



UNIVERSITY OF SASKATCHEWAN

College of Nursing

USASK.CA/NURSING

---

# Nursing Undergraduate Handbook

---



2016-2017

## Table of Contents

<b>About this Handbook .....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Our Mission.....	2
We Value.....	2
<b>Important Dates – BSN Program .....</b>	<b>3</b>
<b>Post Degree BSN Option 2016-2017 Schedule .....</b>	<b>4</b>
<b>Program Information .....</b>	<b>5</b>
Program Intents.....	5
<b>Curriculum Model .....</b>	<b>7</b>
<b>Organization of Courses in the BSN Program.....</b>	<b>9</b>
<b>Organization of Courses in the PD BSN Option .....</b>	<b>10</b>
<b>Restricted Electives in the BSN Program and PD BSN Option .....</b>	<b>11</b>
<b>Academic Regulations .....</b>	<b>12</b>
<b>Scholarly Writing .....</b>	<b>14</b>
<b>Grading .....</b>	<b>16</b>
<b>Student Support Services .....</b>	<b>18</b>
Student Cards and Numbers.....	18
Students with Disabilities .....	18
Harassment.....	18
Academic Advising.....	18
University of Saskatchewan Community of Aboriginal Nursing (UCAN) .....	18
Library Services .....	18
Scholarships, Awards, and Bursaries .....	18
<b>Policies .....</b>	<b>19</b>
Attendance .....	19
Cell Phone Usage .....	19
Completion of Work .....	19
Confidentiality .....	19
CPR Certification.....	19
Criminal Record Check.....	19
First Aid.....	19
Grade Assignment .....	19

Immunization.....	19
Midterm Exam .....	19
Patient Safety Incident .....	19
Posting of Grades.....	19
Processes Related to Students who Demonstrate Unsafe Practice .....	19
Professional Appearance .....	19
Professional Conference Attendance .....	19
Program Completion.....	19
Promotion and Graduation.....	19
Repeating a Course.....	19
Respiratory Protection.....	19
Supplemental Final Examinations.....	19
Weighting of Course Components.....	19
Worker’s Compensation Benefits Guidelines.....	19
<b>Regulations.....</b>	<b>20</b>
Communication .....	20
Deferred Final Examinations.....	20
Deficient Courses on Admission .....	20
Digital and Social Media .....	20
Math Assessment .....	20
Site Transfer.....	21
Social Networking.....	21
Transfer Credit .....	21
Transferring Lifting Repositioning (TLR) Program.....	21
Workplace Hazardous Materials Information (WHMIS).....	22
<b>Clinical Experience Guidelines .....</b>	<b>23</b>
Placements .....	23
Preparation .....	23
Attendance .....	23
Professional Conduct .....	23
Agency Manuals and Policies.....	23
Charting .....	24
Performance of Technical Skills .....	24
Clinical ID Badges.....	24
Uniforms .....	24

## About this Handbook

This handbook is intended to answer many of the day-to-day questions in the College of Nursing. It will be of great practical benefit during your time as an undergraduate student. It contains invaluable information about examinations and what is required from you to progress towards graduation. It will act as a pointer towards useful resources should you encounter any problems. The student handbook also includes regulations and policies that apply to College of Nursing students. This handbook is updated annually, so please take time to study it again.



Please note that the University of Saskatchewan Students' Union (USSU) also produces a "*Survival Calendar*" that can be obtained from their main office, room 110 – Place Riel Student Centre.

## Introduction

### **Our Vision**

The College of Nursing is a world leader in educating nurses in interprofessional health care, research, practice, innovation, capacity building and policy development.

### **Our Mission**

As University nursing faculty in Saskatchewan, the College of Nursing strengthens nursing, health, and the health care system through the creation and integration of knowledge from research, education and practice.

### **We Value**

**Integrity** - We believe in being open and honest, in keeping our commitments, in taking responsibility for our lives and learning, and in operating in a transparent manner.

**Social Justice** - We believe in the value of human life, the inherent worth of the individual, the right of each individual to the attainment of a high standard of health and will work with communities to achieve these rights.

**Unconditional Positive Regard** - We believe that each person has a right to be treated with respect regardless of his or her life circumstances or culture.

**Achieving Potential** - We believe that life-long learning, risk taking, and advancing our knowledge base leads the way for empowerment.



## Important Dates – BSN Program

\*The Following dates are for theory classes only and may not reflect clinical dates.

### **Term 1**

September 2, 2016	Orientation for second-year BSN
September 5, 2016	<b>Labour Day-University closed</b>
September 6, 2016	Classes begin
September 10, 2016	Spring & Summer terms deferred and supplemental exams
September 14, 2016	IPASS-Saskatoon Year 2 BSN students attend
October 7, 2016	<b>Term 1 break day, College of Nursing – no classes</b>
October 10, 2016	<b>Thanksgiving – University closed</b>
November 11, 2016	<b>Remembrance Day – University closed</b>
December 5, 2016	Last day of Term 1 classes for College of Nursing
December 9, 2016	Fall term final examinations begin
December 23, 2016	Last day of fall term final examinations

### **Term 2**

January 4, 2017	Classes resume
February 20-25, 2017	<b>Family Day and Midterm break-no classes</b>
February 21, 2017	Fall term deferred and supplemental examinations begin
April 6, 2017	Last day of Term 2 classes
April 7, 2017	Term 2 final examinations begin
April 14, 2017	<b>Good Friday – University closed</b>
April 15, 2017	<b>Easter weekend – no examinations</b>
April 29, 2017	Last day of term 2 final examinations

### **Term 3**

May 1, 2017	First day of Spring class begins for second and third year BSN
-------------	--

## Post Degree BSN Option 2016-2017 Schedule

(Dates may be subject to change)

### Spring/Summer 2016

**May 2 - June 10, 2016 (Stat: Victoria Day May 23, 2016)**

- [NURS 200.3](#) Nursing Foundations: Perspectives and Influences
- [NURS 202.3](#) Assessment and Components of Care I
- [NURS 204.3](#) Communications and Professional Relationships

Exams June 13-17, 2016

**June 20 - July 22, 2016 (Stat: Canada Day July 1, 2016)**

- [NURS 203.3](#) Assessment and Components of Care II
- [NURS 205.3](#) Research for Evidence Informed Practice
- [PHAR 250.3](#) Pharmacology for Nursing

Exams July 25 - 29, 2016

**August 8 - 26, 2016**

- [NURS 220.3](#) Concepts of Patient and Family Centered Care

**2016 - 2017 Term 1 (Stat: Labour Day Sept 5, 2016)**

**Aug 31, - September 30, 2016**

- [NURS 221.3](#) Patient and Family Centered Care in Clinical Practice

**October 11- December 9, 2016 Remembrance Day November 11, 2016.**

- [NURS 201.3](#) Perspectives on Health, Wellness and Diversity in Global Context
- [NURS 305.6](#) Core Competencies for the Management of Complex Patient Care
- [NURS 332.3](#) Exploring Complexity and Acuity

Exams December 12- 16, 2016

**September - December, 2016**

- Nutrition 120.3, Social Science .3, Indigenous Studies.3, if deficient

**2016 – 2017 Term 2**

**January 4, 2017 - February 7, 2017**

- [NURS 306.3](#) Exploring Chronicity and Aging
- [NURS 307.3](#) Integrating Mental Health into Nursing
- [NURS 328.3](#) Therapeutic Interventions for Individuals and Groups

Exams February 9-14, 2017

February 15, 2017 Orientation NURS 333 and 308

**Spring Break February 20-25, 2017 (Stat: Family Day February 20, 2017)**

**February 15, 2017 – March 28, 2017**

- [NURS 333.3](#) Complex Nursing Care Practice
- [NURS 308.3](#) Integrating Mental Health Nursing within Practice

**March 31, 2017 - April 30, 2017 (Stat: Easter Good Friday April 14, 2017)**

- [NURS 333.3](#) Complex Nursing Care Practice
- [NURS 308.3](#) Integrating Mental Health Nursing within Practice



## Program Information

The University of Saskatchewan, College of Nursing, believes that baccalaureate education is required for nurses to provide safe competent care. Through the acquisition of theoretical, practical, and ethical knowledge, baccalaureate education contributes to developing knowledgeable and active practitioners committed to enhancing and transforming nursing practice for individual, family, community and population health. The hallmark of baccalaureate education is to support the application of knowledge as action in practice (Purkis & Bjornsdottir, 2006). In this section we present the intents of the Program, the conceptual framework that is the foundation for the curriculum, and an overview of the courses required to complete the degree and meet the beginning competencies as a graduate nurse.

### Program Intents

The graduates will meet the entry-level competencies of the professional regulatory body, the Saskatchewan Registered Nurses Association (SRNA), and will be eligible to write the national licensing examination.

Graduates of our program will contribute to the scholarship of the nursing profession. The Canadian Association of Schools of Nursing (CASN) defines scholarship as “a full range of intellectual and creative activities that may include the generation, validation, synthesis and/or application of knowledge to advance the teaching, research, and practice of nursing” (CASN, 2001). Unique to a practice discipline such as nursing, CASN expects that educational programs address the scholarship of service thus requiring graduates to use their specialized knowledge and experience outside the work setting to shape and advance the profession and its values, and contribute to social efforts that benefit humanity and society (CASN).

At the completion of the degree, graduates with a BSN are expected to function as generalists in a variety of practice settings in partnership with individuals, families, groups and communities (referred to as ‘client’). They will provide safe, competent quality care in accordance with the standards of professional practice. Consistent with

CASN’s expectations for scholarship in a practice discipline, graduates will demonstrate a strong sense of confidence, passion and an attitude of curiosity for the profession and the practice of nursing. Graduates will enter a knowledge intensive environment of health care and service delivery. Our program will position them to work collaboratively within an interprofessional team and to contribute to health maintenance by their ability to use critical thinking, reflection, analysis and synthesis for evidence-informed practice. Graduates will be accountable for professional behaviour as guided by the Canadian Nurses Association’s Code of Ethics and SRNA provincial regulatory competencies and standards. At the time of graduation, students will be able to articulate a clear sense of the professional nursing role and scope of practice.

The College of Nursing values integrity, social justice, unconditional positive regard and achieving potential. These values are inherent in our teaching and programs of research. Learning occurs within an environment where faculty demonstrate our beliefs of “being open and honest, in keeping our commitments, in taking responsibility for our lives and learning, and in operating in a transparent manner.” Students are taught the “value of human life, the inherent worth of the individual, the right of each individual to the attainment of a high standard of health and will work with communities to achieve these rights and that each person has a right to be treated with respect regardless of his or her life circumstances or culture”. The BSN is the beginning stage in achieving potential. Our faculty members share with CASN the understanding of scholarship of application as a means to maintain competencies throughout one’s career. Graduates understand that nursing as a profession requires “life-long learning, risk taking, and advancing one’s knowledge base leads the way for empowerment” (College of Nursing, 2008). Graduates are taught that leadership is a fundamental competency for nursing practice. Exhibiting qualities of leadership in the delivery of care, in both formal and informal roles, and an ability to be comfortable with uncertainty and change are expected competencies.

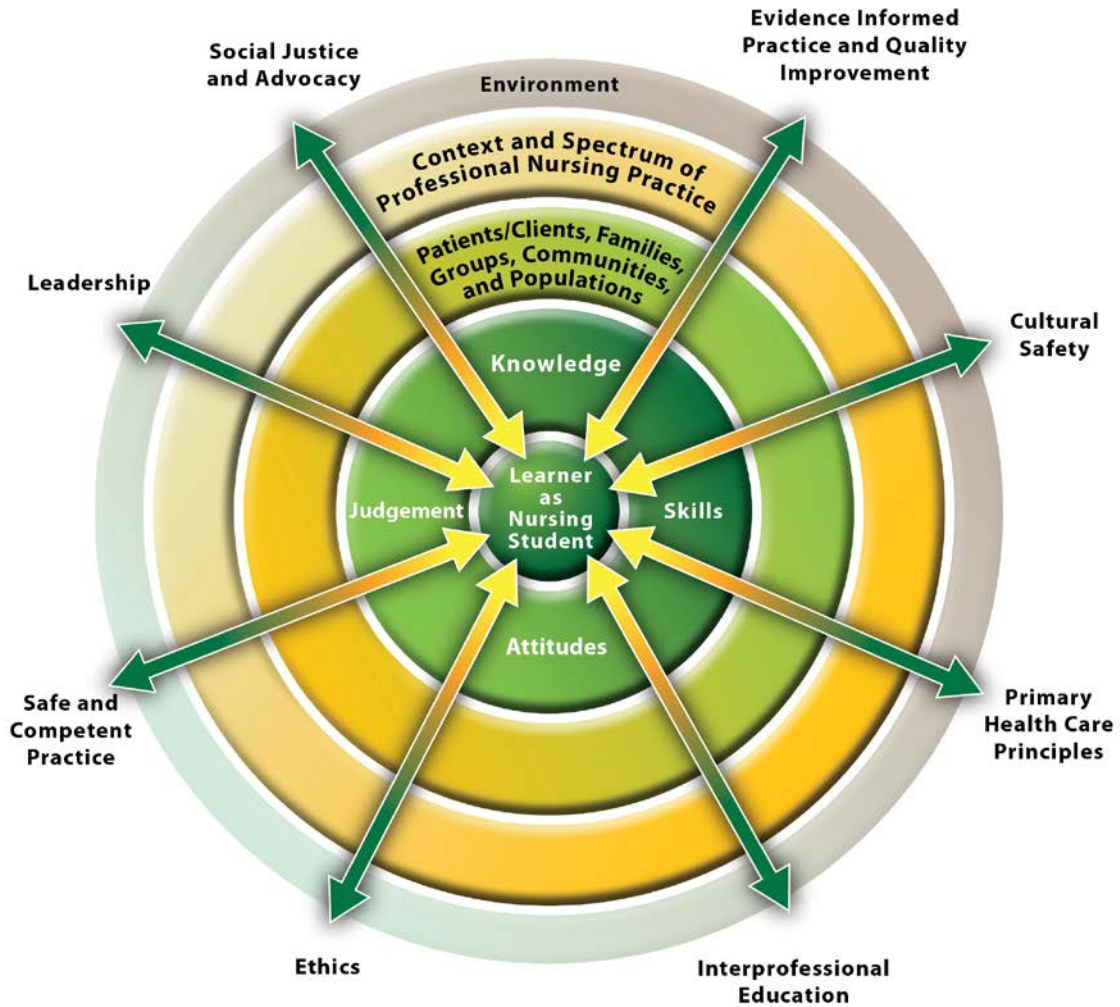


The nursing curriculum is designed for students to progress from basic understanding of nursing approaches to the ability to show adaptation and innovation and from simple to complex skills. Nursing practice in every term will solidify learning and increase confidence in the students. The intent is to integrate interprofessional opportunities into each academic term that will result in a continuous building of interprofessional competencies throughout the program. Curricular chairs in the health sciences colleges are discussing options now for those opportunities. Currently there are a number of teaching projects that students are part of that will continue to be offered and additional options developed.

Experts in disciplines for courses that are part of the nursing curriculum will teach those courses (i.e., microbiology, pharmacology, and anatomy and physiology). Application of the knowledge from the support disciplines to nursing practice will be integrated in the nursing courses in the same terms these courses are taught. For instance, assessment skills are taught in the same terms as anatomy and physiology so that learning is relevant and will be more likely to be retained. To demonstrate more relevance, the assessment skills are taught in conjunction with nursing interventions appropriate to those assessment skills.

# Curriculum Model

**Conceptual Model for Undergraduate Nursing Program  
University of Saskatchewan, College of Nursing, 2011**



The conceptual model for the curriculum is based on the goals of the College of Nursing, the understanding of nursing as a discipline and a profession, and the understanding of educational theory. The model is learner centered with recognition of nursing practice areas and environments, and acknowledges the principles that will drive the curriculum. It sets the stage for our teaching process and is broad enough to encourage

many perspectives that will evolve during the life of the curriculum.

The conceptual model for the curriculum is congruent with the concepts of the medicine wheel, a well-known model of health among Aboriginal peoples. The province has a significant number of Aboriginal people and the proportion of this population is increasing. According to the 2006

census, there are more than 130,190 Aboriginal people in Saskatchewan (14% of the population) and this number is expected to more than double by 2050, when it is predicted that one-third of the province will be Aboriginal. The number of Aboriginal students in the current nursing program is among the largest in the country. It is appropriate that the University of Saskatchewan College of Nursing curriculum harmonizes with Aboriginal perspectives of health.

The medicine wheel represents the sacred circle of life and is organized around the four directions (east, south, west, and north) and the four layers of life (self, family, community and nation) all of which can be seen within the curriculum framework. The inner circle represents the individual (learner) in the medicine wheel. In the second circle, the types of learning expected are placed in the directions corresponding with the four directions depicting the holistic perspective of nursing care. An explanation of why the medicine wheel is appropriate in the model of student centered learning is that the student who is placed at the center of the learning circle will acquire and demonstrate the following components in learning: *skills* (EAST/ Physical dimension) will be practiced with respect, kindness and vision; *attitude* (SOUTH/Emotional dimension) will be shown by honesty, in relationships developed and in time association; *judgement* (WEST/Mental dimension) will be demonstrated with responsibility, nurturing and reality acceptance; and *knowledge* (NORTH/Spiritual dimension) will be shown in efforts to seek and value intuition, wisdom and

experience. The third circle represents the context of nursing practice including the aspect of “community” in the medicine wheel. The outer circle is the societal environment in which nursing practice occurs including the aspect of “nation” in the medicine wheel. The medicine wheel is a framework by which individuals, families, communities and nations can assess their level of health and wellbeing, to find a place of balance. Ideally, students will graduate from the program as balanced, healthy nurses. As recognition of the history of Aboriginal peoples in our province and of their continuing role, it is our intent to include Aboriginal context in each nursing course in the curriculum and to prepare nurses to interact and offer respectful care.

Carper (1978) described four patterns of knowing for nursing; empiric, ethics, personal and aesthetic. All are useful in planning nursing education. Knowledge is acquired in unique ways and world views are acknowledged as influential in that acquisition. Diverse ways of being are accepted and recognized. The curriculum model fits with other world views as various cultural perspectives are incorporated into various teaching modalities to respect the demographic diversity of Saskatchewan’s residents as well as those in Canada. The College of Nursing’s Integrated Plan’s goal to support ‘excellence in scholarship’ in objective 5.10 states that “we will have a rational, consistent framework for global issues in the curricula...” The curriculum model fits with that objective as well.

# Organization of Courses in the BSN Program

## Curriculum Grid: Four Year Nursing Degree

Pre Professional							
<ul style="list-style-type: none"> <li>English.3</li> <li>Indigenous Studies.3</li> <li>Chemistry 112.3</li> <li>Biology 120.3</li> <li>Psychology 121.3</li> </ul>		<ul style="list-style-type: none"> <li>Social Science.3</li> <li>Statistics 244.3 or equivalent</li> <li>Nutrition 120.3</li> <li>Elective.3</li> <li>Elective.3</li> </ul>					
Total credit units - 30							
Year Two			Year Three			Year Four	
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2
MCIM 223.3 PHSI 208.6 NURS 200.3 NURS 202.3 NURS 204.3	PHAR 250.3 PHSI 208.6 NURS 201.3 NURS 203.3 NURS 220.3	NURS 205.3 NURS 221.3	NURS 304.3 NURS 321.3 NURS 311.3 NURS 307.3/308.3 <b>or</b> 330.3/331.3 <b>or</b> 332.3/333.3	NURS 322.3 NURS 306.3 NURS 312.3 NURS 307.3/308.3 <b>or</b> 330.3/331.3 <b>or</b> 332.3/333.3	NURS 330.3/331.3 <b>or</b> 307.3/308.3	NURS 422.3 NURS 430.3 NURS 431.6 NURS 440.3	NURS 450.9 NURS 441.3
						NURS elective.3	
						*Note: Saskatoon/Regina students will be able to flip terms and take all of the Term 1 courses in Term 2	
Total credit units/term	Total credit units/term	Total credit units/term	Total credit units/term	Total credit units/term	Total credit units/term	Total credit units/term	Total credit units/term
15	15	6	15	15	6	15 or 18	12 or 15
Total credit units/year			Total credit units/year			Total credit units/year	
36			36			30	
Year Two Courses							
<p>NURS 200.3 – Nursing Foundations: Perspectives and Influences</p> <p>NURS 201.3 – Perspectives on Health, Wellness, and Diversity in a Global Context</p> <p>NURS 202.3 - Assessment and Components of Care I</p> <p>NURS 203.3 – Assessment and Components of Care II</p> <p>NURS 204.3 – Communication and Professional Relationships</p> <p>NURS 205.3 – Research for Evidence Informed Practice</p> <p>NURS 220.3 – Concepts of Patient and Family Centered Care</p> <p>NURS 221.3 – Patient and Family Centered Care in Clinical Practice</p>					<p>PHAR 250 – Pharmacology for Nursing</p> <p>MCIM 223 – Principles of Microbiology and Immunology for Nursing</p> <p>PHSI 208 – Human Body Systems</p>		
Year Three Courses							
<p>NURS 304.3 – Family Nursing</p> <p>NURS 306.3 – Exploring Chronicity and Aging</p> <p>NURS 307.3 – Integrating Mental Health into Nursing</p> <p>NURS 308.3 – Integrating Mental Health Nursing within Practice</p> <p>NURS 311.3 – Core Competencies for the Management of Complex Patient Care I</p> <p>NURS 312.3 – Core Competencies for the Management of Complex Patient Care II</p> <p>NURS 321.3 - Therapeutic Intervention for Individuals and Groups</p> <p>NURS 322.3 – Leadership in Education and Care</p> <p>NURS 330.3 – Maternal Child, and Adolescent Family Centered Nursing</p> <p>NURS 331.3 – Maternal Child, and Adolescent Family Centered Nursing Practice</p> <p>NURS 332.3 – Exploring Complexity and Acuity</p> <p>NURS 333.3 – Complex Nursing Care Practice</p>							
Year Four Courses							
<p>NURS 422.3 - Issues in Leadership and Management: Transformative Practice in Health Care Organizations</p> <p>NURS 430.3 - Community Health Nursing: Building Partnerships</p> <p>NURS 431.6 – Community Nursing Practice</p> <p>NURS 440.3 – Interprofessional Perspectives: Health Systems and Policy Development within a Global Context</p> <p>NURS 441.3 – Transitioning to Professional Practice</p> <p>NURS 450.9 – Practice Integration</p> <p>NURS xxx.3 – Nursing Elective</p>							

# Organization of Courses in the PD BSN Option

## Curriculum Grid

\*The grid of the courses within the Post Degree BSN Option

Spring 2016	Summer 2016	Term 1 2016	Term 2 2017	Spring 2017	Summer 2017	Term 1 or 2 2018	Term 1 or 2 2018	
NURS 200.3	PHAR 250.3	NURS 201.3	NURS 306.3	NURS 304.3	NURS 331.3	NURS 430.3	NURS 450.9	
NURS 202.3	NURS 203.3	NURS 221.3	NURS 307.3	NURS 322.3		NURS 431.6	NURS 441.3	
NURS 204.3	NURS 205.3	NURS 305.6	NURS 328.3	NURS 330.3		NURS 440.3		
	NURS 220.3	NURS 332.3	NURS 333.3			NURS 422.3		
			NURS 308.3					
							<b>Nursing Elective.3</b>	
<b>Total credit units/term</b> 9	<b>Total credit units/term</b> 12	<b>Total credit units/term</b> 15	<b>Total credit units/term</b> 15	<b>Total credit units/term</b> 9	<b>Total credit units/term</b> 3	<b>Total credit units/term</b> 15	<b>Total credit units/term</b> 15 (includes elective)	
<b>Year Two Courses</b>								
<p>NURS 200.3 Nursing Foundations Perspectives and Influences                      NURS 201.3 Perspectives on Health, Wellness, and Diversity in a Global Context                      NURS 202.3 Assessment and Components of Care I                      NURS 203.3 Assessment and Components of Care II                      NURS 204.3 Communication and Professional Relationships                      NURS 205.3 Research for Evidence-Informed Practice                      NURS 220.3 Concepts of Patient and Family Centered Care                      NURS 221.3 Patient and Family Centered Care in Clinical Practice                      PHAR 250.3 Pharmacology for Nursing</p>								
<b>Year Three Courses</b>								
<p>NURS 304.3 Family Nursing                      NURS 305.6 Core Competencies for the Management of Complex Patient Care                      NURS 306.3 Exploring Chronicity and Aging                      NURS 307.3 Integrating Mental Health into Nursing                      NURS 308.3 Integrating Mental Health Nursing within Practice                      NURS 328.3 Therapeutic Interventions for Individuals and Groups                      NURS 322.3 Leadership in Education and Care                      NURS 330.3 Maternal Child and Adolescent Family Centered Nursing                      NURS 331.3 Maternal Child and Adolescent Family Centered Nursing Practice                      NURS 332.3 Exploring Complexity and Acuity                      NURS 333.3 Complex Nursing Care Practice</p>								
<b>Year Four Courses</b>								
<p>NURS 422.3 Issues in Leadership and Management: Transformative Practice in Health Care Organizations                      NURS 430.3 Community Health Nursing - Building Partnerships                      NURS 431.6 Community Nursing Practice                      NURS 440.3 Interprofessional Perspectives: Health Systems and Policy Development within a Global Context                      NURS 441.3 Transitioning to Professional Practice                      NURS 450.9 Practice Integration</p>								
<b>Nursing Elective.3</b>								

## Restricted Electives in the BSN Program and PD BSN Option

Students will choose from one of the following when available: (University of Saskatchewan offerings unless stated otherwise)

<b>Course</b>	<b>Title</b>
NURS 476.3	Health and Aging
NURS 478.3	Rural Nursing
NURS 483.3	Cultural Diversity and Aboriginal Health
NURS 486.3	Forensic Nursing in Secure Environments
GERO 301.3	Interprofessional Perspectives on Aging
PHIL 234.3	Biomedical Ethics
CHEP 403.3	Global Health II
SOC 235.3	Sociology of Aging
SOC 238.3	Sociology of Health Illness & Health Care
PSY 207.3	Psychology of Death & Dying
POLS 222.3	Aboriginal Governance Politics
POLS 262.3	Introduction to Global Governance
GEOG 204.3	Geography of Prairie Region
KIN 232.3	Physical Activity in Society
KIN 424.3	Aging and Activity
KIN 426.3	Health Aspects of Physical Activity and Physical Fitness
WGST 201.3	Images of Gender and Sexuality in Popular Culture
WGST 210.3	Gendered Perspectives on Current Events
<b>Athabasca</b>	
NURS 322	Nursing Informatics
PHIL 335	Biomedical Ethics
<b>SCBSN</b>	
CNUR 208	Spirituality & Health * <b>Contact SCBSN for availability</b>
<b>U of R</b>	
KIN 110	Sociology of Sport, Recreation and Physical Activity
PHIL 273	Biomedical Ethics
SOC 222	The Sociology of Health

## Academic Regulations

### **Procedures for Student Appeals in Academic Matters**

If a student is dissatisfied with their grade, click [here](#) for information on how to question/appeal a grade.

### **Regulations on Student Academic Misconduct**

Academic misconduct is what the University calls cheating, click [here](#) for more information.

### **Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals**

The purpose of these [regulations and procedures](#) (collectively referred to as the “Regulations”) is not to actively monitor or control student behaviour, but rather to provide a mechanism for responding to complaints about student behaviour that violates the standard of conduct expected of students in non-academic matters.





# INTEGRITY DEFINED

Integrity is expected of all students in their academic work—class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.

### *What academic integrity means for students*

Perform your own work unless specifically instructed otherwise. Check with your instructor about whether collaboration or assistance from others is permitted.

Use your own work to complete assignments and exams.

Cite the source when quoting or paraphrasing someone else's work. Discuss with your professor if you have any questions about whether sources require citation.

Follow examination rules.

Discuss with your professor if you are using the same material for assignments in two different courses.

Be truthful on all university forms.

Use the same standard of honesty with fellow students, lab instructors, teaching assistants, sessional instructors and administrative staff as you do with faculty.

### *Integrity in non-academic activities*

Misconduct that disrupts the activities of the university or harms the legitimate interests of the university community could be the cause for non-academic disciplinary action.

## GUIDING PRINCIPLES

The university documents that lay out our rules and procedures are the **Student Academic Misconduct Regulations** (University Council) and the **Standard of Student Conduct in Non-Academic Matters** (University Senate). Both documents are based on the same Guiding Principles from the Policy on Student Discipline.

- Freedom of Expression
- Commitment to Non-violence
- Security and Safety
- Mutual Respect and Diversity
- Commitment to Justice and Fairness
- Integrity

## ACADEMIC MISCONDUCT PROCEDURES

“Academic Misconduct” is the term the University uses to describe cheating. Types of cheating are listed in the **Student Academic Misconduct Regulations** of University Council. There is an onus on every student to become informed about academic misconduct.

When an instructor believes a student is guilty of academic misconduct, the following procedures are used:

### **Informal procedure:**

Sometimes misconduct is the result of carelessness, misunderstanding of the rules, or miscommunication. In such cases, the instructor may discuss the matter with the student informally.

If the student concedes the misconduct, the instructor has the authority to impose one or more of the following penalties:

- reduce the grade on the assignment or exam, to as low as zero
- require the student to rewrite the assignment or exam

A penalty imposed by an instructor is not reported to the student's college and does not become part of the student's record.

A student who disagrees with the allegation of cheating or with the penalty imposed may request a formal hearing.

### **Formal procedure:**

For more serious misconduct, or in cases where the student disputes the allegation or the penalty, a college hearing board will hear the matter. Procedures for hearings are described in the Regulations.

The hearing board has the authority to impose one or more of the following penalties:

- reprimand or censure the student
- reduce the grade on the assignment, exam, or entire course, to as low as zero
- require the student to rewrite the assignment or exam
- require the student to submit an essay or a presentation on academic misconduct
- suspend or expel the student
- postpone, deny or revoke the student degree, diploma or certificate

A penalty imposed by a Hearing Board is reported to the student's college and to the university, and becomes part of the student's record. A finding of misconduct in research funded by an external agency is reported to that agency.

Further appeal of a hearing board decision or penalty is permitted only on grounds of unfair procedure or new evidence.

## FOR MORE INFORMATION

Student Conduct and Appeals website: [www.usask.ca/university\\_secretary/honesty](http://www.usask.ca/university_secretary/honesty)

*Date: Effective May 9, 2012*

The following constitute academic misconduct that may be the subject-matter of an allegation under the **Student Academic Misconduct Regulations:**

- (a) Providing false or misleading information or documentation to gain admission to the university or any university program;
- (b) Theft of lecture notes, research work, computer files, or other academic or research materials prepared by another student or an instructor or staff member;
- (c) Using work done in one course in fulfillment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated;
- (d) Presenting the work of someone else as one's own;
- (e) The supply of materials prepared by the student to another student for use by that student as the work or materials of that student;
- (f) Alteration or falsification of records, computer files, or any document relating to a student's academic performance;
- (g) Violation of the university's policy on misconduct in scholarly work as outlined at [www.usask.ca/university\\_secretary/policies/research/8\\_25.php](http://www.usask.ca/university_secretary/policies/research/8_25.php)
- (h) Fabrication or invention of sources;
- (i) Failure to observe any stated rule with regard to the procedure used in an examination (or an activity undertaken for academic credit) where such a failure could result in the student gaining relatively greater credit;
- (j) Altering answers on a returned examination;
- (k) When prohibited, removing an examination from the examination room;
- (l) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper with the intention of gaining an unfair advantage;
- (m) Possessing or using notes or other sources of information or devices not permitted by the course instructor in an examination;
- (n) Consulting or seeking the assistance of others when writing a "take home" examination unless permitted by the course instructor;
- (o) Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;

- (p) Failing to observe the terms of any agreement not to disclose the contents of an examination;
- (q) Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;
- (r) Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;
- (s) Preventing others from fair and equal access to University facilities or resources, including library resources;
- (t) Using or attempting to use personal relationships, bribes, threats or other illegal conduct to gain unearned grades or academic advantages;
- (u) Knowingly assisting another person engaged in actions that amount to academic misconduct;
- (v) **Plagiarism:** the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

- (i) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized].
  - (ii) The verbatim use of oral or written material without adequate attribution.
  - (iii) The paraphrasing of oral or written material of other persons without adequate attribution.
- (w) Unprofessional conduct or behaviours that occur in academic or clinical settings or other work placements, or that are related to the student's area of professional practice.

## Office of the University Secretary

212 Peter MacKinnon Building, 107 Administration Place

University of Saskatchewan, Saskatoon, SK S7N 5A2 • Telephone: (306) 966-4632 Fax: (306) 966-4530

[http://www.usask.ca/university\\_secretary/](http://www.usask.ca/university_secretary/)

## Scholarly Writing

The following list of resources is provided to assist you in writing scholarly papers and in determining what is meant by the term scholarly references.

### From the University of Saskatchewan Library Catalogue:

Holland, K & Watson R. (2012). [Writing for publication in nursing and healthcare](#) (electronic book)

Oermann, M.H. & Hays, J.C. (2010). [Writing for publication in nursing](#) (electronic book)

Glasper, A & Rees C. (2013). [How to write your nursing dissertation](#) (electronic book)

Saver, C. (2014). [Anatomy of writing for publication for nurses](#) (electronic book)

For other resources on writing, check on the [Writing and Publishing tab](#) in the Nursing Subject Guide.

### Links to Resources:

Dexter, P. (2000). [Tips for Scholarly Writing in Nursing](#)

Hallas, D., & Feldman, H.R. (2006). [A Guide to Scholarly Writing in Nursing: Back to School](#)

Gocsik, K. (Last modified 2005). [Writing the academic paper: What is an academic paper?](#) University of Dartmouth.

University of Saskatchewan. (n.d.). [Writing your paper: Scholarly vs. popular sources](#)

Dutch, S. (Last modified 2008). [References for College Papers](#) University of Wisconsin.

Bob Price & Anne Harrington. [Example Essays for Critical Thinking and Writing for Nursing Students](#)

### U of S Resources for Writing Papers:

[University of Saskatchewan Learning Commons Research Paper Planner](#)

Students input the start date and due date for their paper and are given a timeline for completing each step in the research and writing process. Links are provided to online resources and guides to support the activities in each step.

### [Student Learning Services Writing Help](#)

Includes information on drop-in tutoring, online tutoring and resources, writing help videos, as well as information about writing workshops on essay-writing, punctuation, grammar, organization, thesis statements, and clarity. There is a section in the writing help videos by Candice Dahl (U of S librarian) on library resources and services related to scholarly research and writing).

### [University of Saskatchewan Student Conduct & Appeals](#)

Resources for students: learning how to write to avoid plagiarism

- [U of S Plagiarism Libguide](#)
- Rutgers University Plagiarism [tutorial video](#)
- Acadia University [tutorial on plagiarism](#)
- [How Not to Plagiarize](#) from University of Toronto Writing Centre

### Reference /Citation Help

Check the [Manager Reference tab](#) in the Nursing Subject Guide

[Electronic Reference Format](#) from the American Psychological Association

Also look for the APA Style Guide to Electronic Resources using the library catalog

## Grading

A percentage grading system is used in the program. Academic or clinical performance meriting a particular grade is described by a term called a *literal descriptor*. The relationship between the literal descriptors and percentage grades is shown below. You will note that in each classification the last four statements are particular to the program. They are specifically, although not exclusively, designed for use in clinical and lab situations.

### Literal Descriptors for Determination of Grades

Percentage	Literal Descriptor	Description
90-100	Exceptional	<p>A superior performance with consistent strong evidence of</p> <ul style="list-style-type: none"> <li>• A comprehensive, incisive grasp of the subject matter;</li> <li>• An ability to make insightful critical evaluation of the material given;</li> <li>• An exceptional capacity for original, creative and/or logical thinking;</li> <li>• An excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.               <ul style="list-style-type: none"> <li>◆ Consistent superior praxis (applying, adapting and generating knowledge in practice);</li> <li>◆ Consistent accountability;</li> <li>◆ Consistent insightful and effective interpersonal relationships;</li> <li>◆ Consistent and appropriate self-direction.</li> </ul> </li> </ul>
80-90	Excellent	<p>An excellent performance with strong evidence of</p> <ul style="list-style-type: none"> <li>• A comprehensive grasp of the subject matter;</li> <li>• An ability to make sound critical evaluation of the material given;</li> <li>• A very good capacity for original, creative, and/or logical thinking;</li> <li>• An excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thought fluently.               <ul style="list-style-type: none"> <li>◆ Superior praxis (applying, adapting and generating knowledge in practice);</li> <li>◆ Consistent accountability;</li> <li>◆ Consistent effective interpersonal relationships;</li> <li>◆ Consistent and appropriate self-direction.</li> </ul> </li> </ul>
70-79	Good	<p>A good performance with evidence of</p> <ul style="list-style-type: none"> <li>• A substantial knowledge of the subject matter;</li> <li>• A good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;</li> <li>• Some capacity for original, creative and/or logical thinking;</li> <li>• A good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner.               <ul style="list-style-type: none"> <li>◆ Sound praxis (applying, adapting and generating knowledge in practice);</li> <li>◆ Consistent accountability;</li> <li>◆ Consistent effective interpersonal relationships;</li> <li>◆ Decision making which required minimal support.</li> </ul> </li> </ul>

Percentage	Literal Descriptor	Description
60-69	Satisfactory	<p>A generally satisfactory and intellectually adequate performance with evidence of</p> <ul style="list-style-type: none"> <li>• An acceptable basic grasp of the subject material;</li> <li>• A fair understanding of relevant issues;</li> <li>• A general familiarity with the relevant literature and techniques;</li> <li>• An ability to develop solutions to moderately difficult problems related to the subject material;</li> <li>• A moderate ability to examine the material in a critical and analytical manner. <ul style="list-style-type: none"> <li>◆ Reasonable praxis (applying, adapting and generating knowledge in practice);</li> <li>◆ Consistent accountability;</li> <li>◆ Effective interpersonal relationships generally;</li> <li>◆ Decision making which requires average support.</li> </ul> </li> </ul>
50-59	Minimal Pass	<p>A barely acceptable performance with evidence of</p> <ul style="list-style-type: none"> <li>• A familiarity with the subject material;</li> <li>• Some evidence that analytical skills have been developed;</li> <li>• Some understanding of relevant issues;</li> <li>• Some familiarity with the relevant literature and techniques;</li> <li>• Attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner are only partially successful. <ul style="list-style-type: none"> <li>◆ Inconsistent praxis (applying, adapting and generating knowledge in practice);</li> <li>◆ Developing accountability;</li> <li>◆ Inconsistent ability to establish effective interpersonal relationships;</li> <li>◆ Decision making which requires more than average support.</li> </ul> </li> </ul>
<50	Failure	<p>An unacceptable performance</p> <ul style="list-style-type: none"> <li>◆ Poor praxis (applying, adapting and generating knowledge in practice);</li> <li>◆ Lack of accountability;</li> <li>◆ Inability to establish effective interpersonal relationships;</li> <li>◆ Inability and/or inappropriateness in decision making.</li> </ul>

- Denotes University of Saskatchewan general descriptors
- ◆ Denotes additional College of Nursing descriptors

## Student Support Services

### Student Cards and Numbers

You will have an identification number for the U of S. It is your responsibility to ensure that you use the correct identification number on exams.

**\*\*NOTE:** Student identification numbers are required for all examinations.

### Students with Disabilities

The University of Saskatchewan provides services and/or accommodations for students with disabilities. All students with disabilities are encouraged to register with DSS. Access to most services and programs provided by DSS is restricted to students who have registered with the office. If you have a disability you must contact [Disability Services for Students \(DSS\)](#)

### Harassment

The University of Saskatchewan has policies regarding harassment. For specific information, see [The University's Policy on Discrimination and Harassment](#).

### Academic Advising

Current nursing students should consult an academic advisor if they have questions about their program of study or to discuss any issues that may possibly impact academic success. Advisors assist students to interpret college policies, procedures and requirements, and support nursing students to make practical academic plans and decisions, including providing help with developing strategies to improve academic performance. Academic Advising is a partnership between the advisor and the student where both parties provide information and direction within the student's educational progression. Academic advisors help students to understand their options and access available resources and services. There are advisors in Regina, Prince Albert and Saskatoon. Please contact the advisor closest to you, or email: [nursing.advising@usask.ca](mailto:nursing.advising@usask.ca).

### University of Saskatchewan Community of Aboriginal Nursing (UCAN)

UCAN recruits and supports Aboriginal students interested in or enrolled in the University of Saskatchewan undergraduate and graduate nursing programs. Aboriginal nursing advisors in Saskatoon,

Regina and Prince Albert work with students to build community through gatherings and peer networks, provide academic and personal advisement and facilitate tutoring, mentorship and referrals to culturally appropriate supports as requested. UCAN advisors are also available to provide information and referrals for child care, housing, funding and other concerns. UCAN promotes an "open door" philosophy and welcomes international students and non-Aboriginal students to connect as well. Please feel free to stop by and see us! To learn more about [University of Saskatchewan Community of Aboriginal Nursing](#)

### Library Services

The University Library plays an important role in supporting students' research and academic careers. You can contact your nursing liaison librarian by phone at 306-966-7779 or by email at [maha.kumaran@usask.ca](mailto:maha.kumaran@usask.ca) for all your library related needs including finding and using resources such as developing search strategies for literature reviews, developing your research questions, etc. Students are strongly encouraged to make an appointment with the librarian to take advantage of this service.

The library website has links to library databases, electronic journals, and the library catalogue. Please note that any journal article or book not held at U of S can always be obtained on your behalf from another library. There is **no charge** for this service.

For information about library resources and services related specifically to nursing, access the [Nursing Research Guide](#) and [Library Information for Nursing](#) on the College of Nursing website.

You can also contact the Health Sciences Library by phone at 306-966-5991, or by email or instant messaging using the information found at [Ask Us at Health Sciences Library](#).

### Scholarships, Awards, and Bursaries

A number of scholarships, awards, and bursaries are available to students. Information is available on the College of Nursing website at [Scholarships, Bursaries & Awards](#).

## Policies

\*If you are a NEPS student there are policies that may differ for you and we will contact you separately regarding these policies.

[Click here](#) to read more about the policies listed below.

### Attendance

### Cell Phone Usage

### Completion of Work

### Confidentiality

### CPR Certification

### Criminal Record Check

### First Aid

### Grade Assignment

### Immunization

### Midterm Exam

### Patient Safety Incident

### Posting of Grades

### Processes Related to Students who Demonstrate Unsafe Practice

### Professional Appearance

### Professional Conference Attendance

### Program Completion

**\* NOTE: Withdrawal from a course will jeopardize your completion of the program.** In addition, withdrawal from a course may mean you do not have the necessary pre/co-requisites to continue in other courses in which you are registered (that is, you may be required to drop other courses as well). If you are considering withdrawing, you must meet with a [College of Nursing Academic Advisor](#) to discuss your situation.

Students who fail or withdraw from a clinical course will be required to meet with the Academic Advisor at their campus. Prior to receiving permission to repeat the clinical course, the Associate Dean will determine what course work will be required to prepare for the clinical course.

While we hope you will complete the program, some students, for a variety of reasons, choose not to do so. If you are considering withdrawing from the option, please contact a College of Nursing Academic Advisor. You should be aware that readmission to the program is on a “space available” basis.

### Promotion and Graduation

**\*NOTE:** In order to be awarded your degree from the University of Saskatchewan, you must complete an [Application to Graduate Form](#), whether or not you plan to attend the convocation ceremony in Saskatoon. Further graduation information is available on the [Convocation website](#).

### Repeating a Course

### Respiratory Protection

### Supplemental Final Examinations

### Weighting of Course Components

### Worker’s Compensation Benefits Guidelines



## Regulations

### Communication

All communications (electronic or otherwise) should be clear, courteous, accurate, appropriate, and timely. Students are expected to keep their personal contact details up to date, and to know where to look for, and how to find, information relevant to them (including print material, course websites, college webpages, usask email, and other means as defined during their program).

Important information from the college administration office and from faculty instructors will be sent to students frequently throughout their time as students in the college. All such communication will be sent to students using their University of Saskatchewan email accounts at mail.usask.ca. **It is the responsibility of students in the College of Nursing to check their U o f S email account on a regular basis while enrolled in programs at the college.** If students choose to set up mail forwarding on their email account, they are responsible for ensuring that mail forwarding is set up correctly and that they are able to receive emails sent to their usask email account.

For more information about student email accounts, please contact the CoN ELearning Centre or visit the [ITS website](#)

### Deferred Final Examinations

Deferred final examinations may be granted in extenuating circumstances. Refer to the [University of Saskatchewan website](#)

### Deficient Courses on Admission

**BSN** students can be admitted with one deficiency in one of the following pre-professional courses: Social Sciences, Statistics, Nutrition, or Indigenous Studies. **PD BSN** students can be admitted with one deficiency in the following prerequisite courses: Social Sciences, Nutrition, or Indigenous Studies. A grade 50% in the deficient course will be used in the calculation of the admission average. The deficiency must be cleared by December 31 of the year you are admitted.

**\*\*NOTE: The passing grade for students taking courses from institutions other than the U of S is the passing grade of the institution offering the course.**

### Digital and Social Media

As adult learners in a professional college, nursing students must be aware of and practice the highest level of confidentiality and respect regarding patients and clients they work with in clinical settings. Photographs and video recordings taken in clinical settings may result in a breach of confidentiality for the people receiving care depending on the usage and distribution of such material. If photos or video are to be taken in a clinical setting, permission from the people involved must always be obtained either verbally or in writing and the intended use must be clearly communicated.

Discretion is important when determining appropriate usage of photos and video as disciplinary action may result in cases of poor judgment. In particular, students must recognize and separate the professional and community building use of digital media from the social networking and personal uses. Students should consult with faculty supervisors or their Associate Dean for clarity on specific projects or circumstances involving the collection and use of photos or video in a clinical setting. For more information please refer to [InfoLaw Social Media](#)

### Math Assessment

Math is an essential skill for nurses.

1. Basic math ability is a required competence for students and practitioners. Should students have a limited ability in this competence, they may be at risk for being unsafe and, therefore, unsuccessful in the program.
2. Students will be required to competently perform basic math functions such as ratios, proportions, multiplication, division, fractions, decimals, and metric system and metric conversions.
3. If you require further assistance in developing your math skills, please visit the [math & stats help](#) at the University of Saskatchewan.

## Site Transfer

There are no transfers between sites (for current or returning students). Transfers may be considered in exceptional circumstances and only if seats are available at the requested site.

## Social Networking

The University of Saskatchewan [Guidelines for Faculty and Students using Internet Social Networking in the Academic Context](#) were developed by a Subcommittee of the Academic Support Committee of Council. Students are reminded that there are privacy requirements, including maintaining patient/client/clinical practice confidentiality, that must be adhered to when using social network applications and web sites (e.g., blogs, Facebook, Myspace, YouTube, Twitter, etc.) in association with a course. Please note that postings must be professional, respectful, and appropriate. Please also note that policies regarding academic integrity and provincial/federal laws may be breached if social networking is used inappropriately, whether used for a course or personal communication, resulting in serious consequences.

**Please also note that inappropriate use of social networking applications and websites reflects not only on the individual but also on the program and institutions offering the program. Although there is a perception of anonymity and privacy, once a message is posted it no longer is private. For more information please refer to the [Office of the Privacy Commissioner of Canada](#)**

## Transfer Credit

1. A grade will be assigned for credit only if the course was taken from the University of Saskatchewan. When two or more courses are used to meet the requirement of one course, a weighted average will be calculated.

2. An equivalent course from U of S will be considered for credit into the undergraduate nursing program as a nursing course only if the grade achieved in that course was 60% or greater.
3. All courses taken from other institutions and granted transfer credit will not have a grade assigned for use in calculating averages.
4. An equivalent course from another institution will be considered for transfer credit into the undergraduate nursing program only if the grade achieved in that course was 60% or greater.

## Transferring Lifting Repositioning (TLR) Program

The TLR Program is designed to assist students with identifying and managing/eliminating risks associated with client handling and moving general objects. TLR includes a thorough assessment process of self, environment/equipment and client/object. TLR is developed to assist students with meeting the minimum requirements of Saskatchewan's occupational health and safety legislation related to safe patient handling and musculoskeletal injuries. Students failing to provide evidence of current TLR certification will be excluded from clinical practice. Certification is required every three years or more frequently if required by the health region or clinical agency.

1. Saskatoon and Regina utilize Saskatchewan Polytechnic for TLR training. Students register using the [online system](#).
2. Students who fail to attend a session, or are unable to comply with this requirement, may be at risk of not being able to complete required components of the program.
3. Students who fail to attend a session must make their own arrangements for TLR.
4. Students are required to have current TLR Certification while in the clinical setting.
5. In accordance with the Occupational Health and Safety Act and Health Region Policy, students are required to be recertified at least every three years while in the program.

## **Workplace Hazardous Materials Information (WHMIS)**

Students participating in a clinical placement must demonstrate a working knowledge of controlled products/hazardous materials, WHMIS symbols and the general safety precautions indicated by the WHMIS label or symbol prior to clinical placement. WHMIS stands for Workplace Hazardous Materials Information System. You are required to

complete the necessary 2 hour online training, through Workplace Safety and Environmental Protection, University of Saskatchewan (A WHMIS course taken elsewhere is not acceptable). Upon completion, a certificate will be e-mailed to you. Please print the certificate off and bring it in. To register for the online WHMIS class go to the [WSEP website](#). This is in accordance with the Occupational Health and Safety Act and Health Region Policy.

## Clinical Experience Guidelines

Clinical and lab experiences are a very important part of the program. The University of Saskatchewan has contracts with the major agencies in which you will have experience. All of your clinical experiences, regardless of where they are, will be arranged by the program. During your experiences, you will be supervised by either a College of Nursing instructor or agency staff. Students are not counted as “staff” during clinical experiences.

**NOTE:** Many of the policies in the previous [policy section](#) apply to clinical experience. Please be familiar with them.

### Placements

The program will assign you to clinical placements according to your educational needs and the availability of experiences. Over the course of completing your education program, you can expect to complete 3-4 clinical rotations in years 2-4 outside of a major center in Saskatchewan.

In order to facilitate learning experiences, lab/clinical experiences may be scheduled at a variety of times. During clinical rotations, shifts may occur on weekends and may vary between 8-12 hours, students need to expect that 12 hour shifts are a regular part of clinical practice.

### Preparation

You are expected to be prepared for your clinical experiences. Often this preparation will include chart research or other activities prior to actual client care. For chart research and other activities in the clinical area other than your actual experience, you are expected to wear your nursing student uniform or appropriate street clothes, and your picture identification tag. Some areas may require lab coats. In addition, you should identify yourself and your purpose to staff in the area. When doing chart research you should not take charts out of the charting area.

### Attendance

Clinical experience is an integral part of the program. It is expected that you will participate in all clinical experiences in your courses. It is recognized that absence may be unavoidable (e.g., illness), and policies are in place to deal with this.

Students who have been absent from clinical due to health problems may be required to produce a medical certificate stating they may return to clinical.

Avoidable or repeated absence is not acceptable. You should be aware that employers often ask about attendance when seeking references.

In cooperation with agency staff, your client assignments will generally be selected prior to the clinical experience. Agency staff take these assignments into consideration when organizing their own workloads. Therefore, if illness or other unavoidable circumstances prevent you from being present for clinical experience, it is important for you to let people know as soon as you can **before** you are scheduled to begin your clinical experience. Unless your instructor otherwise informs you, you should notify **both** the instructor and the clinical practice area that you will be absent.

### Professional Conduct

Report to your instructor if in your area when you arrive. You should also report to the appropriate staff before beginning your assignment, and continue to collaborate with both the instructor and appropriate staff during your experience.

If you are in an institutional setting, you must report to the appropriate RN/RPN regarding your assigned clients before you leave the clinical area for any reason (e.g., coffee, end of experience, going out of the area with a client). In community settings, the instructor (if on site) or appropriate staff must be advised of your whereabouts.

In your role as a student, you may *NOT* act as a witness for legal documents such as wills, surgical consents, or release of hospital responsibility.

### Agency Manuals and Policies

Most agencies have manuals dealing with policies, procedures, and charting specific to that particular agency. You should familiarize yourself with the manuals in the area of your clinical experience, and follow policies and procedures of the agency in which you are having experience. If in doubt, refer to your instructor.

## **Charting**

Through your classes you will become familiar with the principles of documentation. During your clinical experience, you must follow charting policies of that specific agency (you will find them in the charting manual). This documentation includes use of agency specific abbreviations. When charting, use the letters **U of S NS (Nursing Student)** after your name when it is necessary to identify your designation.

## **Performance of Technical Skills**

Clinical experience provides an opportunity for you to develop your nursing skills and knowledge. While you are encouraged to seek learning experiences, you must not perform any procedure for which you do not have adequate preparation.

You **may** perform certain special nursing procedures under **direct** supervision of an instructor or RN/RPN who is certified for the procedure **if** you have been provided with theoretical background. You **may not** perform procedures which are a transfer of medical function. Designation of

procedures as special nursing procedures or transfer of medical function vary from area to area. Consult with your instructor.

Regardless of where you have your clinical experience, you must not perform any procedure for which you do not have adequate preparation.

## **Clinical ID Badges**

Students are required to wear an approved clinical ID badge in labs and clinical areas through the duration of their program. The College of Nursing purchases one clinical ID badge per student and there will be a charge if replacements are needed. The clinical ID badge is the property of the College of Nursing and thus must be returned to the College of Nursing if requested.

## **Uniforms**

Uniforms will be required for all lab and clinical experiences unless otherwise specified. Please refer to your acceptance letter and our website for information about [Uniform Purchase](#)