



UNIVERSITY OF SASKATCHEWAN
College of Nursing
NURSING.USASK.CA

Nursing Undergraduate Handbook



2018-2019

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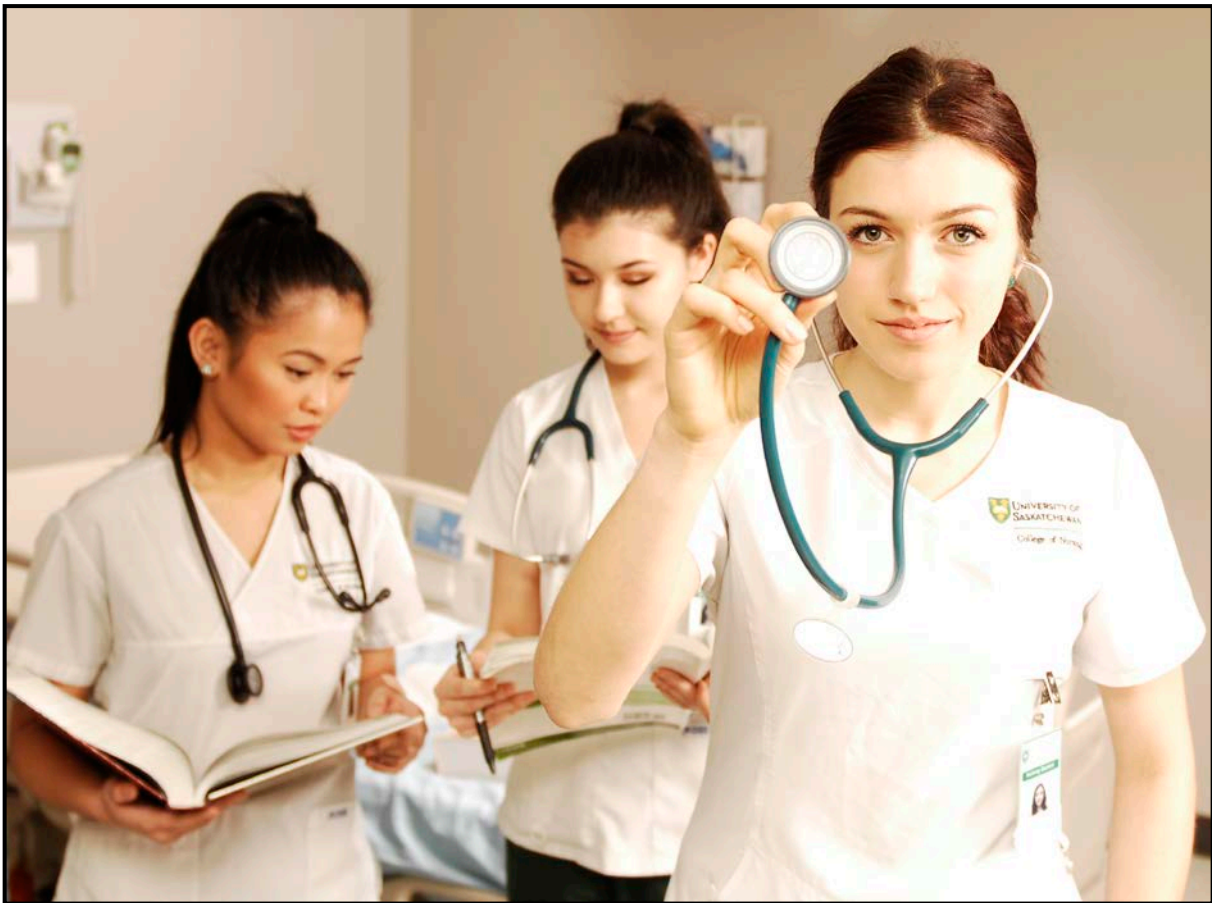
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About this Handbook

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.



Message from the Dean

Welcome to the College of Nursing!

The U of S College of Nursing offers a quality place of study and research where students, faculty, and staff focus on making this a great place to learn and advance the practice of nursing. As a newcomer to Saskatchewan, I have been delighted to experience the beauty of this province – complete with sunsets and northern lights! Spending time at our sites in Saskatoon, Prince Albert, Regina, La Ronge, Île-à-la Crosse, and Yorkton has allowed me to meet many people, and to hear the concerns of our rural and remote communities with respect to health care. Educating competent nurses who will serve throughout this province, benefits the people of Saskatchewan, and also globally.

I am proud that this college continues to lead the nation in Indigenous student recruitment and retention. The success of distributed learning is evident in Saskatchewan! Students who are able to remain in their community to learn find that themselves, their family, and their community benefit from distributed learning.

Sincerely,



Huey-Ming Tzeng, RN, PhD, FAAN
Dean and Professor, College of Nursing

When I meet with students, faculty, staff, and alumni, I am pleased to see commitment and passion exhibited. Of course, this passion will continue to assist in making the college a place of excellence for learning, research, and scholarly practice. The College of Nursing ensures the education of caring and compassionate health care workers throughout the province!

The College of Nursing delivers a BSN program (including a PDBSN option) that is approved by the *Saskatchewan Registered Nurses' Association* (SRNA). In order to ensure the highest standards of nursing education, the SRNA competencies are addressed throughout the entire BSN curriculum (a link to the SRNA competencies are in each course syllabus). The College of Nursing BSN Program is also accredited by the *Canadian Association Schools of Nursing* (CASN), the national accrediting body that promotes excellence for nursing programs in Canada.

I am very happy to continue to serve you in the College of Nursing!

Introduction

Philosophy Statement

Nursing is a respected and caring human endeavor; a distinct health profession; and an applied discipline based on nursing and related theories. Nursing is dedicated to the purposeful, collaborative relationship with individuals, families and communities that enables the acquisition, organization and use of nursing and other related resources that people need to optimize their health experiences within complex, diverse, and dynamic environments.

Embedded in a research-intensive Canadian university, the College of Nursing is situated on the territory of Treaties 4, 6, 10, and the homeland of the Métis. The College of Nursing, University of Saskatchewan, believes the discovery, advancement, and transmission of nursing knowledge is achieved through the integration of teaching, research/scholarship, evidence informed

practice and service. Learning is the process of co-creating meaning that transforms experiences into shared knowledge. We value diversity, social justice and ethical practice. We foster collaboration through primary healthcare, practical innovations and technology mediated solutions, with specific consideration of the needs of rural, remote, and Indigenous communities.

The College of Nursing and our graduates are leaders in engaging individuals, families, communities, policy makers, other health professions and disciplines, and other stakeholders to provide safe, competent care that maximizes the potential of people and health systems. Through these combined efforts, we create, support, and share equitable and sustainable solutions that improve health experiences and measurable outcomes. Solutions have local, national, and international relevance.

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.

Fall Term

September 4, 2018	Orientation for second-year BSN
September 4, 2018	Orientation for NURS 450.9 in Saskatoon and Regina
September 5, 2018	Classes begin (except Year 1 of Post-Degree BSN)
September 8, 2018	Spring & Summer terms deferred and supplemental examinations
September 19, 2018	IPASS-Saskatoon Year 2 BSN students attend
October 5, 2018	Fall term break day, College of Nursing – no classes
October 8, 2018	Thanksgiving – University closed
November 12, 2018	University closed in lieu of Remembrance Day
December 7, 2018	Last day of Fall term classes except PDBSN Yr. 1
December 8, 2018	Fall term final examinations begin
December 22, 2018	Last day of fall term final examinations

Winter Term

January 3, 2019	Classes resume
February 18-22, 2019	Family Day and Midterm break-no classes
February 19, 2019	Fall term deferred and supplemental exams
April 5, 2019	Last day of Winter term classes except PDBSN Yr. 1
April 9, 2019	Winter term final examinations begin
April 19, 2019	Good Friday – University closed
April 30, 2019	Last day of Winter term final examinations

Spring Term

May 1, 2019	First day of Spring class
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Post Degree BSN Option 2018-2019 Schedule

(Schedule may be subject to change)

May 1 Orientation

Spring 2018

May 2- June 9, 2018

- NURS 200.3 Nursing Foundations: Perspectives and Influences
- NURS 202.3 Assessment and Components of Care I
- NURS 204.3 Communication and Professional Relationships

Exams June 12-15, 2018

Summer 2018

June 18 – July 20, 2018

- 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 24-27, 2018

July 30- August 24, 2018

- NURS 220.3 Concepts of Patient and Family Centered Care

Fall 2018

September 3, 2018 Labour Day – no classes

September 4 – October 3, 2018

- NURS 221.3 Patient and Family Centered Care in Clinical Practice

November 12, 2018 University closed in lieu of Remembrance Day

October 15 – December 14, 2018

- 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 17 – 21, 2018

Winter 2019

January 3 – February 8, 2019

- NURS 306.3 Exploring Chronicity and Aging
- NURS 307.3 Integrating Mental Health and Addiction into Nursing
- NURS 328.3 Therapeutic Interventions for Individuals and Groups

Exams February 10 – 16, 2019

Spring Break February 18 - 23, 2019

Good Friday Holiday April 19, 2019

February 24 – April 30, 2019

- NURS 333.3 Complex Nursing Care Practice
- NURS 308.3 Integrating Mental Health and Addiction within Nursing Practice

2017 Intake Year 2

(Schedule may be subject to change)

Spring

May 1, 2018 – June 15, 2018 (Inclusive if exams) (Victoria Day May 21, 2018 holiday)

- NURS 330.3 Maternal, Child & Adolescent: Family Centered Nursing
- NURS 304.3 Family Nursing
- NURS 322.3 Leadership in Education and Care

Summer

July 16, 2018 - August 30, 2018 (August 6, 2018 holiday)

- NURS 331.3 Maternal, Child & Adolescent: Family Centered Nursing Practice

Fall Term (Labour Day September 3, 2018)

- NURS 450 Orientation Sept 4, 2018

September 5, 2018 – December 7, 2018

College of Nursing Holiday Oct 5, 2018; October 8, 2018 Thanksgiving; November 12, 2018 in lieu of Remembrance Day

Either:

- NURS 430.3 Community Health Nursing: Building Partnerships
- NURS 431.6 Community Nursing Practice
- NURS 422.3 Issues in Leadership and Management: Transformative Practice In Health Care Organizations
- NURS 440.3 Interprofessional Perspectives: Health Systems and Policy Development within a Global Context

OR:

- NURS 450.9 Practice Integration
 - NURS 441.3 Transitioning to Professional Practice
 - NURS Elective.3 (If not already complete)
- Exams December 8 - 22, 2018**

Winter 2019

January 3, 2019 – April 5, 2019 (Spring Break February 18 -23, 2019; Good Friday April 19, 2019)

Either:

- NURS 430.3 Community Health Nursing: Building Partnerships
- NURS 431.6 Community Nursing Practice
- NURS 422.3 Issues in Leadership and Management: Transformative Practice In Health Care Organizations
- NURS 440.3 Interprofessional Perspectives: Health Systems and Policy Development within a Global Context

OR:

- NURS 450.9 Practice Integration
 - NURS 441.3 Transitioning to Professional Practice
 - NURS Elective.3 (If not already complete)
- Exams April 8 - 30, 2019**

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

Graduates will meet the entry-level competencies of the professional regulatory body, the Saskatchewan Registered Nurses Association (SRNA) and the Canadian Association of Schools of Nursing (CASN). Graduates will be eligible to write the National Council Licensure Examination (NCLEX).

Graduates of our program 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 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 humans and society (CASN).

Upon completion of their degree, graduates with a Bachelor of Science in Nursing (BSN) are expected to function as generalists in a variety of practice settings, in partnership with individuals, families, groups and communities. 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 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 BSN nursing curriculum is designed for students to progress from basic understanding of nursing approaches to the ability to show adaptation and innovation from simple to complex skills. Nursing practice in every term will solidify learning and increase confidence in the students. The intent is to seek at least one interprofessional experience per term. Curricular chairs in the health sciences colleges are always reviewing options for these opportunities. Currently there are a number of teaching projects that students are a part of. These will continue to be offered and additional options will be developed.

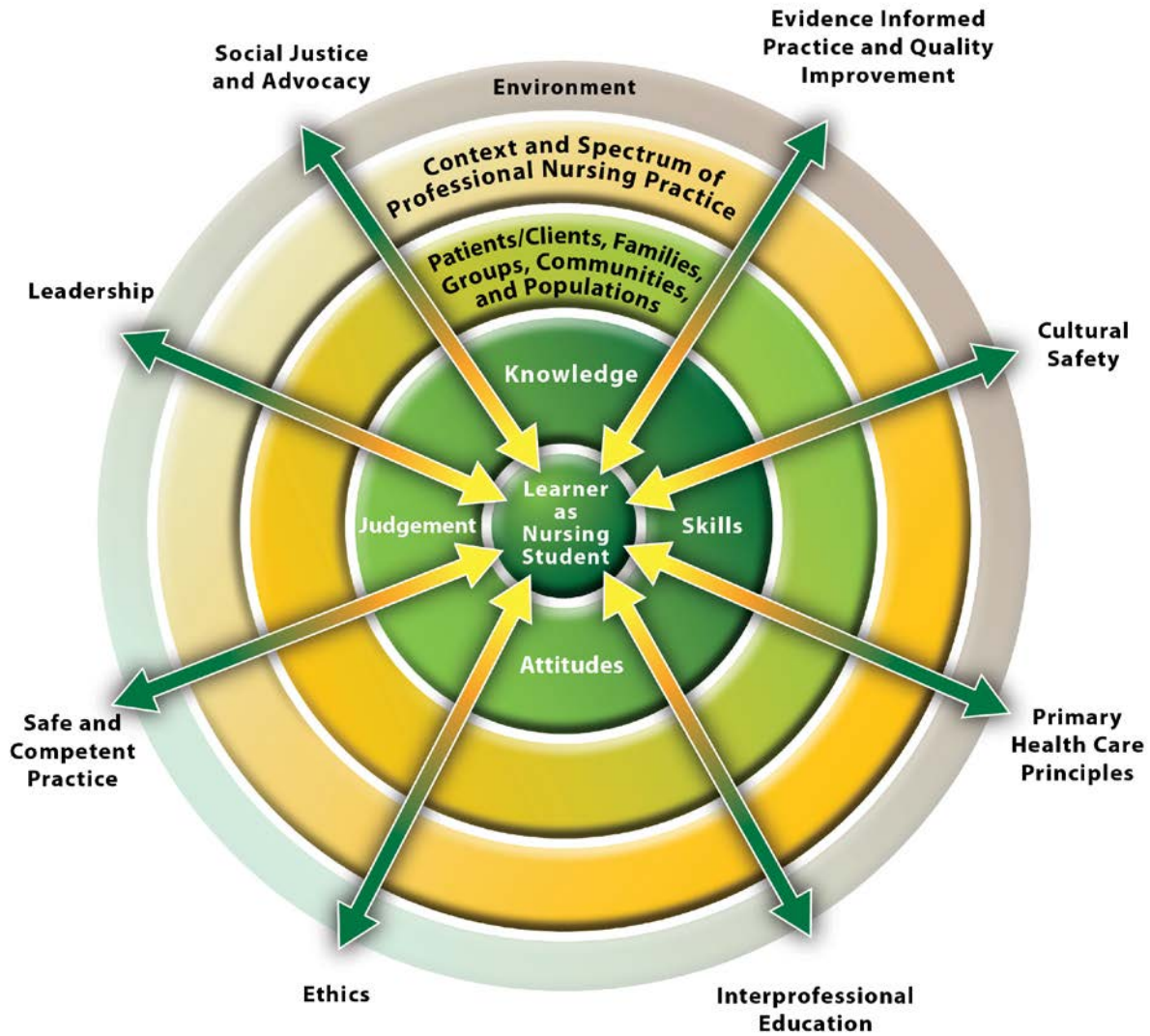
Experts in disciplines for courses that are part of the nursing curriculum will teach those courses (i.e., microbiology, pharmacology, and anatomy and physiology). Application of the knowledge from the support disciplines to nursing practice will be integrated in the nursing courses in the same terms these courses are taught. For instance, assessment skills are taught in the same terms as anatomy and physiology, so 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.

The College of Nursing BSN/PDBSN program is approved by the SRNA (Saskatchewan Registered Nurses Association) and accredited by CASN (Canadian Association Schools of Nursing). All courses are mapped to the competencies of the [SRNA](#) and the standards of [CASN](#)



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 centred 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 2011 census, there are more than 157,740 Aboriginal people in Saskatchewan (15.6% 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 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 centred learning is that the student who is placed at the centre 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 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						
• English 3 cu	• Indigenous Studies 3 cu	• Chemistry 3 cu	• Biology 3 cu	• Statistics 3 cu	• Nutrition 3 cu	• Psychology 3 cu
• Social Science Elective 3 cu	• Elective 3 cu	• Elective 3 cu				
Total credit units - 30						
Year Two			Year Three			Year Four
Fall Term	Winter Term	Spring Term	Fall Term	Winter Term	Spring Term	Over two terms
MCIM 223.3 NURS 207.3 NURS 200.3 NURS 202.3 NURS 204.3	PHAR 250.3 NURS 208.3 NURS 201.3 NURS 203.3 NURS 220.3	NURS 205.3 NURS 221.3	NURS 304.3 NURS 311.3 NURS 321.3 NURS 307.3/308.3 or 330.3/331.3 or 332.3/333.3	NURS 306.3 NURS 312.3 NURS 322.3 NURS 307.3/308.3 or 330.3/331.3 or 332.3/333.3	NURS 307.3/308.3 or 330.3/331.3	NURS 440.3 NURS 441.3 NURS 450.9 NURS 422.3 NURS 430.3 NURS 431.6 Restricted NURS Elective.3
Total credit units/term 15	Total credit units/term 15	Total credit units/term 6	Total credit units/term 15	Total credit units/term 15	Total credit units/term 6	
Total credit units/year 36			Total credit units/year 36			Total credit units 30
Year Two Courses						
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 207.3 - Human Body Systems for Nursing I NURS 208.3 - Human Body Systems for Nursing II 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 MCIM 223.3 - Principles of Microbiology and Immunology for Nursing			
Year Three Courses						
NURS 304.3 – Family Nursing NURS 306.3 – Exploring Chronicity and Aging NURS 307.3 – Integrating Mental Health and Addiction into Nursing NURS 308.3 – Integrating Mental Health and Addiction within Nursing Practice NURS 311.3 – Core Competencies for the Management of Complex Patient Care I NURS 312.3 – Core Competencies for the Management of Complex Patient Care II NURS 321.3 - Therapeutic Intervention 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* *NURS 332/333 must be completed in Term 1 or Term 2 at all sites						
Year Four Courses						
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 Restricted NURS Elective.3						

Organization of Courses in the PD BSN Option Curriculum Grid

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

Spring	Summer	Fall Term	Winter Term	Spring	Summer	Fall or Winter Term	Fall or Winter Term
NURS 200.3	NURS 203.3	NURS 221.3	NURS 306.3	NURS 330.3	NURS 331.3	NURS 430.3	NURS 450.9
NURS 202.3	NURS 205.3	NURS 201.3	NURS 307.3	NURS 304.3		NURS 431.6	NURS 441.3
NURS 204.3	PHAR 250.3	NURS 305.6	NURS 328.3	NURS 322.3		NURS 440.3	
	NURS 220.3	NURS 332.3	NURS 308.3			NURS 422.3	
			NURS 333.3			Restricted NURS Elective.3	
Total credit units/term 9	Total credit units/term 12	Total credit units/term 15	Total credit units/term 15	Total credit units/term 9	Total credit units/term 3	Total credit units/term 15	Total credit units/term 15 (includes elective)
Year Two Courses							
<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>							
Year Three Courses							
<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 and Addiction into Nursing NURS 308.3 Integrating Mental Health and Addiction within Nursing Practice NURS 328.3 Therapeutic Intervention 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>							
Year Four Courses							
<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 Restricted NURS Elective.3</p>							

Restricted Electives in the BSN Program and PD BSN Option

The following classes have been approved to be included as restricted electives in the BSN and PDBSN program.

University of Saskatchewan	
Course	Title
CHEP 403.3	Global Health II
COMM 384.3	Workplace Health and Safety
EDUC 301.3	Educator Identity in Context: Anti-Oppressive & Ethical Beginnings
EFDT 335.3	Introduction to First Nations and Cross Cultural Education
INDG 230.3	Gender in Traditional and Contemporary Indigenous Studies
INDG 264.3	Aboriginal People and Canadian Politics
INDG 265.3	Aboriginal People and Development
KIN 223.3	Contemporary Health Issues
KIN 232.3	Physical Activity in Society
KIN 423.3	Physical Activity for Persons with Impairment
KIN 424.3	Aging and Activity
KIN 426.3	Cardiovascular Exercise Pathophysiology
NURS 478.3	Rural Nursing
NURS 486.3	Forensic Nursing in Secure Environments
PHIL 224.3	Philosophy of Sexuality
PHIL 231.3	Moral Problems
PHIL 234.3	Biomedical Ethics
PHIL 293.3	Philosophy of Death
POLS 222.3	Aboriginal Governance Politics
POLS 262.3	Global Governance
PSY 207.3	Psychology of Death & Dying
PSY 213.3	Child Development
PSY 214.3	Adolescent Development
PSY 216.3	Psychology of Aging
PSY 222.3	Personality
PSY 223.3	Abnormal Psychology
PSY 226.3	Individual Processes in Social Psychology
PSY 227.3	Human Sexuality
PSY 230.3	Criminal Behaviour
PSY 246.3	Introduction to Human Neuropsychology
PSY 253.3	Introduction to Cognitive Psychology

RLST 282.3	Religious Perspectives on Death and Dying
SOC 203.3	Race and Ethnic Relations in Canada
SOC 204.3	Rural Sociology
SOC 205.3	Comparative Race and Ethnic Relations
SOC 207.6	Family
SOC 219.3	Aboriginal Peoples and Justice in Canada
SOC 235.3	Sociology of Aging
SOC 238.3	Sociology of Health Illness & Health Care
SOC 242.3	Introduction to Sociology of Women's Studies
SOC 415.3	Selected Problems in Social Control
WGST 201.3	Images of Gender and Sexuality in Popular Culture
WGST 210.3	Gendered Perspectives on Current Events
Athabasca University	
NURS 322	Nursing Informatics
Phil 335	Biomedical Ethics (equivalent to PHIL 234.3 at U of S)
University of Regina	
Kin 110	Sociology of Sport, Recreation and Physical Activity (equivalent to KIN 232.3 at U of S)
KIN 170	Lifestyle, Health and Wellness (equivalent to KIN 223.3 at U of S)
KHS 325	Interprofessional Collaboration for Health, Justice and Learning
Phil 273	Biomedical Ethics (equivalent to PHIL 234.3 at U of S)
SOC 222	Sociology of Health (equivalent to SOC 238.3 at U of S)
SOC 208	Inequality and Social Justice (transfers as SOC SR to U of S)
SOC 211	Ethnic and Cultural Diversity in Canada (equivalent to SOC 205 at U of S)
SOC 212	Gender and Sexuality (equivalent to SOC 242.3 at U of S)
SOC 217	Rural Societies (equivalent to SOC 204 at U of S)
SOC 325	Science and Technology (not on Transfer Credit website)
PSYC 230	Perspectives on Personality (transfers as PSY SR to U of S)
PSYC 310	Child Development (equivalent to PSY 213.3 at U of S)
PSYC 311	Adolescent Psychology (equivalent to PSY 214.3 at U of S)
PSYC 321	Forensic Psychology
PSYC 333	Abnormal Psychology (equivalent to PSY 223.3 at U of S)



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

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
- (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/

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:

Saver, Cynthia. (2014). [Anatomy of writing for publication for nurses.](#)

Oermann, M.H. & Hays, J.C. (2016). [Writing for publication in nursing](#) (electronic book)

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

For other resources on writing, click on the [Get Help with Writing and Research tab](#) in the Nursing Subject Guide.

Links to Resources:

Walden University. [Scholarly Writing: Overview](#)

University of Toronto. [Advice on Academic Writing.](#)

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

Plaisance, L. (2003). [The “Write” Way to get Published in a Professional Journal.](#)

Diezmann. (2005). [Supervision and Scholarly Writing.](#) (click on the little green PDF button)

Knight & Ingersoll. (1996). [Optimizing Scholarly Communication: 30 Tips for Writing Clearly.](#)

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](#)

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 Assignment 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 [Managing References tab and APA Citation Style Help tab](#) on the Nursing Research Guide

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

[APA Style Blog](#) Really good place for information on those weird resources you need to cite in APA format.

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

Grading

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

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

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

Academic Regulations

Academic regulations at the University of Saskatchewan apply to all students and courses in the Bachelor of Science in Nursing (BSN) program. For general University of Saskatchewan regulations, refer to the University of Saskatchewan course catalogue.

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](#) 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.

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.

Access and Equity Services (AES)

Examinations with AES

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

If you have a disability and require accommodations:

Please obtain appropriate documentation to register with AES so you can access services and programs. There are also deadlines that must be met to request exam accommodations.

- For medical-based disabilities, a health care practitioner licensed to diagnose must fill out a AES Medical Questionnaire.
- For learning disabilities, submit a psycho-educational assessment completed within the last five years by a registered and fully licensed psychologist.

If you require accommodation based on your religion, family status (including pregnancy) or gender identity, please contact aes@usask.ca or phone 306-966-7273.

If you have questions regarding whether your documentation is appropriate or if you have questions regarding accommodations within other protected areas please contact us.

Discrimination and Harassment Prevention

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. Academic 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.

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 306-966-1496 or by email at megan.kennedy@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

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

Attendance

Cell Phone Usage

Completion of Work

Confidentiality

CPR Certification

Criminal Record Check

Education Enhancement Bursaries

First Aid

Grade Assignment

Hand Hygiene

Immunization

Midterm Exam

Mobile Device Usage in Clinical Settings

Narcotics Administration

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/Assistant 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 program, please contact a College of Nursing Academic Advisor. Withdrawal from the program will require that you reapply, following the application process again should you decide to return. 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

WHMIS

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 of 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 [ICT Services & Support 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. A grade of 50% in the deficient course will be used in the calculation of the admission average for the BSN. **PDBSN** students can be admitted with one deficiency in the following prerequisite courses: Social Sciences, Nutrition, or Indigenous Studies. 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/Assistant 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 student received credit for the course at the other institution, and the grade achieved was 60% or greater.

5. There is no course equivalency for transfer credit in the undergraduate nursing program for NURS 450.9: Practice Integration

Transferring Lifting Repositioning (TLR) Program

The TLR Program is designed to assist students with identifying and managing/eliminating risks associated with client handling and transfers 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. Students who fail to attend a session, or are unable to comply with this requirement, may not be able to complete required components of the program.
2. 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.

Additional Forms and/or Training

Some placements may require additional forms or training completed by students. Students will be notified when supplemental paperwork or training sessions are required and are expected to complete this prior to given deadlines to ensure their placement goes forward. Failure to complete these items may impact the student's ability to participate in their clinical experience.

Clinical Experience Guidelines

Clinical and lab experiences are an integral 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 [Clinical Pathway](#), considering 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.** 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. In order to facilitate learning experiences, lab/clinical experiences may be scheduled at a variety of times.

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

Ensure you report to your instructor and appropriate staff when you arrive 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.

Medication Exam Safety

Safe medication administration is an essential component of providing safe care. The College of Nursing has a [Medication Exam Process](#) for Clinical Courses to support safe medication administration by students.

Students must pass a course specific standardized medication calculation and knowledge exam in each clinical course where they are expected to administer medications.

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, which 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.

Year 3 & 4 students **may** perform certain RN Specialty Practices under **direct and continuous** supervision of an instructor or RN/RPN who is certified for the procedure **if** you have been provided with theoretical background.

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](#)

Clinical Pathways

Saskatoon BSN



Saskatoon PDBSN



Prince Albert BSN



Northern BSN



Regina BSN



Yorkton BSN

