Photo Submitted By: James Tinkler (BSN Student – Prince Albert)

UNIVERSITY OF SASKATCHEWAN
College of Nursing
NURSING.USASK.CA

Nursing Undergraduate Handbook

2022-2023

Table of Contents

About this Handbook 1
Message from the Dean 2

INTRODUCTION 3

Philosophy Statement 3
Vision, Mission and Values 3
Important Dates 4

PROGRAM INFORMATION 5

Program Intents 5
Nursing BSN Program Outcomes 7
Curriculum Model 8
Organization of Courses in the BSN Program 10
Organization of Courses in the PDBSN Option 13
Restricted Electives in the BSN Program and PDBSN Option 15
Academic Integrity 17
USask Library Resources 19
Grading 18
Academic Regulations 20
Additional Student Fees 20

STUDENT SUPPORT SERVICES 21

Student Cards and Numbers 21
Access and Equity Services (AES) 21
Discrimination and Harassment Prevention 21
Scholarships, Awards, and Bursaries 21
Academic Advising 22
University of Saskatchewan Community of Aboriginal Nursing (UCAN) 22
Library Services 22
Standards and Foundation Competencies 22
Policies 23
Regulations 24
Communication 24
Deferred Final Examinations 24
Deficient Courses on Admission 24
Digital and Social Media 25
Site Transfer 25
Smoking, Alcohol, and Substance Policy 25
Social Networking 25
Transfer Credit 26
Additional Forms and/or Training 26

CLINICAL EXPERIENCES **27**

CLINICAL GUIDELINES 27

Placements *27*

Preparation *27*

Attendance *27*

Professional Conduct *27*

Medication Exam Safety *28*

Agency Manuals and Policies *28*

Charting *28*

Performance of Technical Skills *28*

Clinical ID Badges *28*

Uniforms *28*

CLINICAL PATHWAYS **29**

Saskatoon BSN *29*

Yorkton BSN *30*

Prince Albert BSN *31*

Lloydminster, Île-à-la-Crosse, & La Ronge BSN *32*

PDBSN *33*

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.

Photo Submitted By: Katie Patzwald (BSN Student – Yorkton)

Message from the Dean

Welcome to the University of Saskatchewan (USask) College of Nursing.

On behalf of faculty and staff, I am pleased to welcome you to the College of Nursing at the University of Saskatchewan for the 2022-2023 academic year.

USask College of Nursing was established in 1938 and for 84 years we have been delivering quality nursing education to students in Saskatchewan. Our long, prosperous history positions us as a leader in nursing education and research not only in Saskatchewan, but in Canada and the world.

Today, as nursing students entering your first year in the Bachelor of Science in Nursing (BSN) program, you join a large community of nurses who have come before you. USask College of Nursing has over 10,900 alumni and counting!

Our Learn Where You Live model means we are not only welcoming nursing students at the University of Saskatchewan campus in Saskatoon, but at seven locations throughout the province. You are entering the BSN program with students in Saskatoon, Regina, Prince Albert, Yorkton, La Ronge, Île-à-la-Crosse, and new this fall, Lloydminster.

USask has a motto of "Be What the World Needs". Now, more than ever, the world needs registered nurses. For some, a global pandemic may have discouraged them from becoming a health care professional, but for you, our BSN Class of 2025, you have seen the strength, the perseverance, and the bravery of nurses, and are inspired to become nurses yourselves. As a registered nurse, you will have the ability to change people's lives for the better. This responsibility will change not only your life, but the lives of those around you.

The College of Nursing's commitment to rural and remote community engagement and our strong relationships with Indigenous communities impact our approach to nursing education. We are proud to have the largest number of self-declared Indigenous nursing students in the country.

College of Nursing faculty, the majority of whom are PhD prepared, have decades of clinical nursing experience and valuable research knowledge they are eager to pass along to you. Our wonderful clinical partners will embrace you in your clinical experiences and are committed to teaching you how to provide high-quality patient care. College of Nursing staff are here to help you along your way with everything from academic advising to ensuring you fulfill your clinical requirements.

You will learn more about yourself with each passing year in the program and will be forever impacted by the experiences of working with patients, families, and communities during your time in the College. Strive for excellence every day and kindness in your interactions with others. I wish you well in your undergraduate nursing program in the College of Nursing and look forward to hearing your stories throughout your journey to becoming a member of the highly regarded nursing profession.

Sincerely,

Dr. Solina Richter DCur, RN
Dean and Professor, 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.

Vision, Mission and Values

Our Vision

The College of Nursing is a world leader in educating nurses in inter-professional 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

Please Note: Dates are subject to change and additions may be made.

AUG 31, 2022	Closing date for submission of applications for Fall Convocation
AUG 31, 2022	Orientation for Year 2 BSN students; NURS 450.9 Orientation
SEP 1, 2022	Classes begin for all nursing students, except PDBSN
SEP 5, 2022	**Labour Day – University Closed**
SEP 15, 2022	Deadline for registration changes with 100% tuition credit
SEP 22, 2022	Last day to withdraw from Fall Term classes with 75% tuition credit
SEP 29, 2022	Last day to withdraw from Fall Term classes with 50% tuition credit
SEP 30, 2022	**National Day for Truth and Reconciliation – University Closed**
OCT 10, 2022	**Thanksgiving Day – University Closed**
NOV 9, 2022	Fall Convocation
NOV 10, 2022	Fall Term break day for all nursing students – College of Nursing only
NOV 11, 2022	**Remembrance Day – University Closed**
DEC 11, 2022	Last day of classes for BSN students
DEC 11, 2022	Last day to withdraw from Fall Term classes (including clinical courses)
DEC 12, 2022	Fall Term final examinations begin
DEC 23, 2022	Last day of Fall Term final examinations
DEC 25, 2022	**Christmas Day – University Closed**
DEC 26, 2022	**Boxing Day – University Closed**
DEC 27 - 31, 2022	**University Closed**
JAN 1, 2023	**New Year's Day – University Closed**
JAN 2, 2023	**University Closed (in lieu of New Year's Day)**
JAN 3, 2023	NURS 450.9 Orientation
JAN 4, 2023	Winter Term classes begin for BSN and PDBSN students
JAN 4, 2023	Orientation for PDBSN students
JAN 17, 2023	Deadline for registration changes for Winter Term classes with 100% tuition credit
JAN 24, 2023	Last day to withdraw from winter term classes with 75% tuition credit
JAN 31, 2023	Last day to withdraw from winter term classes with 50% tuition credit
FEB 6, 2023	Indigenous Achievement Week Begins
FEB 20, 2023	**Family Day – University Closed**
FEB 20 – 24, 2023	Midterm Break – No Classes
MAR 31, 2023	Closing date for submission of applications for Spring Convocation
APR 5, 2023	Last day to withdraw from Winter Term classes (except UG clinical classes)*
APR 7, 2023	**Good Friday – University Closed**
APR 11, 2023	Last day of Winter Term classes for BSN
APR 12, 2023	First day of Winter Term final examinations
APR 29, 2023	Last day of Winter Term final examinations
MAY 1, 2023	First day of Spring Term for Year 2 and Year 3 BSN students
MAY 22, 2023	**Victoria Day – University Closed**
JUN 2, 2023	Indigenous Convocation Celebration
JUN 5 - 9, 2023	Spring Convocation
JUN 13, 2023	Winter Term deferred and supplemental examinations begin
JUN 30, 2023	Last day of Spring Term classes for Year 2 and Year 3 BSN students

*Before withdrawing from a course, students are encouraged to discuss this action with their Academic Advisor.

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 College of Registered Nurses of Saskatchewan (CRNS) 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 CRNS 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.

Photo Submitted By: Jhay Pasaylo (BSN Student – Saskatoon)

Nursing BSN Program Outcomes

Graduates will…

1. be prepared as generalists to function in a variety of practice settings, with diverse populations across the lifespan, in regional, national, and global contexts.
2. demonstrate caring and culturally safe and sensitive behaviors that create an environment of respect for the dignity of patients, families, and health professionals.
3. be prepared to provide compassionate, culturally safe and sensitive, relationship-centered care for diverse populations including: First Nations, Inuit, and Métis patients, their families or communities.
4. integrate critical thinking, nursing knowledge, and professional values into ethical clinical decision-making and the provision of patient care.
5. articulate a clear sense of the professional nursing role in an interprofessional team, accountability in practice, and scope of nursing practice.
6. investigate health-related social justice and advocacy concerns within legal, ethical and political context.
7. appraise and select current theory and evidenced-based knowledge to collaborate effectively within an interprofessional team to deliver safe, patient-centered care.
8. appraise and select current theory and evidenced-based knowledge to communicate with, guide, and teach individuals, families and populations regarding health promotion and illness prevention.
9. be prepared to access and utilize patient care technologies, information systems, and communication devices to achieve quality patient outcomes
10. apply leadership knowledge and ethical decision making to take on formal and informal leadership roles within healthcare systems

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

College of Registered Nurses of Saskatchewan

CASN ACESI ACCREDITED
University of Saskatchewan, College of Nursing
Bachelor of Science in Nursing
(with post-degree option)

Curriculum Model

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 Indigenous peoples. The province has a significant number of Indigenous people, and the proportion of this population is increasing. According to the 2011 census, there are more than 157,740 Indigenous 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 Indigenous. The number of Indigenous 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 Indigenous 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 Indigenous peoples in our province and of their continuing role, it is our intent to include Indigenous 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

Year 2
Total Credit Units: 37

Fall Term (Sept-Dec)	Winter Term (Jan-Apr)	Spring Term (May-Jun)
Total Credit Units: 16	**Total Credit Units: 15**	**Total Credit Units: 6**
• **NURS 200.3** Nursing Foundations: Perspectives and Influences • **NURS 202.3** Assessment and Components of Care I • **NURS 206.1** Foundational Care in Clinical Practice • **NURS 204.3** Communication and Professional Relationships • **NURS 207.3** Human Body Systems for Nursing 1 • **MCIM 223.3** Principles of Microbiology and Immunology for Nursing	• **NURS 201.3** Perspectives on Health, Wellness and Diversity in a Global Context • **NURS 203.3** Assessment and Components of Care II • **PHAR 250.3** Pharmacology for Nursing • **NURS 208.3** Human Body Systems for Nursing 2 **AND** • **NURS 220.3** Concepts of Patient and Family Centered Care **OR** • **NURS 205.3** Research for Evidence Informed Practice (depends on campus)	• **NURS 220.3** Concepts of Patient and Family Centered Care **OR** • **NURS 205.3** Research for Evidence Informed Practice (depends on campus) **AND** • **NURS 221.3** Patient and Family Centered Care in Clinical Practice

Year 3
Total Credit Units: 36

Students are assigned clinical pathways in Year 3. These pathways vary by campus. Your assigned clinical pathway will indicate which theoretical and clinical classes you must register in.

Fall Term (Sept-Dec)	Winter Term (Jan-Apr)	Spring Term (May-Jun)
Total Credit Units: 15	**Total Credit Units: 15**	**Total Credit Units: 6**
• **NURS 304.3** Family Nursing • **NURS 311.3** Core Competencies for the Management of Complex Patient Care I • **NURS 321.3** Therapeutic Interventions for Individuals and Groups **AND** • **NURS 307.3** Integrating Mental Health and Addiction into Nursing • **NURS 308.3** Integrating Mental Health Nursing and Addiction within Practice **OR** • **NURS 332.3** Exploring Complexity and Acuity* • **NURS 333.3** Complex Nursing Care Practice* **OR** • **NURS 330.3** Maternal Child and Adolescent Family Centered Nursing • **NURS 331.3** Maternal Child and Adolescent Family Centered Nursing Practice	• **NURS 306.3** Exploring Chronicity and Aging • **NURS 312.3** Core Competencies for the Management of Complex Patient Care II • **NURS 322.3** Leadership in Education and Care **AND** • **NURS 307.3** Integrating Mental Health and Addiction into Nursing • **NURS 308.3** Integrating Mental Health Nursing and Addiction within Practice **OR** • **NURS 332.3** Exploring Complexity and Acuity* • **NURS 333.3** Complex Nursing Care Practice* **OR** • **NURS 330.3** Maternal Child and Adolescent Family Centered Nursing • **NURS 331.3** Maternal Child and Adolescent Family Centered Nursing Practice	• **NURS 307.3** Integrating Mental Health and Addiction into Nursing • **NURS 308.3** Integrating Mental Health Nursing and Addiction within Practice **OR** • **NURS 332.3** Exploring Complexity and Acuity* • **NURS 333.3** Complex Nursing Care Practice* **OR** • **NURS 330.3** Maternal Child and Adolescent Family Centered Nursing • **NURS 331.3** Maternal Child and Adolescent Family Centered Nursing Practice

*NURS 332/333 must be completed in Fall Term or Winter Term at most sites. Your assigned pathway will indicate when it is available for you to take.

Year 4
Total Credit Units: 30 – over two terms

Students are assigned clinical pathways in Year 4. These pathways vary by campus. Your assigned clinical pathway will indicate which theoretical and clinical classes you must register in.

Fall Term (Sept-Dec)		Winter Term (Jan-Apr)
Total Credit Units: 15		**Total Credit Units: 15**
• **NURS 440.3** Interprofessional Perspectives: Health Systems and Policy Development within a Global Context • **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 **OR** • **NURS 441.3** Transitioning to Professional Practice • **NURS 450.9** Practice Integration • **Restricted NURS Elective.3***	**OR**	• **NURS 440.3** Interprofessional Perspectives: Health Systems and Policy Development within a Global Context • **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 **OR** • **NURS 441.3** Transitioning to Professional Practice • **NURS 450.9** Practice Integration **Restricted NURS Elective.3***

*Restricted Elective – 3 credit units. The restricted elective can be completed throughout the nursing program and/or in Year 4. The list of pre-approved restricted electives to choose from can be found here.

NOTE: Part-time study in the BSN program is an option; however, all courses must be completed within six years of entering the College of Nursing and the sample course organization above will not apply.

Organization of Courses in the PDBSN Option

Year 1
Total Credit Units: 47

Winter - Summer Term	Fall Term
Total Credit Units: 28	**Total Credit Units: 19**
• **NURS 200.3** Nursing Foundations: Perspectives and Influences • **NURS 202.3** Assessment and Components of Care I • **PHAR 250.3** Pharmacology for Nursing (goes until April) • **NURS 201.3** Perspectives on Health, Wellness and Diversity in a Global Context • **NURS 204.3** Communication and Professional Relationships • **NURS 205.3** Research for Evidence Informed Practice • **NURS 206.1** Foundational Care in Clinical Practice • **NURS 203.3** Assessment and Components of Care II • **NURS 220.3** Concepts of Patient and Family Centered Care • **NURS 221.3** Patient and Family Centered Care in Clinical Practice	• **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 322.3** Leadership in Education and Care

Year 2
Total Credit Units: 48

Winter - Summer Term	Summer - Fall Term
Total Credit Units: 18	**Total Credit Units: 30**
• **NURS 322.3** Leadership in Education • **NURS 332.3** Exploring Complexity and Acuity • **NURS 321.3** Therapeutic Interventions for Individuals and Groups • **NURS 333.3** Complex Nursing Care Practice • **NURS 330.3** Maternal Child and Adolescent Family Centered Nursing • **NURS 322.3** Leadership in Education and Care • **NURS 331.3** Maternal Child and Adolescent Family Centered Nursing Practice	• **NURS 450.9** Practice Integration • **NURS 441.3** Transitioning to Professional Practice • **Restricted NURS Elective.3*** • **NURS 440.3** Interprofessional Perspectives: Health Systems and Policy Development within a Global Context • **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

Restricted Electives in the BSN Program and PDBSN Option

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

University of Saskatchewan	
Course	**Title**
AGMD 800.3	Public Health & the Agricultural Rural Ecosystem
ANTH 398.3	Anthro of Mental Illness (no longer offered)
ARCH 472.3	Paleopathology
CHEP 402.3	Global Health and Local Communities Issues and Approaches
CHEP 403.3	Global Health II
COMM 306.3	Ethics and Strategic Decision Making
COMM 384.3	Workplace Health and Safety
EFDT 301.3	Educator Identity in Context: Anti-Oppressive & Ethical Beginnings
EFDT 435.3	Critical Perspectives of Educational Thought and Values
EFDT 335.3	Introduction to First Nations and Cross Cultural Education
ENVS 401.3	Sustainability in Action
EPSE 302.3	Contexts of Learning and Development
INDG 230.3	Gender in Traditional & Contemporary Indigenous Societies
INDG 264.3	Aboriginal People and Canadian Politics
INDG 265.3	Aboriginal People and Development
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
NUTR 310.3	Food, Culture, and Human Nutrition
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
PSY 260.3	Health 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 207.3	Family (no longer offered)
SOC 214.3	Social Control
SOC 219.3	Aboriginal Peoples and Justice in Canada
SOC 227.6	Critical Issues in Canadian Society
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
TOX 402.3	Systemic Toxicology
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 USask)
SOC 331	Environmental Influences on Development and Aging Across the Life Course
Saskatchewan Polytechnic	
LEAD 180	Leadership and Group Dynamics
NURS 010	Pain Management for Nursing Professionals
University of Regina	
Kin 110	Sociology of Sport, Recreation and Physical Activity (equivalent to KIN 232.3 at USask)
KHS 325	Interprofessional Collaboration for Health, Justice and Learning
Phil 273	Biomedical Ethics (equivalent to PHIL 234.3 at USask)
SOC 222	Sociology of Health (equivalent to SOC 238.3 at USask)
SOC 208	Inequality and Social Justice (transfers as SOC SR to USask)
SOC 211	Ethnic and Cultural Diversity in Canada (equivalent to SOC 205 at USask)
SOC 212	Gender and Sexuality (equivalent to SOC 242.3 at USask)
SOC 217	Rural Societies (equivalent to SOC 204 at USask)
SOC 325	Science and Technology
PSYC 230	Perspectives on Personality (transfers as PSY SR to USask)
PSYC 310	Child Development (equivalent to PSY 213.3 at USask)
PSYC 311	Adolescent Psychology (equivalent to PSY 214.3 at USask)
PSYC 321	Forensic Psychology
PSYC 333	Abnormal Psychology (equivalent to PSY 223.3 at USask)
PSYC 356	Human Neuropsychology
WGST 200	Feminist Theories and Knowledge

Academic Integrity

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.

What academic integrity means for students:

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

Use your own work to complete assignments and exams.

Cite the sources 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.

Integrity in non-academic activities:

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

Rules, procedures, and guiding principles:

Rules and procedures related to integrity and misconduct are outlined in the Regulations on Student Academic Misconduct and the Standard of Student Conduct in Non-Academic Matters.

Both documents are based on the following 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 Regulations on Student Academic Misconduct. There is an onus on every student to become informed about misconduct.

When an instructor believes a student has committed academic misconduct, the following procedures are followed:

Informal resolution:

Many cases of alleged misconduct on the part of students result from misunderstanding or carelessness and may be better addressed through informal measures.

If the student concedes the misconduct and the infraction is deemed by the instructor to be minor enough to not warrant a formal hearing, the student and the instructor may agree on a resolution, which are limited to the following:

- The grade on the work that is the subject of the infraction may be reduced by a percentage appropriate to the degree of the academic misconduct; and/or
- The student may be asked to resubmit or rewrite the examination assignment or other work.

Resolutions applied as part of the informal process do not become part of the student's permanent record, but temporary records of informal resolutions of academic misconduct are kept until the longer of: five years or until the student has completed their academic program.

When informal resolution is pursued, an Informal Resolution of Academic Misconduct form shall be completed. This form may be retained by colleges for future consideration should further incidents of misconduct occur.

Formal procedures will be followed for all allegations serious enough to require a hearing, or for those situations that cannot be resolved at the informal level.

Formal procedure:

For more serious misconduct, or in cases where the student disputes the allegation or proposed sanction, 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 sanctions:

- that the student be reprimanded or censured;
- that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment or for an examination or assessment, and/or that a credit or mark for the class be modified or cancelled;
- that an examination be rewritten, an assignment be redone or any other academic performance be repeated;
- that the student(s) be required to submit an essay or assignment relating to the topic of academic misconduct, or to prepare and/or deliver a presentation on that or a related topic;
- that the students(s) be required to complete additional training relatedto academic integrity;
- that a prospective student be denied admission to the program;
- that the student(s) be suspended from USask for a specified period of time;
- that the student(s) be expelled permanently from USask; or
- that the conferral of a degree, diploma or certificate be postponed, denied or revoked.

A sanction 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 limited grounds related to new evidence or procedural issues.

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

a) Providing false or misleading information or documentation to gain admission to USask or any USask program;

b) Theft of lecture notes, research work, computer files, or other academic or research materials (including data)prepared by another student or an instructor or staff member;

c) Using work done in one class in fulfilment of any requirement of another class unless approval is obtained from the instructor by whom the material is being evaluated;

d) Colluding in the development of or completion of work, examinations and/or assessments (sometimes called unauthorized collaboration) without direction from or approval of the instructor in the class It is not academic misconduct to use work developed in the context of a group exercise if the mode and extent of the use does not deviate from that which is specifically authorized.;

e) Alteration or falsification of records, computer files, or any document relating to a student's academic performance, including but not limited to falsification of information provided for application to USask or any of its programs;

f) Fabrication or invention of sources;

g) Examinations and assessments: The following are examples of academic misconduct involving examinations and assessments:

(i) Failure to observe any stated rule with regard to the procedures used in an examination, assessment, or an activity undertaken for academic credit where such a failure could result in the student gaining relatively greater credit;

(ii) Altering answers on a returned examination;

(iii) When prohibited, removing an examination (including creating a digital copy) from the examination room and/or sharing examination or assessment material;

(iv) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper;

(v) Attempting to use, possessing or using notes or other sources of information or devices not permitted by the instructor in an examination or assessment;

(vi) Consulting or seeking the assistance of others when writing an unsupervised (e.g., “take home”) examination or assessment unless permitted by the instructor;

(vii) Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;

(viii) Failing to observe the terms of any agreement not to disclose the contents of an examination;

(ix) Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;

h) Knowingly doing anything designed to interfere with the opportunities of another person to have their contribution fully recognized or to participate in the academic program;

i) Preventing others from fair and equal access to USask facilities or resources, including library resources;

j) Using or attempting to use personal relationships, bribes, threats or other similarly inappropriate conduct to gain unearned grades or academic advantages;

k) Knowingly assisting another person engaged in actions that amount to academic misconduct, including the supply of materials prepared by the student to another student for use by that student as the work or materials of that student;

l) 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, website, or other source or prepared by any person other than the individual claiming to be the author. The use of material received through purchase is also known as “contract cheating.”

(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.

m) Unprofessional conduct that occurs in academic or clinical settings or other work placements, or that is related to the student's area of professional practice. Professional Colleges may develop professionalism policies that define unprofessional conduct in the context of the professional programs. In Professional Colleges where the professionalism is part of the academic assessment of the student, unprofessional conduct may also be addressed through academic evaluation. Non-academic offenses are dealt with under the Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals.

For more information, please visit https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php

USask Library Resources

Your Nursing Librarian

Kevin Read, MLIS, MAS
kevin.read@usask.ca
Ph: 306-966-1643

Find Nursing-specific articles, books, mobile apps, and more:

The Nursing guide has everything you need to access information for your studies, clinical practice, and research. Find journal articles, books, mobile apps, practice guidelines, videos, and websites here: https://libguides.usask.ca/nursing

Learn to how to complete a comprehensive search strategy

The library has created a series of videos to help walk you through the process of developing a comprehensive search and performing that search in the CINAHL database. Make sure to review these videos before contacting Kevin: https://bit.ly/3NV8Efa

If the library doesn't have something you need, we'll get it for you (for free):

The library will make sure you get the resources you need, free of charge. Whenever you need an article or a book that the library does not have, you can create a request here and we will get it from another library: https://library.usask.ca/ill/index.php#USaskborrowersinterlibraryloanandscanrequests

Set up a library account:

Get complete access to the library's materials on campus or offsite. Access this website: https://library.usask.ca/myaccount.php and login with your NSID before you start looking for information.

Get writing, stats, research, and study help:

The library is available if you need help with writing, studying, statistics, or research. See what support is available here: https://library.usask.ca/studentlearning/#LearningHub

Scholarly writing Resources

- Glasper, A & Rees C. (2013). How to write your nursing dissertation
- Holland, Karen ed. (2021). Writing for publication in nursing and healthcare: Getting it right.
- Oermann, Marilyn and Hayes, Judith C. (2019). Writing for publication in nursing.
- Saver, Cynthia. (2014). Anatomy of writing for publication for nurses.

Research best practice resources:

- Boswell, Carol (2020). Introduction to nursing research: Incorporating evidence based practice.
- Grove, Susan K. (2020) Statistics for nursing research: A workbook for evidence based practice.
- Polit, Denise F. (2021). Nursing research: Generating and assessing evidence in nursing practice.
- Toronto, Colleen E. and Remington, Ruth (2020). A step-by-step guide to conducting an integrative review.
- Williamson, G.R. and Whittaker, Andrew (2019). Succeeding in literature reviews and research project plans for nursing.

Citing and managing your information resources:

- APA Citation Guide: https://libguides.usask.ca/nursing/references
- Reference management software to keep your articles/books/videos/conference proceedings organized: https://libguides.usask.ca/citation/managing_references

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	A superior performance with consistent strong evidence of • 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. ◆ Consistent superior praxis (applying, adapting and generating knowledge in practice); ◆ Consistent accountability; ◆ Consistent insightful and effective interpersonal relationships; ◆ Consistent and appropriate self-direction.
80-89	Excellent	An excellent performance with strong evidence of • 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. ◆ Superior praxis (applying, adapting and generating knowledge in practice); ◆ Consistent accountability; ◆ Consistent effective interpersonal relationships; ◆ Consistent and appropriate self-direction.
70-79	Good	A good performance with evidence of • 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. ◆ Sound praxis (applying, adapting and generating knowledge in practice); ◆ Consistent accountability; ◆ Consistent effective interpersonal relationships; ◆ Decision making which required minimal support.

60-69	Satisfactory	A generally satisfactory and intellectually adequate performance with evidence of • 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. ♦ 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	A barely acceptable performance with evidence of • 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. ♦ 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	An unacceptable performance ♦ 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 the term the University uses to describe cheating. Types of cheating are listed in the Student Academic Misconduct Regulations. There is an onus on every student to become informed about academic misconduct. Click here for more information.

Standard of Student Conduct in Non-Academic Matters 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.

Additional Student Fees

- NURS 200: A materials fee is attached to this course to cover the license for HESI learning resources that are used throughout the BSN program.
- NURS 202, 220, 305, 311, 312: A lab fee is attached to these courses to cover a portion of consumable supplies used by students in the nursing procedures lab.
- NURS 441: A materials fee is attached to this course to cover the license of HESI Exit Exams for NCLEX-RN preparation.

Student Support Services

Student Cards and Numbers

You will have an identification number for USask. 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)

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.

Examinations with AES
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 discrimination and harassment. For specific information, see The University's Policy on Discrimination and Harassment.

Scholarships, Awards, and Bursaries

There are several scholarships, bursaries, and awards available to current students. Information is available on the College of Nursing website at Scholarships, Bursaries & Awards.

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.

To book an appointment with an advisor, visit https://nursing.usask.ca/advising/appointments.php or email undergradnursing.advising@usask.ca.

University of Saskatchewan Community of Aboriginal Nursing (UCAN)

UCAN student advisors support Indigenous students interested in or enrolled in the University of Saskatchewan undergraduate nursing program. Nursing Advisors in Saskatoon and Prince Albert work with students from all sites to build community through gatherings and peer networks. They 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 childcare, housing, funding and other concerns. UCAN promotes an “open door” philosophy and welcomes international students and non-Indigenous 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 Kevin Read, your nursing librarian for help with finding and using library resources, developing research questions, and creating search strategies for assignments or research projects. You can also contact the Health Sciences Library by phone at 306-966-5991, or by contacting Ask Us at Health Sciences Library

Standards and Foundation Competencies

The College of Nursing’s BSN program and PDBSN option are approved by the College of Registered Nurses of Saskatchewan (CRNS) and the CRNS’s standards and foundation competencies are woven throughout the curriculum. For students to be successful in their program they must have the necessary requisite skills and abilities (RSAs) to meet these competencies and be able to enter the profession as a generalist.
Please refer to the RSAs outlined in the following document: https://www.srna.org/wp-content/uploads/2019/03/SRNA_Requisite_Skills_Abilities_2019.pdf

Policies

Click here to read more about the policies listed below:

- Access and Equity Services
- Attendance
- Cell Phone Usage
- Completion of Work
- Confidentiality
- CPR Certification
- Criminal Record Check
- Education Enhancement Bursaries
- 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. Please refer to the policy **Repeating a Course** in the policy section of the website.
    - 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.
- Progression Standards for Clinical Nursing Courses
- 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
- TLR Certification
- Weighting of Course Competencies
- WHMIS
- Withdrawal Deadline from Clinical Classes
- 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 USask 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. It is recommended for students to use their USask email for all electronic communication including signing up for the electronic tools used by the College of Nursing, and not another email provider such as Gmail or Hotmail.

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 the end of April of the year you are admitted. If unofficial proof of completion is not submitted by May 31 you will not be able to continue in your nursing studies and may have to reapply for admission. Official transcripts must be sent to your academic advisor at the College of Nursing by May 31.

****NOTE: The passing grade for students taking courses from institutions other than the USask 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

Site Transfer

There are no transfers between sites (for current or returning students).

Smoking, Alcohol, and Substance Policy

The University policy is intended to provide a framework to establish rules, understanding and expectations regarding the use of Smoking (and the use of all Electronic Smoking Products), Alcohol, Cannabis and other Lawful Substances.
https://policies.usask.ca/policies/health-safety-and-environment/Alcohol-Smoking-Substance.php#AuthorizationandApproval

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

- The Bachelor of Science in Nursing program and the curriculum is approved by the College of Registered Nurses of Saskatchewan (CRNS) and accredited by the Canadian Association of Schools of Nursing (CASN). As such, students enrolled in the College of Nursing undergraduate programs are expected to take the approved classes from the College of Nursing. Classes that are exceptions to this include: Anatomy and Physiology (NURS 207.3 and NURS 208.3), Microbiology (MCIM 223.3), Research Methods (NURS 205.3) and the Restricted Nursing Elective.3.
- Classes taken prior to admission into the College of Nursing undergraduate program will be considered for transfer credit, if less than 6 years old from time of admission.
- 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.
- An equivalent course from USask 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.
- All courses taken from other institutions and granted transfer credit will not have a grade assigned for use in calculating averages.
- 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.
- There is no course equivalency for transfer credit in the undergraduate nursing program for NURS 450.9: Practice Integration
- A standardized 5-station OSCE reflecting key skills from NURS 202.3 and/or NURS 203.3 and a Care Plan case study, with a pass of 80% or greater, will be completed as PLAR credit for all students requesting exemption from NURS 202.3 and/or 203.3.

Note: As per an existing agreement, LPN's who graduated from Saskatchewan Polytechnic after 2008, will automatically receive credit for NURS 202.3.

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 Experiences

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.
NOTE: Many of the policies in the previous policy section apply to clinical experience. Please be familiar with them.

Clinical Guidelines

Placements

The program will assign you to clinical placements according to your Clinical Pathway, considering your educational needs and the availability of experiences. Pathways may change due to the availability of clinical placement space. All students will complete clinical rotations outside of a major center in Saskatchewan. During clinical rotations, shifts may occur on weekends and may vary between 6-12 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 direct 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 and could impact on your completion of the course. 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. 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 **USask 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. You must not perform ANY procedure for which you do not have adequate preparation.

Clinical ID Badges

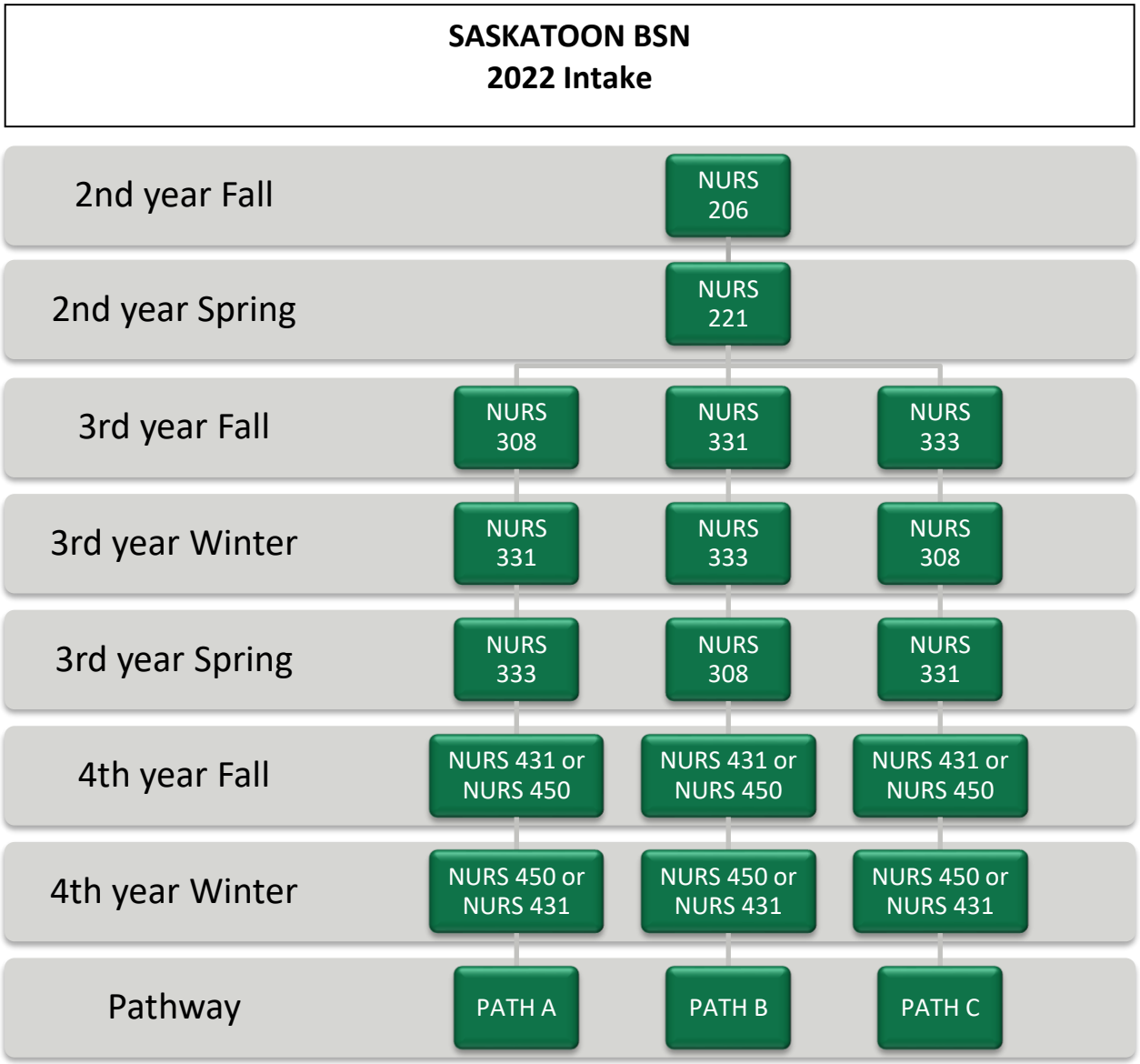
Students are required to wear an approved clinical ID badge in labs and clinical areas through the duration of their program. The College of Nursing purchases one clinical ID badge per student and there will be a charge if replacements are needed. The clinical ID badge is the property of the College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

Uniforms

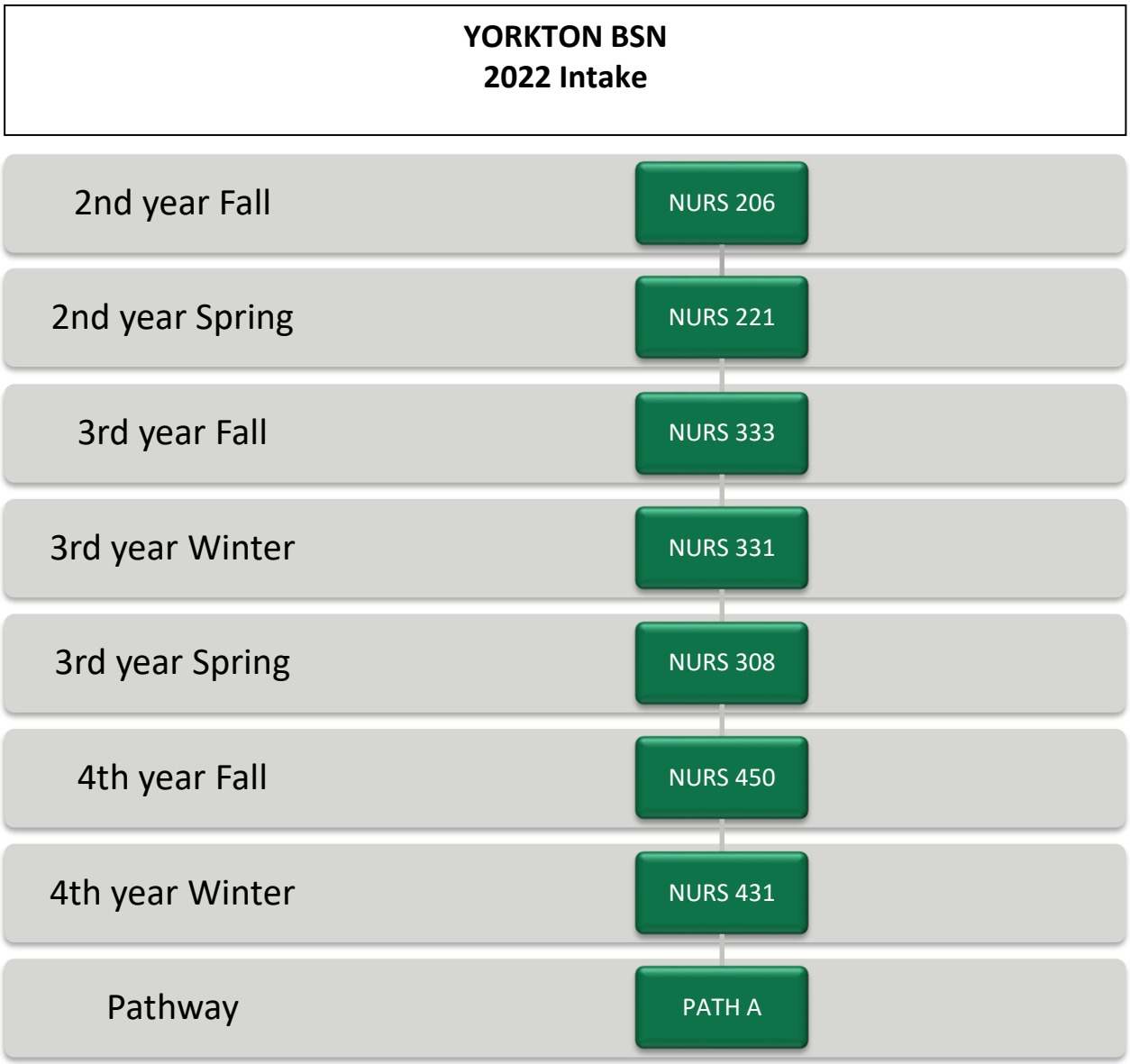
Uniforms will be required for all lab and clinical experiences unless otherwise specified. Please refer to your acceptance letter and our website for information about Uniform Purchase.

Clinical Pathways

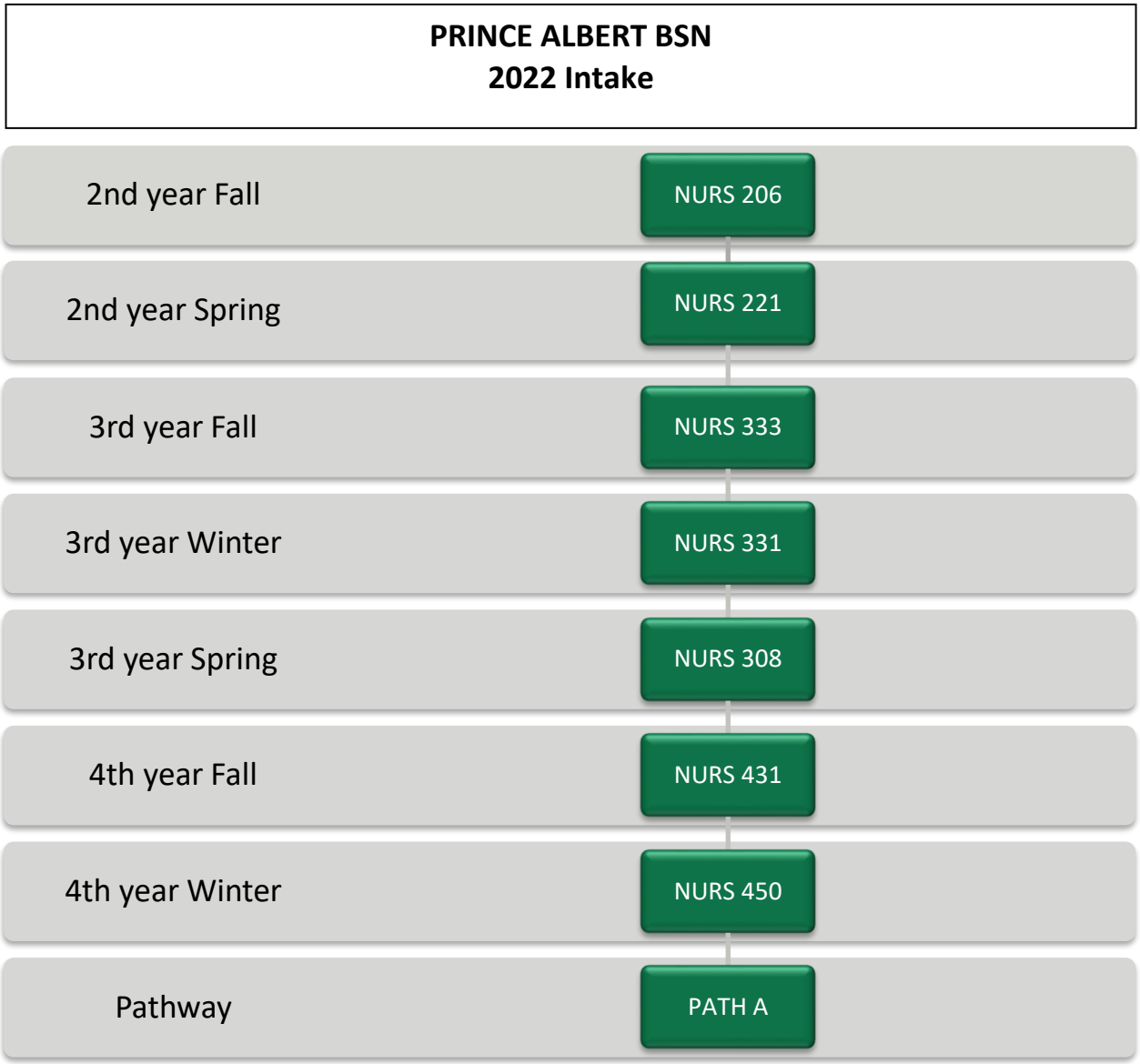
Saskatoon BSN



Yorkton BSN


YORKTON BSN
2022 Intake
2nd year Fall
NURS 206
2nd year Spring
NURS 221
3rd year Fall
NURS 333
3rd year Winter
NURS 331
3rd year Spring
NURS 308
4th year Fall
NURS 450
4th year Winter
NURS 431
Pathway
PATH A

Prince Albert BSN



LLOYDMINSTER, ÎLE-À-LA-CROSSE, & LA RONGE BSN
2022 Intake
2nd year Fall
NURS 206
2nd year Spring
NURS 221
3rd year Fall
NURS 333
3rd year Winter
NURS 331
3rd year Spring
NURS 308
4th year Fall
NURS 431
4th year Winter
NURS 450
Pathway
PATH A

PDBSN
2023 Intake
1st year Winter
NURS 206
1st year Spring
NURS 221
1st year Fall
NURS 308
2nd year Winter
NURS 333
2nd year Spring
NURS 331
2nd year Spring-Summer
NURS 450
2nd year Summer-Fall
NURS 431