean NAME and found to be unsubstantiated and that
  - c) no discipline against the Respondent shall take place

#### **A Finding that the Allegation is substantiated**

1. Decide a penalty to be imposed. The penalty is to be consistent with this policy and past decisions, if any.
2. Send a letter to the Complainant and witnesses interviewed that a finding of guilt has been made. The letter should not include any information about the grounds upon which the finding of guilt was based and the penalty imposed.

3. Meet with the student and deliver the written decision. The written decision should include:
  - a) the grounds upon which the finding of guilt was made
  - b) the discipline to be imposed and
  - c) an explanation of the rules and procedures for a possible appeal by the student.
4. A copy of the written decision should be placed in the student's file in the Faculty of Nursing to be removed upon graduation from the University.

### **Penalties**

The BN Program Director or Assistant Dean shall consult the Associate Dean Academic Programs to authorize one or more of the following penalties:

1. a written reprimand with or without specific conditions, including notice that subsequent failure to meet conditions will be considered an offense and, where proven, will result in implementation of further penalties
2. consultation with Registrar and suspension from the program for a specified period of up to one (1) academic year
3. consultation with Registrar and required withdrawal from the program for a period of up to three (3) years with specific and relevant conditions which must be fulfilled before readmission will be considered and/or
4. involvement beyond the Faculty of Nursing.

If the behavior for which the student has been found guilty, is of such a nature that it creates significant concerns about the student's ongoing suitability for the profession of nursing the Dean of the Faculty of Nursing shall advise the Registrar (in accordance with Senate Student Standing & Promotion policy) to note the incident in the student's university file.

### **Appealing the Decision**

The student has the right to appeal decisions made under this policy through a University-level appeal as outlined in the University Calendar. The student may access the University's Student Advocate to provide guidance and support throughout the appeal process. The University will advise the Faculty of Nursing in writing of the appeal. The Faculty of Nursing shall have the right to appear at appeal hearings and provide testimony regarding the procedures followed and the decisions rendered.

*Approved by Faculty Council August 25, 2008*

### **Student Disclosure of Health Information**

#### **Rationale**

The intent of this policy is to strike a balance between the responsibility of the nursing programs to ensure safety and reduce risk, and the privilege of students to learn. The Nursing Faculty recommends that the students registered in this program who have health concerns that have the potential to compromise client, student, and /or agency personnel safety follow the policy stated below. Such preventive action may promote the health and safety of all and may minimize risks for student learning. Taking this proactive stance

promotes responsible personal health management and positive professional role development in student learners.

University personnel in academic and practice settings will endeavor to use any health information received to the advantage of the student by ensuring, subject to financial and resource constraints, the site and the individuals likely to be affected are better prepared and that there is no delay in the student's academic and/or clinical progress.

Accommodations will be made, where feasible, to promote an optimal student learning environment.

Students registered in this Faculty are encouraged to inform both the Faculty and the practice settings if they have a health concern that has the potential to compromise client, student and/or agency personnel safety and/or has the potential for limiting their ability to learn and perform their role as learner.

For the purposes of this policy, the term "health concern" refers to any cognitive, affective, and/or physical health problem, injury, or condition that may place the student and/or others at risk and/or inhibit the student's learning ability and performance.

### **Guidelines for Disclosure**

The student has the right to decide if disclosure of health information is appropriate. The method, timing, and extent of the disclosure is at the student's discretion (for consultation options, see below). Early disclosure of the following information regarding the health concern may be helpful to students in the academic and/or practice settings.

1. A clear description of the health concern and the potential limitations with regard to the learning tasks expected in either the academic or the practice setting. Appropriate verification of the information may be required.
2. Any adaptations, accommodations, and/or safety procedures that may be required in planning the student's learning experiences in either setting.
3. Any recommendations regarding the management of this health concern.

If the disclosure of health information in the practice setting and/or academic sites produces difficulties, students are encouraged to report these difficulties immediately to the appropriate person(s) within both the practice setting and/or within their educational program (see below). Discrimination in any form will not be tolerated.

Students are advised to make the initial contact with the person with whom they are most comfortable from the lists below. These individuals would be available for consultation/advocacy:

- Academic /Faculty Advisor
- Clinical Instructors
- Course Professor
- Clinical Coordinator/Year Coordinator
- Student Accessibility Center
- Assistant Dean/Associate Dean/BN Program Director
- Dean of Faculty of Nursing
- Student Advocate

*Approved by Faculty Council August 25, 2008*

*Revised September 26, 2011*

## **Ethical Use of Mobile Technologies and Social Media by UNB Student Nurses**

Social media, online communities, such as Facebook, YouTube, My Space, Twitter and blogs, and mobile technologies can be used to either share or store information, express creativity, and connect with others. The UNB Faculty of Nursing supports the responsible participation in these online communities. Similarly, mobile technologies, such as cell phones and smart phones, have become a valuable learning tool that can provide prompt and flexible access to health-care related information.

With all use of mobile devices and social media, nursing students are required to adhere to the same professional guidelines of professionalism, civility, safety, privacy, and respect as expected in face-to-face interactions with clients, families, peers and instructors. For information about professional standards of practice in nursing related to information through social media, please consult the Canadian Nurses Protective Society at [www.cnps.ca](http://www.cnps.ca).

Below are requirements for safe and respectful personal and professional use of mobile technology and social media:

Protect your personal privacy by not sharing personal information such as your name, telephone number, address and birth date.

Respect the privacy of others. You should not use mobile devices or social media sites to post or communicate or store information or photos of student learning experiences. Think carefully before you post comments to social media. Consider client privacy before you use mobile devices to document/store and/or share information. Privacy and security does not exist in online social media communities; search engines can find posts years after they are created, and comments can be forwarded or copied. You should not post or share any online comments, photos or information that you would not share with your instructors or prospective employers.

For privacy and security reasons, you must not post or store identifying client information on mobile devices and social networks. Remember the Code of Ethics for Registered Nurses and privacy laws require that you maintain confidentiality and safeguard information about clients or experiences during clinical rotations. As a student nurse, you must adhere to these professional practice guidelines and therefore must safeguard client information.

Professional ethics, confidentiality, and boundaries apply to students and practicing nurses in the online environment. The therapeutic relationship between you, either the nurse or student nurse, and the client (client/family/community) is affected when you become a client's Facebook "friend", communicate with a client through a social media site, or store/post client information on a social media site or mobile device.

On social media sites, it is required that you identify your views as your own. If you identify yourself as a UNB nursing student online, it should be clear that the views expressed are not those of the UNB Faculty of Nursing.

Respect for the profession of nursing is vital. Use of social media which diminishes the profession through postings which may be considered stigmatizing or disrespectful of nurses and others is not appropriate or professional.

Accountability and professionalism in one's nursing practice is a fundamental standard of the Code of Ethics for Registered Nurses, and it is expected that mobile technologies and social networks are used only to guide or enhance the quality of client care. Use of mobile technology for personal use while involved in nursing practice situations is unprofessional and breaches ethical standards set by the profession, hence while on duty, mobile technology must not be used for personal purposes.

*Approved by Faculty Council March 28, 2011*

## **Guidelines**

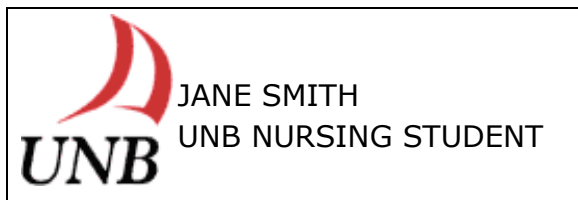
### **Clinical Dress**

As a nursing student in the clinical setting, clients and families see you as a member of the health care team. Your appearance can inspire confidence in your ability to care for clients. Neatness, cleanliness, conservative makeup and jewelry, and safety considerations all help to create a look of competence and commitment. It is your responsibility to maintain this appearance. The following clinical dress guidelines have been identified to help you. You may be required to leave the clinical area if you do not adhere to these guidelines. Please refer to the UNB Faculty of Nursing Clinical Practice Attendance Policy. Specific institutional policies may vary from the program policies.

### **All students in the BN Nursing Programs will need:**

#### **Identification**

Students are required to have a nametag that is 3 inches by 1 inch in size, white background with red logo and black lettering. The logo image is to be placed on the left of the nametag. Students' first and last names should appear on the first line and "UNB Nursing Student" should appear on the second line (SEE DIAGRAM). The nametag is to be worn on the left upper chest.



#### **For Institutional Setting:**

Most institutions require photo identification that must be visible at all times.

#### **Uniforms**

- Uniforms will be required throughout the program. They should be comfortable to work in and easily washable.
- Uniforms may be white or colored.
- Must have short or above the elbow sleeves when providing patient care. Undershirts must be above the elbow sleeve length. Warm up jackets or sweaters must be removed when providing patient care.

- Shoes are to be comfortable, soft soled, predominately white, clean, low heeled, and for clinical use only. Some institutions may require that toes and heels be enclosed.
- Socks may be white or same color as uniform.

*Exception: Dress and head coverings worn for religious reasons.*

### **Transportation of Uniform to and from Clinical Settings**

It is important that your uniform be clean when arriving on the unit and that a soiled uniform (that is, one that has been worn for client care) not be worn in a public place due to infection control reasons. Uniform shoes are NOT to be worn outside of the agency.

It is the responsibility of the student to find out from each new Clinical Instructor the particular agency policy regarding wearing the uniform to and from the agency setting, as well as the available locker facilities.

In institutions that allow uniforms to be worn to and from work, the student using public transportation must ensure that the uniform is covered when outside the institution and that the student travels directly between the hospital and home.

In institutions that require the student to change at the hospital, students will wear street clothes to the hospital and when returning home.

### **Community Dress (and clinical experiences not requiring uniforms)**

- Instructor will discuss appropriate clinical dress prior to arriving at the site.
- Street clothes must portray professionalism (business casual).
- UNB student identification must be worn at all times.
- Wear comfortable low-heeled shoes with closed in toes.

*Exception: Dress and head coverings worn for religious reasons.*

### **Additional guidelines relevant for all clinical placements:**

#### Stethoscopes

Stethoscopes should not be worn around your neck for safety and infection control reasons. Stethoscopes are to be kept inside pockets when not in use and cleaned between clients.

#### Watch

Students must have a watch with a second hand.

#### Jewelry

Jewelry can be a source of bacteria and potential injury to students and clients. For these reasons the following restrictions related to jewelry are necessary:

- no rings, other than plain wedding bands
- no chains, necklaces or bracelets
- no facial, tongue, lip or mouth jewelry and
- earrings only with no dangles may be worn.

*Exception: Medic Alert chains and bracelets, jewelry worn for religious reasons.*

### Hair

Hair should be neat and clean. Long hair should be secured at the nape of the neck.

### Fingernails

Nails should be kept short, not past the fingertip, and clean. Nail polish or artificial nails (acrylic or gel) are not permitted.

### Fragrances or Scented Products

Perfume or scented products should not be worn as fragrances can cause problems for those with allergies or nausea.

### Gum

No chewing gum.

*Approved by Faculty Council June 23, 2008*

### **Travel**

All students will be expected to travel out of town for some clinical experiences. In some instances, accommodation will be required. Students may also be expected to complete clinical during evenings, nights, and Saturdays to accommodate availability of clinical facilities and/or instructors. Normally Intersession clinical courses are completed by the end of May (BN program). However, depending on the availability of clinical facilities and/or instructors, these time frames may need to be extended. Students will be provided with notice of clinical scheduling as soon as it is feasible. Students are responsible for any expenses associated with travel and accommodations.

### **Guidelines for an Allergy Disclosure (Student)**

Given the potential severity of some allergic reactions, students are encouraged to disclose (or update) their allergens to the BN Director annually, especially those which could potentially be severe. The BN Director will circulate the information to year coordinators who will advise/remind the class that one of their peers has a potentially life-threatening allergy to a specific allergen. The individual will be given the option to decide whether to be identified or remain anonymous in this communication.

*Approved by Faculty Council June 2011*

### **Internal Student Transfers (Fredericton, Moncton and /or Bathurst)**

Due to the increased enrolments and the increasing number of transfer requests each year, the Faculty of Nursing is not able to approve all transfer requests. Many times, the only method of transfer is to allow an exchange of students between campuses when there are two students from the same year who wish to transfer from one campus to another campus.

Criteria for students transferring internally from one UNB campus to another include:

- the student must write a letter to the appropriate BN Program Director stating their reason for transfer request by March 31st
- the student must complete the Application to Transfer Degree and/or Campus form and send it to the Registrar's Office by March 31st(available at <http://www.unb.ca/fredericton/registrar/resources/pdf/transferform.pdf>)
- the clinical placements and courses the student requires in the upcoming year(s) must be available to the student at the new campus
- the Faculty at the new campus must be able to accommodate the student clinically (i.e., have room in clinical groups)
- the BN Program Directors, in consultation with the Coordinator's Committee, meet at the end of term and examine what learning experiences the student has, and is missing, in comparison with students in the new campus
- the BN Program Directors, in consultation with the Coordinator's Committee and the faculty at the new campus, consider whether these differences can be accommodated by the Faculty at the new campus. In some cases, for example, accommodations are required to provide the student with missing lab experience and create independent study courses to fill some course and clinical gaps. (these accommodations to the student's advantage must be manageable without compromising workload allocations)
- the BN Program Director chairing the Coordinator's Committee will communicate to the student, faculty at both the new and previous site, the decision about the transfer and the accommodations that have been agreed upon in relation to the student transfer
- customarily, decisions about internal transfers are not able to be made until the end of May when the numbers of anticipated students for the next academic year are estimated
- once students have confirmed they are transferring to another campus in writing, their seat at the previous site will be reassigned and this decision is not reversible.

*Approved by Faculty Council January 19, 2004*

*\*Revised and Approved by Faculty Council August 2005 & August 2007*

### **Resolution of Conflict among Nursing Students**

#### **Preamble**

In a faculty such as nursing, where there is intensive interpersonal contact of students in classroom and clinical settings there is the potential for real and/or perceived conflict. Learning how to recognize conflict and to negotiate and resolve such conflict is an important educational experience leading to the development of core professional and personal skills. As a learning community, the Faculty is committed to maintaining a positive educational environment in which students, staff, and faculty members may learn and practice effective skills in conflict resolution.

Two central considerations guide the resolution of conflict in the Faculty of Nursing. First, it is recognized that there are always at least two different perspectives in any situation involving conflict. Second, it is recognized that personal and professional growth frequently arises out of successful resolution of conflict. Based on our collective professional values all faculty members and students are expected to engage in

collaborative, respectful, and civil deliberation, focused on ethical decision making to resolve conflict. We recognize that students have the freedom to choose not to deal with a conflict; but an unintended consequence of such a decision is that they may experience increasing stress from the unresolved conflict.

In the classroom and/or clinical settings conflict among students may occur at the individual or working group level. Past experiences have demonstrated that situations involving real or perceived conflict escalate when they are not dealt with directly. Therefore, in keeping with professional skills of communication, wherever possible, students are encouraged to deal directly with the student with whom they have the conflict. It is hoped that students can resolve conflicts without choosing to involve faculty. Nonetheless there are times when outside intervention is useful in dealing with conflict. For example, students may believe that approaching the person with whom they have the conflict will not result in a positive outcome and they may decide to approach someone outside the conflict to facilitate resolution. Some students may be reluctant to involve nursing faculty in assisting them to deal with conflict with other nursing students; other students may believe that involving someone from the nursing faculty may be useful in assisting them in resolving the conflict. Another option preferred by some students is to involve the Student Advocate in assisting them to resolve the conflict. When students choose to consult nursing faculty about a conflict, it is important to consider context and accountability. It is very different to complain about a student to a nursing faculty member than to complain about another student to a peer or family member. Any faculty member who is approached by a student with a complaint about another student has the responsibility "to deal fairly and ethically with students and other members of the academic community". Therefore, faculty members who hear students' complaints about other students are ethically required to either assist the student to begin a process to resolve the dispute or advise the student that they cannot engage in gossip about other students.

These guidelines are intended to provide direction for student and faculty conduct when students choose to involve a nursing faculty member in the dispute. It is widely accepted that, wherever possible, an informal process is the best way to proceed with resolution of conflict and that any process is considered informal until a complaint is placed in writing. Therefore, choosing to speak to a nursing faculty member does not mean that a formal process has been initiated. These guidelines were developed in the interests of protecting the rights of all students in a situation where one student has chosen to seek assistance of a nursing faculty member in resolving conflict. It is hoped that the existence of the guidelines will enable recognition and resolution of conflict before situations worsen.

The phases for informal resolution of conflicts in the Faculty of Nursing are based on principles of due process and natural justice. Simply put, natural justice is a term for elementary conditions of procedural fairness and is not a fixed concept. Elements of natural justice for resolution of conflict among students include:

- the right to access to information about procedures
- the right to know about complaints
- the right to see/hear all evidence
- the right to challenge negative evidence
- the right of individuals to be assisted through a process of conflict resolution

- the right to a fair hearing at all levels
- the right for all participants to feel protected by the process and
- the invalidity of anonymous evidence and the guarantee that names of individuals engaged in a process of conflict resolution shall not be disclosed outside of the process of conflict resolution.

### **Process**

Students initiating complaints will be referred to as Initiating Student and the student about whom the complaint is made will be referred to as Responding Student. When undergraduate and graduate students choose to involve nursing faculty in resolving the conflict, the process for resolution occurs within the Faculty of Nursing administrative structure. The process for conflict resolution in the Faculty of Nursing is not intended to serve as formal mediation; the intent is to assist students in dealing in a professionally accountable manner with conflict situations among peers.

### **Situation A: When Initiating Student(s) has NOT Spoken to Responding Student and has Subsequently Chosen to Speak to a Nursing Faculty Member about the Perceived Conflict**

1. When the faculty member clearly is not aware of the identity of the student with whom Initiating Student perceives a conflict, Initiating Student may choose to drop the matter.
2. When it is clear that the faculty member is aware of the identity of the student about whom an allegation of unresolved conflict is being made, under the faculty member's responsibility to deal fairly with **both** students, the faculty member informs the Initiating Student(s) that the faculty member is obligated to bring the complaint to the attention of Responding Student(s).
3. The faculty member informs Responding Student(s) of the allegation and requests a perspective on the conflict.
4. The faculty member convenes a meeting with Initiating and Responding Students to assist them in resolving the conflict.
5. If the conflict is resolved there is no further action. If the conflict remains unresolved, the students have the choice to continue the process of conflict resolution within nursing or to go to elsewhere within the university to resolve the conflict. For example, students may find Campus Ministry, Counselling Services or the Student Advocate helpful in dealing with a situation involving conflict. If the faculty member believes that the unresolved conflict is adversely affecting one or both of the student's performance in the classroom or clinical setting and/or the classroom and clinical environment for other students, the faculty member may choose to inform the BN Program Director, Assistant or Associate Dean as appropriate for assistance in resolving the conflict.

## **Situation B: When Initiating Student has Spoken to Responding Student about the Perceived Conflict and the Conflict Remains Unresolved**

Initiating Student(s) may choose to drop the matter or choose to speak to a faculty member to provide a perspective on the conflict.

1. If Initiating Student(s) has chosen to go to a faculty member to seek advice and provide a perspective on the conflict and the faculty member clearly is not aware of the identity of the student with whom Initiating Student perceives a conflict, the Initiating Student may choose to drop the matter.
2. When it is clear that the faculty member is aware of the identity of the student about whom an allegation of unresolved conflict is being made, under the faculty member's responsibility to deal fairly with both students the faculty member informs the Initiating Student that the faculty member is obliged to hear Responding Student(s) perspective on the allegation.
3. The faculty member informs the Responding Student(s) that the Initiating Student(s) has informed the faculty member of the unresolved conflict and requests a meeting to obtain the Responding Student(s') perspective.
4. The faculty member convenes a meeting with Initiating and Responding Students to assist them in resolving the conflict.
5. If the conflict is resolved, there is no further action. If the conflict remains unresolved, the students have the choice to continue the process of conflict resolution within nursing or to go elsewhere within the university to resolve the conflict. For example, students may find Campus Ministry, Counselling Services or the Student Advocate helpful in dealing with a situation involving conflict. If the faculty member believes that the unresolved conflict is adversely affecting one or both of the student's performance in the classroom or clinical setting and/or the classroom and clinical environment for other students, the faculty member may choose to inform the BN Program Director, Assistant or Associate Dean as appropriate for assistance in resolving the conflict.

*Approved by Faculty Council August 28, 2000*

*\*Revised and Approved by Faculty Council August 27, 2007 & August 25, 2008*

## **Student-Faculty Disagreement**

### **Preamble**

In a faculty such as nursing, where there is intensive interpersonal contact of students and faculty in classroom and clinical settings, there is the potential for role confusion and/or a matter of a perceived/real concern over students' rights/needs among faculty and students in dealing with various student faculty issues. Based on our collective professional values, all faculty members and students are expected to engage in collaborative, respectful, and civil deliberation, focused on ethical decision making to resolve disagreements.

As members of the Association of University of New Brunswick Teachers (AUNBT) Faculty, Instructors and Nurse Clinicians (hereafter all referred to as faculty) are subject to and covered by provisions of the Collective Agreement. Professional responsibilities are laid out in the Collective agreement and include *the responsibility to deal fairly and ethically with students and other members of the academic community, to avoid discrimination, to foster a free exchange of ideas and to refuse to practice or permit censorship, to respect the principles of confidentiality in a manner consistent with their academic role, to acknowledge their indebtedness to students and/or colleagues in relation to their own research (if any) and to uphold and to protect the principles of academic freedom, and to seek the highest possible standards of scholarship.* While faculty and students are both assumed to follow through on professional responsibilities and university regulations, there are times when the two may disagree about how these responsibilities are being fulfilled and/or on interpretation of regulations.

Allegations of either student or faculty misconduct are treated seriously and each party to a dispute has the right to be represented at all stages of the dispute. For faculty this representation is from the AUNBT and for students it is from the Student Advocate at the Office of Student Affairs. The intent of this document is to provide transparency and clarity with regard to the level of professional conduct expected of students and faculty in terms of student-faculty interactions.

We recognize that from time to time students may have concerns about the performance or actions of a faculty member in a classroom or clinical setting that they wish to discuss with someone other than a peer or a family member. In keeping with professional skills of communication, wherever possible, students who have concerns about the performance or actions of a faculty member are encouraged to speak directly to the faculty member involved. If undergraduate students believe that they cannot deal directly with the faculty member they should contact the BN Program Director to ensure the conflict resolution guidelines have been consulted and understood. Graduate students should consult the Assistant Dean, Graduate and Advanced RN Studies. If conflicts have not been resolved between the student and the faculty member, the Associate Dean, Academic Programs, or Assistant Dean, Graduate and Advanced RN Studies, will meet with the student and faculty member individually. After meeting with the student and faculty member individually, the Assistant Dean or the Associate Dean will convene a meeting with both parties to resolve the disagreement. This practice is intended to provide students with a safe process for discussing concerns about faculty performance or actions while ensuring procedural fairness to faculty. Graduate and undergraduate students may consult the Student Advocate should they deem it necessary. Anonymous complaints will not be accepted. It is inappropriate and considered unprofessional conduct for students to raise issues they may be having with one nursing faculty member with another nursing faculty member.

In the event that students have concerns about the performance or actions of the Assistant Dean, their contact would be the Student Advocate and/or the Associate Dean and in the event the concerns are about the performance of the Associate Dean the contact would be the Student Advocate and/or the Dean. It is unacceptable and considered unprofessional conduct for a nursing faculty member to initiate discussion of a student(s) performance or actions with another student(s). Students should report such

breaches of conduct to the Assistant or Associate Dean as appropriate. Faculty who are approached by student (s) about other student(s)' performance or actions should inform students that it is inappropriate to engage in such discussions.

*Approved by Faculty Council August 28, 2000  
Revised and Approved by Faculty Council August 27, 2007, August 25, 2008, August 31,  
2009, & August 2010*

### **Guidelines for Decision Making about Volunteering**

Students are sometimes asked to volunteer as nursing students. The following addresses issues of liability for those situations.

Students acting as volunteers, for activities sanctioned by the UNB Faculty of Nursing, are covered by UNB liability insurance if they provide service up to, but NO MORE than first aid, without supervision of a faculty member. More extensive service is ONLY covered if under the supervision of a faculty member.

If UNB Faculty of Nursing is approached by another organization (NB Emergency Measures Organization, Red Cross etc) to request student volunteer assistance, that organization must assume primary liability. Therefore it is essential that FON verify that the approaching organization has liability insurance for volunteers.

Student volunteers will only be covered by liability insurance while performing the specific duties requested by the organization requiring their help.

If students are individually asked to provide assistance, or give advice, they need to be aware that they are working strictly as an individual volunteer. Professional ethics demands students clarify that they are doing so within the limitations of their experience and knowledge and should not present themselves as practicing nurses.

Faculty who volunteer will have liability insurance through the requesting organization and their professional organization (NANB). Students are not members of NANB and therefore do not have that liability protection.

Students who are reimbursed for services provided should refer to the NANB Position Statement at [http://www.nanb.nb.ca/PDF/Employment\\_of\\_Student\\_Nurses-Revised\\_2009-E.pdf](http://www.nanb.nb.ca/PDF/Employment_of_Student_Nurses-Revised_2009-E.pdf)

"Definition of First Aid: First aid is emergency help given to an injured or suddenly ill person using readily available materials. It can be simple, like removing a sliver from a child's finger and putting on a bandage, or it can be complicated, like giving care to many casualties in a motor vehicle collision and handing them over to medical help" (p. 1-1). (St. John Ambulance, (2006). *First aid training: First on the scene student reference guide*. Ottawa, ON; St. John Ambulance.

*Accepted by Faculty Council, June 2009*

## Curriculum Overview

The following are general outline of curriculum for BN Four Year and Advanced Standing Programs

The tables below contain quick access to the listing of courses taken by students in the generic and ASP programs.

### Four Year Program

**Table 1 Generic Program**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
NURS 1011 – Nursing as a Profession	NURS 2041 – Health Assessment	NURS 3031 – Helping Relationships	NURS 4111 – Families with Multiple Health Challenges
NURS 1032 – Professional Relationships	NURS 2063 – Concentrated Clinical Practice I	NURS 3052 – Canadian Health Care System	NURS 4121 – Nursing in Complex Situations
NURS 1225 – Nursing and Wellness	NURS 2132 – Pharmacotherapeutics	NURS 3065 – Community and Population Health Nursing	NURS 4123 – Clinical Practicum: Nursing Families in Complex Situations
NURS 1235 – Clinical Practicum: Nursing and Wellness	NURS 2135 – Chronic Health Challenges	NURS 3066 – Clinical Practicum: Community and Population Health Nursing	NURS 4152 – Nursing Practice Elective (Preceptorship)
BIOL 1711 – Human Anatomy I	NURS 2145 – Mental Health Challenges	NURS 3072 – Acute Health Challenges	NURS 4165 – Integrated Nursing Practice
BIOL 1782 – Human Physiology I	NURS 2155 – Clinical Practicum I	NURS 3073 – Clinical Practicum: Acute Health Challenges	NURS 4175 – Clinical Practicum: Integrated Nursing Practice
Writing designated course (3 credit hours)	NURS 2177 – Young Families’ Health	NURS 3082 – Theoretical Foundations in Nursing	NURS 4185 – Trends and Leadership in Nursing
Psychology course (3 credit hours)	NURS 2187 – Clinical Practicum II	NURS 3092 – Nursing Research	One open elective (3 credit hours)
Two open electives (3 credit hours each)	BIOL 2501 – Pathophysiology I	NURS 3103 – Concentrated Clinical Practice II	
	BIOL 2513 – Pathophysiology II	BIOL 2251 – Microbiology	
	STAT 2263 – Statistics for Students of the Biological Sciences		

## UNB Faculty of Nursing Grading Scheme

Letter Grade	Percent Mark
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	74-76
B-	70-73
C+	65-69
C	60-64
D	50-59
F	49 and below

*Approved at Curriculum June 7, 2005*

### **Addition to the CASA Process and Methodology Considerations**

Process for Handling Student requests for hard copies of their CASA Midway or Final Summary or CASA supplemental documentation form:

If the clinical course in question is on-line, students requesting a hard copy of their CASA summaries should be directed to print off their own copies. Currently the supplemental form is not on-line and students are not able to print these off themselves. Therefore, students requesting hard copies of these supplemental forms or requesting copies of CASA midway and final summaries in courses that are not on-line, should be directed to the administrative support staff member responsible for student files at their respective campus. The Administrative support staff member will provide the student with a photocopy of the originals for their records.

**Please note: In all cases, the original copy of the CASA Midway Summary, CASA Final Summary and/or the Supplemental Documentation form should not be given out to the student.**

*Approved by Faculty Council April 25<sup>th</sup> 2011*

### **APA Guide (American Psychological Association)**

The Faculty of Nursing consistently uses the latest edition of the APA Manual for assignments. An APA checklist has been prepared and is available for students and faculty at: <http://www.unb.ca/fredericton/nursing/resources/pdf/undergraduate/apachecklist2011.pdf>

APA has changed its style rules for electronic references since the publication of the last edition of the APA Manual and a link to the *APA Guide to Electronic References* is available on the UNB Library website at <http://www.lib.unb.ca/research/APA6citation.html>

## Clinical Documents required for Submission

All first year students are to have the Faculty of Nursing immunization form completed and signed by their physician or a public health nurse. Copies of original documents may be included with the form as long as there is a signature. All immunization requirements are expected to be completed upon entrance to the program (*see page 24 for detailed information on mandatory immunizations*). Students who do not have all required immunizations will not be permitted to practice in any clinical setting. Hepatitis B is a series of injections so this may be the one exception for a few students entering the program.

Students need to have a current cardiopulmonary resuscitation (CPR) at the C level. As well students need to have a criminal record check (CRC) in order to access many of our clinical agencies. The CPR and CRC need to be done yearly so please have these completed so that they will do one academic year (September to May) for students in the four year program or one calendar year for the Advanced Standing students. The yearly requirement is to meet the policy requirements of our clinical agencies.

Students are also required to complete the Suicide Intervention Course. Although we encourage students to complete the course before admission, opportunities will be provided during the first few months for those students who were unable to access the course. They are advised to contact their local Canadian Mental Health Association for information regarding courses.

UNB partners with various organizations and agencies for clinical placements. Each of these groups sign an affiliation agreement with the university which may include stipulation to have students covered by WorkSafeNB. If you are placed in an area where that clause is included in the agreement, you will be required to provide your name, student number, email address and social insurance number to the instructor so that this information may be provided to WorkSafeNB.

**Table of Clinical Requirements for each Year**

YEAR	Cardiopulmonary Resuscitation (CPR ) Level C	Criminal Record Check (CRC)	Suicide Intervention Certificate (ASIST)	Hepatitis B Titre	Immunization Form
Year I	Required	Required	As soon as possible	As soon as possible	Required
Year II	Required	Required	Required	Required	Not required
Year III	Required	Required	Not required	Not required	Not required
Year IV	Required	Required	Not required	Not required	Not required

The deadline for submission of the clinical documents is determined by the BN Director and will be communicated to students by email. If a student does not meet the deadline for submission of their clinical documents the following **consequences** will be imposed:

1. All students, except incoming students, who have not submitted their clinical documents as expected are to meet with their year coordinator or program director at the beginning of the academic year. A memo will be placed in their file that includes the following: reason the documentation is late, an action plan for completing the requirements, a reference to the policies regarding clinical requirements and missed time, and the potential consequences if the documents are late a subsequent time. An electronic copy of this memo is to be sent to the student as well.
2. Students will not be allowed into the clinical agencies until the documentation is complete. If the student misses clinical time due to incomplete clinical documentation, the days will be recorded as missed clinical time and a notation will be placed in their file as to the number of clinical days missed. If a student misses a number of days so that they are unable to meet the clinical course outcomes, arrangements will need to be made in consultation with the BN program director and associate dean (Refer to the Missed Clinical Time Policy).
3. Students who fail to submit their required clinical documents in a subsequent year will be subject to review and a decision by the Admissions and Progression Committee (*Passed by Faculty Council, January 25, 2010*).

### **Aboriginal Nursing Initiative**

The Aboriginal Nursing Initiative (ANI) was initiated by the Faculty of Nursing and its various community partners to address issues of recruitment and retention of Aboriginal students in the nursing program. This ongoing initiative is based on the following objectives: recruitment and retention of Aboriginal students into the nursing program at UNB; developing and teaching a course on Aboriginal health (Nursing 1324); and working collaboratively with faculty members in developing curriculum that promotes cultural competency throughout the nursing program. Various supports and resources are available for Aboriginal students and can be accessed by contacting the Director of ANI: Lisa Perley-Dutcher [ldutcher@unb.ca](mailto:ldutcher@unb.ca) or 447-3098.

### **International Experiences**

There are an increasing number of students from all Faculties who wish to travel abroad as part of their program of study at UNB. Due to the increased number of nursing students seeking international experiences, a committee was set up within the Faculty to facilitate a program of cross-cultural experiences. The purpose of this committee is to:

- Act as a liaison with the UNB International Office regarding emerging issues;
- Facilitate community and global partnerships in student learning;
- Facilitate and evaluate the cross cultural pre-requisite course in collaboration with the undergraduate and graduate committees;

- Explore the possibility of credit for student cross cultural experiences;
- Explore opportunities for integrating and maintaining cross cultural experiences in the nursing curriculum.

In order to provide students with opportunities for cross cultural experiences, some of the areas of focus will be:

- Determining and updating criteria for student acceptance for international experiences;
- Maintaining a student/placement screening process;
- Developing a code of conduct and a contract for students going abroad;
- Developing and maintaining a tracking and evaluation tool for international clinical experiences;
- Maintaining a database of cross cultural experiences.



# UNIVERSITY OF NEW BRUNSWICK

## Peer Mentor Program Faculty of Nursing *Students Helping Students*

### **Nursing Peer Mentor Program: Students helping students!**

#### **Description:**

The Peer Mentor Program is designed to promote interaction between first year students and upper level students within the program. A Peer Mentor is an upper level student who is willing to share the benefits of their experience at university with students entering the nursing program. Mentors are matched to a small number of mentees.

**Purpose:** The purpose of the Peer Mentor Program is to:

- Help students during the transition to the first year of the nursing program and being a UNB student;
- Assist students to succeed academically;
- Increase communication among all students of the nursing program.

#### **Criteria for Role:**

- Achieve an assessment grade point average of 3.0 for the most current academic year.
- Commit to attending Student Orientation and Registration, Peer Mentor Orientation, and First Year Orientation.
- Demonstrate an interest in helping others by being a good listener and assisting as needed.
- Exemplify leadership skills by helping others develop and achieve goals.

#### **Role Requirements:**

- Assist with Student Orientation and Registration.
- Attend Peer Mentor Orientation and assist with the Orientation Program for first year students in September.
- Contact incoming students in your assigned group once during July and August, copying the academic advisor on the

e-mails.

- Arrange to meet with your assigned students every second week during the first six weeks of September, copying the academic advisor on the e-mails.
- Arrange to meet with your assigned students as a group at least once during the last six weeks of the fall term and once during the first eight weeks of the winter term. Please copy your academic advisor as to when you plan to meet.
- Maintain contact with individual members of your group as needed during the remainder of the term.
- Wear uniforms (tee shirt and name badge) at Faculty events.
- Attempt to attend regularly scheduled meetings when Academic Advisor is meeting with the group, particularly during the fall term.
- Consider doing some of the paid student position coverage, if available, in the SRLC.
- Direct students if in difficulty to the appropriate resources for help, i.e.
  - Academic advisor for faculty issues
  - Financial Aid
  - Counseling Services
  - Student Accessibility Centre
- Contact newly accepted students, if and when assigned, during the summer if possible.
- Meet with the Peer Mentor Coordinator once per term at arranged meetings.
- Assist with student social gatherings as time permits.

### **Training and Support:**

The Student Development Coordinator, Student Affairs and Services, provides a peer mentor orientation program for all peer mentors on campus each year before classes begin. The Peer Mentor Coordinator for Nursing takes part in this orientation program but meets with the peer mentors regularly to provide training and support.

### **Benefits of the Program:**

The benefits of the Peer Mentor Program for the Mentors are:

- Development of a helping relationship and enhancement of interpersonal skills;
- Promotion of a positive learning environment that is conducive to study and academic success;
- Development of collaborative group and leadership skills;
- Satisfaction experienced from helping other students succeed in the program.

The benefits of the Peer Mentor Program for the Mentees are:

- Support from a successful upper level student during their first year in the nursing program at UNB;
- Assistance with asking questions and seeking advice;
- Increased awareness and use of student services;
- Provision of a source of motivation within their peer group;

Suggestions or tips for integration into nursing and university life.

## **Academic Advising Program**

### **What is the purpose of an academic advising program?**

Faculty members are aware that the first year of university can be a very confusing and stressful time for students. Various approaches have been used to help students during this critical year in their university life. Faculty advising and the use of peer mentors are two programs that have been used successfully at many universities to help students make a successful transition, whether they are entering directly from high school, transferring to a new program of study, or experiencing a career change. The ultimate goal is to help make your educational experience a rewarding one.

Each first year student in the four year program has been assigned an academic advisor to assist as needed with whatever the transitional process means to them. Each academic advisor will have a mixed group of eleven or twelve first year students, some entering directly from high school, some transferring into the nursing program from other university programs, and a few will be entering the program as mature students.

Your academic advisor will meet with you most times as a group so the groups were arranged so that there would be students from various backgrounds in each group. This arrangement will allow you to share experiences and learn from each other. However, within each group there was also an attempt to include some students with similar challenges so that they can help support each other throughout the year. Academic advisors will meet with students individually as needed. There has also been a peer mentor assigned to each group and hopefully they will be able to attend many of the group sessions with the academic advisor.

### **What is academic advising?**

Academic advising is a process to help you meet your educational and personal goals as a university student in the nursing program. It is a means whereby you get information about your nursing courses and the nursing curriculum, seek direction regarding the various resources on campus, and discuss concerns that are common to first year students. However, academic advising is much more. It gives faculty members an opportunity to get to know the students on a more personal level than is possible in a classroom situation.

## **What can I expect of my academic advisor?**

The role of the academic advisor is to:

- 1 Assist students to explore life goals, particularly educational and career goals.
- 2 Answer questions about course registration, clinical requirements, first year timetable, and what can be expected as the student progresses through the nursing program.
- 3 Monitor their assigned students' academic progress so that a problem is noted at an early stage and appropriate help can be obtained.
- 4 Advise students of available campus resources.
- 5 Encourage students to form some tangible links between themselves and the UNB community.
- 6 Help students with common developmental stressors and choices which may impact on their academic progress or their overall development.
- 7 Develop a helping relationship with the student by listening, encouraging, supporting, and being available to help students cope with the hurdles and difficulties of university life.

## **When will I be meeting with my academic advisor?**

The goal is to have students meet with their academic advisor and peer mentor as early as possible. Most students will have met their academic advisor when here in June to register for courses, others meet their advisor for the first time during Orientation, and a few students do not have the opportunity to meet their advisor until after classes have started in September.

As each group will have different needs, the approaches used by the academic advisors must allow for some flexibility in order for them to meet the varying needs of their group. Normally, the group will meet more frequently the first six weeks, and more often in first term than second term. As well, the focus for each group session may vary somewhat for each group. Generally there will be some common topics but hopefully there will be plenty of time to address the pertinent areas each group identifies as important to them.

## **What are my responsibilities in regard to academic advising?**

Students are expected to demonstrate accountability by keeping individual appointments, attending group meetings, letting their academic advisor when assistance is needed, and trying to follow through on the strategies the two of you have discussed and agreed to try.

Appointments can be arranged whenever you feel you need help. Contact your advisor by phone, e-mail, or leave a message on the office door. Students are expected to check their e-mails regularly for notices from their academic advisor or peer mentor. Each academic advisor will give you specific instructions during your first meeting in September as to how to contact them should the need arise.

Mark your appointments on your calendar and be prompt in keeping them. Although the faculty recognizes that the advising of students regarding their studies is an important aspect of their role, students have to make an effort as well if the program is to be successful.

### **How much information will be given to my academic advisor?**

Your academic advisor has access to information on your academic performance so that he/she can monitor your progress. Academic advisors want to detect any problems as early as possible so that they can help students deal with them or refer them to one of the student services on campus. The goal is to help you have a successful transition through the first year of the nursing program so that you will have a better chance of reaching your long-term goal to become a professional nurse.

### **Pandemic Planning**

During a pandemic, students may be called upon to supplement the health care workforce. The Faculty of Nursing Pandemic Planning Committee has determined, based on nursing skills that students in the first and second years of the generic nursing program or the first six months of the Advanced Standing program would be able to work as volunteers. Students beyond the **end** of second year of the generic program, the **end** of the first six months of the Advanced Standing program would be eligible to be work as Nursing Student Employees. Students and employers need to be aware that there may be some variation in skill attainment by site. As always, regardless of employment status, students are expected to identify any limitations in their knowledge and experience.

Below are tables of skill sets by year, detailed identification of student competencies by year and questions to be asked by first/second year and third/fourth year students in the event of being asked to provide services during a pandemic. This information will be shared with Regional Health Authorities.

Students who volunteer in the event of a pandemic are reminded to review the Guidelines for Decision Making about volunteering.

**Nursing skills by year for UNB BN and Advanced Standing Students  
(may be some variation by site)**

**(Student Volunteer) Student Employee.....)**

<b>Skill</b>	<b>End of Fall Term 2<sup>nd</sup> year</b>	<b>End of Winter Term/Intercession 2<sup>nd</sup> year/ End of 6 months ASP</b>	<b>End of Winter Term/Intercession 3<sup>rd</sup> year</b>	<b>End of Fall Term 4<sup>th</sup> year</b>
Wound Care/ Dressing Changes/ Drains	Simple drsg change Medical/surgical asepsis – limited practice	Surgical asepsis dressings and sutures with guidance	Complex drsg change with minimal guidance	Complex drsg change independently
IV Therapy/ IV Medications	Basic IV knowledge	Basic IV care	Monitor basic IV therapy independently. IV meds with guidance	Monitor complex IV therapy independently. IV meds with minimal guidance
Enteral Feeding/ NG Tubes	Had theory on enteral feeding. Very limited experience in practice	Enteral feeding with guidance	Practices enteral feeding with minimal guidance. Theory but limited practice inserting NG tubes	Practices enteral feeding independently. Few opportunities to insert NG tube in practice.
Oxygenation/ Suctioning	No practice	No practice	Received theory. Practices with oxygenation and suctioning with supervision/guidance	Practices with oxygenation independently. Suctioning with guidance.
Blood and Blood Products	No practice	No practice	Received theory. Some practice with ongoing guidance and supervision	Practice with minimal guidance and supervision
Medications	All practice PO med administration. Limited experience IM, SC injections.	Oral meds, IM, SC injections with guidance	PO, IV, IM, S/C, aerosols with ongoing guidance and supervision. <b>Dec 3<sup>rd</sup> year – able to immunize</b>	PO med admin independently. IV, S/C, IM with minimal guidance.
TPN	No practice	No practice	Had theory. Practice with guidance and supervision	Practice with minimal guidance
Chest tubes	No practice	No practice	Had theory. Few get experience	Practice with guidance
IV initiation/ Phlebotomy	No practice	No practice	Theory, no practice	Limited practice

CVAD	No practice	No practice	Observation only	Received theory. Some get to experience
Focus Charting	Receive theory. Practice with guidance.	Charting with guidance	Independent. Minimal guidance required	Independent
Bowel Care/Ostomy	Receive theory	Practice with guidance	Minimal guidance	Independent
Glucose Monitoring	Had theory. Requires guidance	Practice with guidance	Minimal guidance – independent	Independent
Assessments	Not yet received theory	Physical assessment with guidance	Performs basic assessments independently; complex assessments with minimal guidance	More independent leads to complex assessments
Lab/Diagnostic Tests	Limited exposure	Had theory, much guidance required	Beginning level of understanding. Lots of guidance required	Becoming independent in interpretation
Vital Signs	Independent	Independent	Independent	Independent
Catheterization	Receive theory. Some get practice	Practice with much guidance	Practice with guidance and supervision	Practice with limited guidance
Basic Nsg Care	Practices with guidance	Independent	Independent	Independent
Isolation Precautions	Received theory		Practices with guidance	Independent
Patient Education	With guidance	With guidance	Minimal guidance	Independent

Compiled March 2007. Bev Gaudet, Pat Seaman, Debbie Haddon, Sue Morrison, Nicole Boutilier, with review by Jan Thompson, Lynda Finlay (NANB) and Darline Cogswell (RVH).

**Purpose is to identify skill areas and level of independence acquired each year of Undergraduate Nursing Program in order to effectively and efficiently plan for placement of nursing students during a pandemic crisis.**

**Note:**

Based on these skills, the Faculty of Nursing believes that students could function in the following capacities (there may be minor variations by site):

Year 1 (End of May) Volunteer role, very limited nursing experience

Year 2 (End of May) Student Tech employment position (basic care, could work in their own communities, nursing homes or alternate care sites)

Year 3 (Late fall semester) Students should have completed the NB Immunization Guide and able to assist with immunization clinics

(End of May) Deployable in a crisis for Acute Care with supervision, can relieve nurses of more acute care

Year 4 – Basic difference from third year is level of confidence and ability to work independently.

### **Detailed Identification of Student Competencies by Year**

Second Year Competencies – at end of May (April, 2007)

Personal care

- Able to assist patients with am/hs care and elimination needs
- Provide encouragement
- Able to change pads and size them appropriately
- Able to understand the importance of hygiene products used
- Understand the techniques used to get baths and showers completed

Bladder scanner

- The importance of why it is completed
- how to scan for both a man and a woman
- the importance of anatomy when using
- how to document the results
- when to recognize the times when there are problems with elimination

Catheters

- Purpose of a catheter and when it would be needed
- Why there are different sizes
- How to insert using sterile technique
- How to care for someone with a catheter
- How to connect the tubing to the bag
- how to empty the bag and when
- How to d/c one
- recognize the S/S if problems with urination

Injections

- sq injections
- what medications can be given using this route
- Proper sites to administer sq injections
- proper technique for delivering these injections

Blood glucose testing

- Why we do it
- BG testing AC meals and HS
- proper technique
- S/S of hyper and hypoglycemia
- Insulin injections

- Understanding doctor's insulin order sheets

#### Vital signs

- T P R BP O2 Pain
- Charting the results
- Problem solving if results are abnormal
- know when to do them

#### Mechanical lifts

- Proper technique/ placement of devices
- Safety guidelines
- types of lifts used and when to use them

#### Stool /urine samples

- Supplies needed to collect them
- importance of sterile technique
- reading orders for them to be obtained and when
- teaching patients how it will be collected and importance to why it is being completed
- Importance of labeling specimens
- making sure that specimens are collected, charted and sent to the lab in timely manner

#### Medial asepsis/universal precautions

##### Dressing changes

- Able to change minor wound dressings
- Able to identify drainage
- Able to document what is assessed during change

##### Drug administration

- Most medication is given po
- Some suppository medications given
- Some SQ injections given
- Understand why the patient is taking that medication
- Understand when to hold a medication in regards to vitals
- S/S of drug reactions ie: rash, hives, anaphylaxis

##### IV assessments

- Able to identify patency of site
- Can D/C an IV
- Assess drip rates and maintain an IV by gravity or pump
- Document findings

##### Back in form

- Understands the importance of proper stretching prior to working on the unit

- Uses proper technique while working with the clients

### **Third Year Competencies (by the end of May) (April, 2007)**

All 2<sup>nd</sup> year competencies as previously identified with the addition of the following:

#### Surgical Asepsis

#### Medical Asepsis

#### Injections

- IM, SQ, IV
- Completed Modified New Brunswick Immunization Guide
- Importance of positioning for injection
- Preferred sites
- Med limit for each injection site
- Reason for injection/ critical thinking
- Rational for rotating sites
- Compatibility when mixing medications

#### Nasogastric Tubes

- Insertion technique
- Equipment needed
- Ensuring proper placement with the aid of a stethoscope
- Suctioning protocol with nasogastric tubes
- Reasons for the nasogastric tube insertion
- Routine assessments to ensure patency

#### Wound Care

- Procedure for deep wound irrigation
- Wound scale assessment
- Sterile techniques with dressing changes
- Types of dressings needed to promote healing (various dressing supplies used)
- Identifying the drainage type and amount from the wound; presence of odor
- Identifying signs and symptoms of a wound infection
- Monitoring the wound for increase in size or presence of tunneling
- Charting the wound characteristics to bring attention to others for the need of further monitoring and alert the skin assessments needed

#### Oxygenation

- To understand the difference between various oxygen delivery systems
- Understanding the flow rates for the venturi masks, nasal prongs and non-rebreather
- Using portable oxygen and understanding the importance of safety with oxygen

- Standing orders and protocol for the administration of oxygen
- Doing a thorough respiratory assessment and how it links to the patient's care plan
- Understanding the signs and symptoms of poor oxygenation
- Understanding the physiology of oxygenation and what can cause shortness of breath
- Types of medications used to treat shortness of breath
- Recognizing the position of the patient during and after treatment
- Have a clear understanding of aerochambers, nebulers, inhalers, peak flow meters and incentive spirometers and what benefit they are to the patient and the best times to use

#### Blood and Blood Products

- Importance of knowing the pt's blood type and what type of blood they need to receive
- Policy and procedure for administering blood/blood products
- Importance of time when administering blood/blood products
- Knowing how to interpret lab values and reorder lab work

#### Total Parental Nutrition

- Understanding TPN order sheet
- The ability to change the bags as needed
- The importance of blood glucose testing when administering TPN
- Maintain IV administration of TPN via pump
- Importance of assessing routine blood work

#### Chest Tubes

- Understanding purpose of chest tubes, location of tube
- Understanding principles of chest tube suction vs gravity set up
- Recognize potential complications of chest tubes
- Able to recognize when there are problems with the chest tube; trouble shooting
- Chest tube dressing changes

#### Concept Mapping

- Recognize the need for concept mapping to organize patient care identifies nursing diagnosis and priority
- Allows for the nurse to see progress and deterioration
- Identifies goals and assessment of meeting pt's needs
- Promote critical thinking & problem solving through use of various learning resources

#### IV Maintenance and Therapy

- Practice with IV pumps
- Program primary and secondary rates
- Prime IV tubing for both primary and secondary lines
- Work with gravity set ups
- Prime gravity lines for both primary and secondary lines

- Able to calculate drip rates for gravity lines
- Maintain drip rates for gravity lines
- Flushing saline locks as per protocol
- Calculate end of shift fluid intake for IVs and chart the findings
- Calculate the to be counted fluids and chart them for the next nurse on shift
- Calculate total fluid intake for a 24 hour period (when on strict in's and outs; what they can have po along with the IV infusion)
- Recognize the theory behind different solutions and when to use each
- Recognize the importance of knowing medication compatibility when infusing IV meds as well as which ones can be infused concurrently or which ones need to be infused alone
- Have a general understanding of the importance of fluid and electrolyte balance
- Prepare IV meds safely
- Labeling IV bags that contain medications
- Documenting the solution type, amount and rate of infusion on the graphic sheets
- Assessing the IV site for signs of infection and report any findings
- Replace empty IV bags with the proper new ones and maintain drip rates
- Changing continuous IV therapy to a saline lock as per protocol
- Ensuring that the tubing is changed as per protocol
- Ensuring that the IV site is patent and report the need for a new site as per protocol

**QUESTIONS TO BE ASKED BY FIRST AND SECOND YEAR STUDENTS IN THE EVENT OF BEING ASKED TO PROVIDE SERVICES DURING A PANDEMIC**

Students in first and second year of the generic nursing program, or the first six months of the Advanced Standing Program would be considered volunteers. A tool box of questions students should ask to protect themselves regarding expectations and assumptions is as follows:

1. What is expected of me?
2. What will my responsibilities be?
3. How do I communicate that I am only expected to perform volunteer activities?
4. How many hours do you expect me to commit to?
5. Why am I a volunteer and not a paid worker?
6. What is the health risk to me and my family?
7. How do I protect myself?
8. What is the liability coverage as a volunteer?
9. Who do I take orders/direction from? (RN/ LPN/ senior student)
10. Who would act as a contact person for me in case of problems/concerns?
11. Will someone respect my decision when I voice feelings of being overwhelmed?
12. Who will listen to me when I feel that I have been put in a position beyond my skill level?
13. What kind of supervision will be provided to me?

14. Who will I be volunteering for? (organization)
15. What is my professional/personal responsibility to volunteering?
16. Am I any different than a person off the street?
17. If in a volunteer capacity, will I be expected to do more than a volunteer off the street due to my level/area of education?

**QUESTIONS TO BE ASKED BY THIRD AND FOURTH YEAR STUDENTS IN THE  
EVENT OF BEING ASKED TO PROVIDE SERVICES DURING A PANDEMIC**

Students at the **end** of their second year of the generic nursing program, or at the **end** of the first six months of the Advanced Standing Program would be considered for the category of nursing student employee. A tool box of questions students should ask to protect themselves regarding expectations and assumptions is as follows:

1. What is expected of me?
2. What will my responsibilities be?
3. How do I communicate that I am working under the category of 'nursing student employee'?
4. How many hours do you expect me to commit to?
5. What is the health risk to me and my family?
6. How do I protect myself?
7. What is the liability coverage as a paid worker?
8. Who do I take orders/direction from? (RN/ LPN/ senior student)?
9. Who will orient me?
10. What kind of preparation and supervision will be provided to me?
11. Who would act as a contact person for me in case of problems/concerns?
12. Will someone respect my decision when I voice feelings of being overwhelmed?
13. Who will listen to me when I feel that I have been put in a position beyond my skill level?
14. Who will I be employed by? (organization)
15. What is my professional/personal responsibility to work during a pandemic?