

# Student Handbook

UNB Bachelor of Nursing - Accelerated Program

Moncton site

2025 - 2026



**UNB**

UNIVERSITY OF NEW BRUNSWICK

**Nursing**

We respectfully acknowledge that all campuses of UNB stand on the unsurrendered and unceded traditional lands of the Wabanaki (WAH-BAH-NAH-KEE) people who have lived with and on this land since time immemorial.

The lands of the Wabanaki people are recognized in a series of Peace and Friendship Treaties to establish an ongoing relationship of peace, friendship, and mutual respect between equal nations.

# CONTENTS

|   |    |
|---|----|
| <b>FACULTY OF NURSING</b>   | 5  |
| Vision, Mission, and Values at the Faculty of Nursing                                       | 5  |
| Faculty and Staff   | 6  |
| Nutsihpiluwewicik (Indigenous Nursing Education)  | 8  |
| <b>STUDENT SERVICES</b>   | 8  |
| Student Accessibility Centre  | 9  |
| UNB Student Health & Dental Plan  | 9  |
| UNB Student Counselling Services  | 10 |
| Student Assistance Program (WeConnect)  | 10 |
| Student Health Centre   | 10 |
| Government Mental Health Resources  | 11 |
| Academic Advising Program   | 11 |
| <b>UNB HEALTH AND SAFETY POLICIES</b>   | 12 |
| UNB Chosen Name and Gender Identify Policy  | 13 |
| Sexual Assault Policy and Procedures  | 13 |
| <b>UNIVERSITY POLICIES AND ACADEMIC REGULATIONS</b>   | 14 |
| UNB Academic Offences   | 14 |
| Plagiarism  | 14 |
| OTHER ACADEMIC OFFENCES   | 17 |
| <b>PROGRAMMING INFORMATION</b>  | 19 |
| High School to Bachelor of Nursing Pathway – 3 -year Accelerated Program                    | 19 |
| The BN-Accelerated Program  | 20 |
| LPN-BN Nursing Pathway and Learn Where You Live (LWYL)                                      | 21 |
| <b>FACULTY OF NURSING POLICIES AND GUIDELINES</b>   | 23 |
| General Regulations for Nursing Programs  | 23 |
| Overview of Policies and Guidelines   | 24 |
| Guideline for Students Returning to BN Program Following an Absence of ‘Less Than One Year’ | 25 |
| APA Guide (American Psychological Association)  | 25 |
| Grading Scheme – UNB Faculty of Nursing   | 26 |
| Privacy and Confidentiality Best Practice Guideline for Students                            | 26 |
| Confidentiality Policy  | 29 |
| UNB Faculty of Nursing Pledge of Confidentiality  | 29 |
| Student Disclosure of Health Information  | 30 |
| Guidelines for an Allergy Disclosure (Student)  | 32 |

|  |    |
|--|----|
| Guidelines for a Reduced Scent Environment.....                                | 32 |
| Resolution of Conflict Among Nursing Students .....                            | 32 |
| Resolution of Conflict Among Undergraduate Nursing Students.....               | 35 |
| Student-Faculty Concerns .....   | 36 |
| Ethical Use of Mobile Technologies and Social Media by UNB Student Nurses..... | 38 |
| Guidelines for Decision Making About Volunteering .....                        | 39 |
| Planning During a Health Care Emergency .....                                  | 40 |
| Fundraising Guidelines.....  | 41 |
| Transfer Credit Guidelines .....   | 42 |
| <b>CLINICAL LEARNING</b> .....   | 43 |
| Simulation and Lab.....  | 43 |
| Clinical Requirements .....  | 44 |
| Submission Deadlines and Submission Process .....                              | 47 |
| HHN Orientation Modules and Access Cards.....                                  | 49 |
| Travel .....   | 49 |
| Clinical Dress Policy.....   | 50 |
| Clinical Practice Attendance Policy .....                                      | 51 |
| Student Simulation Roles and Expectations Policy .....                         | 53 |
| Promoting Safe Practice Policy .....   | 54 |
| Collaborative Assessment of Student Abilities (CASA) .....                     | 58 |
| Guidelines for Completing and Submitting the CASA .....                        | 59 |
| <b>INFORMATION SPECIFIC TO THE MONCTON SITE</b> .....                          | 61 |
| Emergency Procedures .....   | 61 |
| Building Access.....   | 61 |
| UNB Moncton Site Closure Policy .....  | 61 |
| Parking .....  | 63 |
| Textbooks & Supplies.....  | 64 |
| IT Services .....  | 65 |
| Library .....  | 66 |

## Vision, Mission, and Values at the Faculty of Nursing

**Vision** Putting New Brunswick first, acting locally and globally to advance nursing and nursing knowledge through excellence in teaching, research, clinical practice, leadership, and innovation to make nursing education accessible.

**Mission** Educate and prepare nurses to lead in an evolving health care system grounded in the principles of primary health care, equity and relational practice, supported by scholarship, innovation, evidence, and research.

**Values** The articulation of values for UNB's Faculty of Nursing are designed to provide clear expectations of how we will proceed in their daily work.

*EXCELLENCE:* We are committed to delivering high quality nursing education at the undergraduate and graduate levels through the adherence to standards and the use of relevant, innovative teaching methods responsive to learners' needs.

*CARING:* We will demonstrate dignity, compassion, respect, and fairness at all levels in our internal and external interactions and will advance substantive knowledge for caring science as a core nursing value.

*COLLABORATION:* We will grow and sustain our relationships with relevant stakeholders in order to create mutually beneficial outcomes and common goals for the university, our colleagues, and our community.

*INTEGRITY:* Honesty, transparency, fairness, and reliability will be evident in all our proceedings.

*ACCOUNTABILITY:* The structures and processes we have in place will improve our capacity to evaluate and measure relevant indicators and the effectiveness of our program delivery.

*RESPONSIVENESS:* Our undergraduate and graduate programs will be proactive and demonstrate flexibility in anticipating and responding to changing trends in health care delivery.

## Faculty and Staff

| Name   | Position   | Location            |
|--|--|---------------------|
| <b>Moncton Site</b>                                  |  |                     |
| <a href="#">Emily Read</a> (Parental Leave)          | Professor, Associate Dean<br>Moncton   |                     |
| Ashley Bulley  | Assistant Teaching Professor,<br>Student Advisor & Navigator, and<br>Clinical Strategist | Office 108          |
| <a href="#">Alicia Jones</a>                         | Programs & Operations Coordinator  | Office 101          |
| <a href="#">Ollando Brown</a>                        | Tech Systems Coord & Simulation Lab Tech   | Office 209          |
| Christine Bezanson (Parental<br>Leave)               | Clinical Outreach and Engagement<br>Coordinator  | Office 102          |
| <a href="#">David Busolo</a> (Sabbatical<br>Leave)   | Assistant Professor  | Office 114          |
| <a href="#">Mary-Lee Gilliss</a>                     | Teaching Professor   | Office 120          |
| <a href="#">Renée Gordon</a>                         | Teaching Professor   | Office 118          |
| <a href="#">Shyanne Irek</a>                         | Assistant Teaching Professor   | Office 115          |
| <a href="#">Donald Leidl</a>                         | Assistant Professor  | Office 117          |
| <a href="#">Beth McAllister</a> (Parental<br>Leave ) | Assistant Teaching Professor   | Office 119          |
| <a href="#">Elizabeth Pavlovic</a>                   | Assistant Teaching Professor   | Office 121          |
| <a href="#">Petrea Taylor</a>                        | Associate Professor  | Office 140          |
| <a href="#">Claire Williams</a>                      | Associate Teaching Professor, Acting<br>Associate Dean                                   | Office 106          |
| <a href="#">Hayley Wilson</a> (Parental<br>Leave)    | Assistant Teaching Professor   | Office 139          |
| <b>Fredericton Campus</b>                            |  |                     |
| <a href="#">Lorna Butler</a>                         | Dean   | MacLaggan Hall 107  |
| <a href="#">Vacant</a>                               | Nutshpiluwewicik Director  | MacLaggan Hall 9    |
| <a href="#">Maica Banquicio</a>                      | Financial Coordinator  | MacLaggan Hall 112  |
| <a href="#">Shawna Cyr-Basque</a>                    | Graduate Program Assistant   | MacLaggan Hall 115A |
| <a href="#">Mary Lou Batty</a>                       | Teaching Professor   | MacLaggan Hall 232  |
| <a href="#">Dawn Burke</a>                           | Teaching Professor   | MacLaggan Hall 120B |
| <a href="#">Kelly Day</a>                            | Associate Teaching Professor   | MacLaggan Hall 227  |
| <a href="#">Heidi Dobbblesteyn</a>                   | Teaching Professor   | MacLaggan Hall 229  |
| <a href="#">Pamela Durepos</a>                       | Associate Professor  | MacLaggan Hall 163  |
| <a href="#">Lindsay Fischer</a>                      | Clinical Outreach and Engagement<br>Coordinator  | MacLaggan Hall 102B |
| <a href="#">Rebecca Fullarton</a>                    | Associate Teaching Professor, Skills Lab<br>Coor., Clinical Strategist                   | MacLaggan Hall 24   |
| <a href="#">Beverly Gaudet</a>                       | Teaching Professor, Student Navigator  | MacLaggan Hall 28   |
| <a href="#">Jason Hickey</a>                         | Associate Professor and CIHR<br>Indigenous Research Chair                                | MacLaggan Hall 112  |
| <a href="#">Marilyn Hodgins</a>                      | Associate Professor  | MacLaggan Hall 208  |
| <a href="#">Nicole Irving</a>                        | Associate Teaching Professor   | MacLaggan Hall 209  |

|   |   |                              |
|---|---|------------------------------|
| <a href="#">Lori Jackson</a>              | Executive Assistant to Dean                                       | MacLaggan Hall 106           |
| <a href="#">Alisha Keough</a>             | Teaching Professor, Associate Dean                                | MacLaggan Hall 102B          |
| <a href="#">Grant Logan</a>               | Level 1 Technical Support   | MacLaggan Hall 121           |
| <a href="#">Ruth Lue</a>                  | Assistant Teaching Professor                                      | MacLaggan Hall 224           |
| <a href="#">Chevelle Malcolm</a>          | Clinical Outreach and Engagement Coordinator                      | MacLaggan Hall 119           |
| <a href="#">Alexis (Ali) McGill</a>       | Assistant Professor   | MacLaggan Hall 51            |
| <a href="#">Patricia (Tricia) Morris</a>  | Assistant Professor   | MacLaggan Hall 163           |
| <a href="#">Lynn Nagle</a>                | Director, Digital Health and Virtual Learning                     | MacLaggan Hall 220           |
| <a href="#">Sue O'Donnell</a>             | Associate Professor, Associate Dean Graduate and Research         | MacLaggan Hall 115C          |
| <a href="#">Martha Paynter</a>            | Assistant Professor   | MacLaggan Hall 154           |
| <a href="#">Amy Reid</a> (Parental Leave) | Assistant Teaching Professor                                      | MacLaggan Hall 160           |
| <a href="#">Jaime Riley</a>               | Assistant Teaching Professor                                      | MacLaggan Hall 157           |
| <a href="#">Kelly Scott-Storey</a>        | AVPR, Innovation & Partnerships, Vice President (research)        | Sir Howard Douglas Hall 304B |
| <a href="#">Fran Seymour</a>              | Teaching Professor  | MacLaggan Hall 52            |
| <a href="#">Stephen VanSlyke</a>          | Teaching Professor  | MacLaggan Hall 155           |
| <a href="#">Jessica Webster</a>           | Teaching Professor  | MacLaggan Hall 223           |
| <a href="#">Pam Wiebe</a>                 | Undergraduate Program Assistant                                   | MacLaggan Hall 118B          |
| <a href="#">Kathy Wilson</a>              | Vice-Provost Learning and Student Experience, Associate Professor | Sir Howard Douglas Hall 105  |
| <a href="#">Yasin Yasin</a>               | Assistant Professor   | MacLaggan Hall               |

*Updated August 2025*

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## Nutsihpiluwewicik (Indigenous Nursing Education)

Nutsihpiluwewicik is a diverse community of teachers and learners that support each other and work together to understand and respect the diversity and sacredness of cultures in nursing practice. We believe our nursing practice is enhanced by building respectful relationships based on trust, and co-creating opportunities to share Indigenous Knowledge, teachings, and guidance in a culturally appropriate way. We aspire to increase recruitment and retention of Indigenous students and facilitate a positive and equitable educational experience for everyone. We aim to provide culturally safe personal and academic support throughout the educational journey, offering a wide variety of supports and resources.

For more information about the Indigenous Nursing Program:

<https://www.unb.ca/nutsihpiluwewicik/>

For more information about the Mi'kmaq-Wolastoquey Centre:

<https://www.unb.ca/mwc/>

For more information about Piluwitahasuwin (Office of the Associate Vice-President Indigenous Engagement):

<https://www.unb.ca/piluwitahasuwin/index.html>

*Updated August 2025*

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## STUDENT SERVICES

There are many services available to Moncton students, both in Moncton and on the Fredericton campus. Alicia Jones is the Student Support contact for UNB Moncton and provides students with information about services available to them.

Contact: [Alicia Jones](#)  
Office 101 (in Main Office suite)  
(506) 856-3355

UNB Moncton students can access many of the support services available to UNB Fredericton students, located at <http://www.unb.ca/fredericton/studentservices/>



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## Student Accessibility Centre

The UNB Student Accessibility Centre assists students, faculty, and staff in understanding the principles of accommodation, as well as the procedures practiced by the Student Accessibility Centre in advocating for and supporting students with learning challenges or functional impairments.

The Student Accessibility Centre provides access to a variety of on-campus services and support to UNB Students with documented visible and invisible disabilities. Students registered with the UNB Student Accessibility Centre are eligible to receive academic accommodation which may include accommodation for classroom and/or clinical courses.

Students with a disability interested in registering with the Student Accessibility Centre must provide recent disability documentation that has been completed by a regulated health care professional and must also fill out the student intake form before booking an intake appointment. Each of these items must be provided before registration is confirmed.

It is important to register with the Centre early in the semester or upon admission to UNB. This will help ensure your accommodation needs are adequately supported and you have access to appropriate resources through the Student Accessibility Centre office and on campus.

Deadlines for semesterly registration is two weeks prior to the last day of term. However, faculty are not required to provide retroactive accommodation for work already completed in the course.

Their website provides helpful information about the services that the Accessibility Centre offers, and it is recommended that students make themselves familiar with this information.

<http://www.unb.ca/fredericton/studentservices/academics/accessibility/index.html>

The Fredericton Student Accessibility Centre is located in Room 212 in Marshall d'Avray Hall. They can be reached at (506) 453-3515 or [unbsac@unb.ca](mailto:unbsac@unb.ca).

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## UNB Student Health & Dental Plan

All full-time UNB students are automatically enrolled in the We Speak student health and dental insurance plan. The default is a balanced insurance plan, but you can also choose the "Enhanced Dental/Vision" or "Enhanced Extended Health/Vision" plan if one suits you better. If you want to change your plan, you must do it before the opt-out deadlines listed below.

Click here for more information about what your health and dental insurance plan covers: [UNB Health and Dental](#)

Opt-Out: <https://wespeakstudent.com/> If you are covered by another health plan you can choose to opt out (proof is required).

Deadline dates:

Fall start students: September 19th, 2025

Winter start students: January 23rd, 2026

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## UNB Student Counselling Services

UNB Counselling Services provides a range of free, confidential short-term mental health services to undergraduate and graduate students from UNB and STU who are registered in a degree program.

Click here for more information or to book an appointment: [UNB Counselling Services](#)

Counsellors provide clinical services, which include individual and group therapy sessions, to students who are residing within the province. If you are currently outside of New Brunswick, you can find additional resources and help for finding local support [here](#).

[Crisis Resources](#)

[Togetherall](#)

[UNB Student Health Centre](#)

[Nancy Harn Indigenous Counselling Services](#)

[SVNB Campus Sexual Assault Support Advocate](#)

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## Student Assistance Program (WeConnect)

The Student Union's Health and Dental Insurance covers a Student Assistance Program called WeConnect.

This program offers 24/7, on demand, unlimited counselling sessions for students AND eligible dependents (including spouse, roommate, child, etc.).

WeConnect offers students virtual counselling with a diverse group of counsellors available, 365 days a year. Counsellors of different genders, faiths, races, and ethnicities are available. Plus, counselling and contact centres are available in over 30 languages!

Click [here](#) to view a WeConnect PDF outlining the program.

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## Student Health Centre

The [UNB Student Health Centre](#) is committed to providing the highest level of primary health care. The Student Health Centre is open year-round to full-time UNB and STU students.

The Student Health Centre has developed specialized expertise not only in dealing with young adults, but also expertise in dealing with patients who are students within a university context. Services are confidential. The Student Health Centre is located on the 3rd floor of the C.C. Jones Student Services Centre.

Physician, Nurse Practitioner, Nurse, and Dietitian appointments are available both virtually and in person. Call (506) 453-4837 to book your appointment.

The student health centre is open regular hours summer, winter & fall.

A [CANCELLATION POLICY](#) is in place, with No Show fees being applied if you do not cancel (all appointment types).

Be prepared to provide the name, phone number and fax of your preferred pharmacy if you need a prescription.

PLEASE NOTE: You can expect phone lines may be busy. If you have questions, please email [SHC@unb.ca](mailto:SHC@unb.ca). This email is being monitored daily. We are doing our best to continue providing services and thank you for your patience.

#### Phone lines

Monday – Friday 8:15 a.m. to 11:00 a.m. and 1:15 p.m. to 3:00 p.m.

Click here for more information about the UNB Student Health Centre:

<https://www.unb.ca/fredericton/student-services/health-centre/>

Fee Structure for Uninsured Services

<https://unb.ca/fredericton/student-services/health-centre/medical-services/fees.html>

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## Government Mental Health Resources

In [New Brunswick](#), call the free provincial addiction and mental health helpline 1-866-355-5550

In the [Yukon](#), call the free Canadian Mental Health Association, Yukon Division helpline 1-844-533-3030

**In case of an emergency, call 9-1-1.**

Hope for Wellness Indigenous Helpline: [1-855-242-3310](tel:1-855-242-3310) or visit [hopeforwellness.ca](http://hopeforwellness.ca)

Canada Suicide Prevention Service: call or text 988 or visit [988.ca](http://988.ca)

Struggling with your mental health or substance use can feel overwhelming and isolating. It's okay to not feel okay, but no-one should suffer in silence. If you are struggling with:

Substance use (alcohol, cannabis, prescription drugs, etc.), Gambling, Mental health issues

Help is available 24/7 through our free confidential bilingual helpline. Our team of professionals is ready to listen, support and guide you towards wellness.

We understand that reaching out is not always easy, but it's a step towards healing and feeling better. Whether you need someone to talk to, resources to manage your symptoms, or a referral for individualized treatment services, we are here for you. We provide a non-judgmental, compassionate, and confidential environment.

Don't wait any longer to get help for your mental health or substance use issues.

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## Academic Advising Program

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

The university experience can be confusing and sometimes stressful for students. Academic advising is available to help nursing students adapt to university, learn how to learn, understand university regulations and policies, and navigate the many changes that occur during your time pursuing a university education. The overall goal of academic advising is to help make your educational experience a rewarding one.

### **What is the Student Navigator/Academic Advisor?**

The Student Navigator/Academic Advisor is a faculty member who has experience teaching in the classroom and in clinical within the BN program. The Student Navigator/Academic Advisor

is available to help students adapt to each new transition throughout the program.

### **What can I expect of the Student Navigator/Academic Advisor?**

The role of the Student Navigator/Academic Advisor is to:

1. Assist students in completing the clinical requirements for the BN program. This involves teaching students about immunizations, helping them complete correct documentation, and checking submitted documentation.
2. Assist students to explore goals, particularly educational and career goals.
3. Monitor students' academic progress so resources can be put in place at an early stage and appropriate support can be obtained.
4. Advise students of available UNB campus resources.
5. Liaise with students and Advisors at the Student Accessibility Centre to facilitate learning accommodations.
6. Help students navigate common developmental stressors and choices which may impact their academic progress or their overall development.
7. Develop a helping relationship with each student by listening, encouraging, supporting, and being available to help students cope with the hurdles and challenges of university life.
8. Work with Nursing Undergraduate Society (NUS) and Peer Mentors (under development) to bridge academic and social aspects of nursing education.
9. Facilitate student involvement in UNB-wide experiences.

### **When will I be meeting with the Academic Advisor/Student Navigator?**

Students will first meet the Academic Advisor/Student Navigator during first year Orientation then throughout the year there will be drop-in office hours for students in all years to meet in-person or virtually, which may be done individually or in small groups.

Appointments can be arranged whenever you feel you need some extra support. Contact the Student Navigator/Academic Advisor, Ashley Bulley, by e-mail [Ashley.bulley@unb.ca](mailto:Ashley.bulley@unb.ca).

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## **UNB HEALTH AND SAFETY POLICIES**

Health and safety concerns arise for members of the Faculty of Nursing at the Fredericton campus and Moncton site and the variety of sites where clinical placements occur. At the Fredericton campus (includes Moncton), there exists an Environmental Health & Safety office to assist others to fulfill their responsibilities for safe work practices by providing information on workplace hazards, evaluating work environments, and recommending standard methods for improving safety in the workplace.

It is important to become familiar with the general policy available at:

<http://www.unb.ca/fredericton/environmental-safety/index.html>

The UNB Smoking Policy is also available for review at:

<https://www.unb.ca/initiatives/smokingpolicy/>

Nursing faculty and students may experience an accident/incident either on campus or at a clinical placement site and MUST report such events within 24 hours using the UNB Accident/Incident Report Form. This form is available at the following link: <https://es.unb.ca/apps/accident-report/>

Faculty members can help you complete and process UNB Accident/Incident Report Form and forms at the institution. You should print a copy of the form for your records before submitting it. The form will be distributed to the appropriate areas of responsibility at the University.

Examples of accidents/incidents can be anything from slipping on a wet floor, falling in the parking lot at any time throughout the year to needle-stick injuries during clinical. If there is any doubt as to whether the incident should be reported, it is always best to err on the side of caution and complete the UNB Accident/Incident Report Form. Students seeking additional assistance related to an injury that occurred at a clinical placement are encouraged to speak with the Associate Dean.

*Reporting an accident/incident at your clinical placement:*

All policies/procedures that the clinical placement site has put in place will need to be followed. This will vary by organization.

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## UNB [Chosen Name and Gender Identify Policy](#)

UNB is committed to providing a welcoming, supportive and inclusive environment in which to study and work. Under the Chosen Name and Gender Identity Policy, students, faculty and staff have the ability to provide or change their name and gender without having to change their name legally or provide a reason for their request.

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## [Sexual Assault Policy and Procedures](#)

All members of the University of New Brunswick community have the right to study, work, and live in a campus environment that is supportive and safe.

The University of New Brunswick's Sexual Violence Policy & Guidelines are intended to raise awareness, provide education, and prevent sexual violence incidents; we also seek to promote a consent culture and personal empowerment.

We provide friendly and affirming counsellors and Campus Sexual Assault Support Advocates (CSASA's) on our campuses who are specially trained to support students who have experienced, or suspect they have experienced, sexual violence. They can offer support, counselling, options for potential further action, arrange accommodations, seek medical help, and much more. All this is provided in a private, supportive, and confidential manner during regular office hours.

Fredericton Campus: CSASA office, C.C. Jones Student Services Centre, 453-4530 or [csasa@svnbn.ca](mailto:csasa@svnbn.ca)

As always for emergency safety services, please call 911, or campus security at: Fredericton Campus: 767 Kings College Road, 453-4830

# UNIVERSITY POLICIES AND ACADEMIC REGULATIONS

It is advisable to carefully read Section 1, of the Undergraduate Calendar, University Wide Academic Regulations, and in particular subsection III, titled *Examinations, Standing and Promotion*.

<http://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulations/index.html>

## Declaration of Rights and Responsibilities

A positive working and learning environment comprise of five elements:

1. Respect for Human Rights
2. Community Development and Recognition
3. Ethical Relationships and Professional Conduct
4. Empowering Individuals and
5. Leadership

Summarized from the Final Report of the President's Task Force on Creating a Positive Learning and Working Environment "The University of New Brunswick is committed to providing a positive learning and working environment, one in which all members of the community are respectful and respected as individuals. We strive to foster a welcoming and supportive community, where every person feels empowered to contribute." <sup>1</sup>

According to its [mission statement](#), UNB strives "to be known for its excellence in teaching" and "to be a responsible and responsive employer."<sup>2</sup> To assist in achieving this mission, the University has adopted a Declaration of Rights and Responsibilities, located at: [http://www.unb.ca/humanrights/rights\\_responsibilities.html](http://www.unb.ca/humanrights/rights_responsibilities.html).

The Discrimination, Sexual harassment, and Harassment Policy and Procedures, and the UNB Sexual Assault Policy can be found at: <http://es.unb.ca/apps/policy-repository/>.

The Human Rights and Positive Environment Office is located in Room 304 of the Muriel McQueen Fergusson Centre on the Fredericton campus. For education/training requests, policy review or regarding complaints of harassment and discrimination: Email Human Rights: [humanrights@unb.ca](mailto:humanrights@unb.ca) or phone/confidential voicemail: Fredericton, 506-458-7889. <https://www.unb.ca/hr/> <https://www.unb.ca/initiatives/equity-diversity-inclusion/>

*Revised July 2019; August 2021; August 2022; August 2023; August 2024*

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<sup>1</sup> [http://www.unb.ca/humanrights/rights\\_responsibilities.html](http://www.unb.ca/humanrights/rights_responsibilities.html)

<sup>2</sup> [www.unb.ca/aboutunb/mission.html](http://www.unb.ca/aboutunb/mission.html)

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## UNB Academic Offences

### *Plagiarism*

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

Plagiarism includes:

1. quoting verbatim or almost verbatim from any source, regardless of format, without acknowledgment;
2. adopting someone else's line of thought, argument, arrangement, or supporting evidence (such as, statistics, bibliographies, etc.) without indicating such dependence;
3. submitting someone else's work, in whatever form (essay, film, workbook, artwork, computer materials, etc.) without acknowledgment;
4. knowingly representing as one's own work any idea of another.

NOTE: In courses which include group work, a penalty may be imposed on all members of the group unless an act of plagiarism is identified clearly with an individual student or students.

#### Procedures

In the case of plagiarism, the faculty must make every reasonable effort to discuss the case with the student or group and follow one of two courses of action.

1. If the faculty is satisfied that the plagiarism was the result of a genuine misunderstanding, the faculty shall complete an academic offence incident report in a form approved by the Registrar's Office, containing the student's name and the particulars of the incident, and submit to the Registrar who, shall advise the appropriate Dean, and the Chair of the student's program or Department where applicable. The Registrar shall notify the student by registered letter and/or electronic mail of the regulations governing plagiarism, the possible consequences, the student's right to appeal, the right to appear before the appropriate appeals Committee (Student Standing and Promotions Committee on the Fredericton campus and Senate Student Appeals Committee on the Saint John campus), and the procedures involved. The Registrar shall make available to the student, a copy of the academic offence incident report and supporting documentation. While a case of plagiarism resulting from genuine misunderstanding will not be considered a student's first offence, a second plea of ignorance by the same student in response to a subsequent allegation of plagiarism will not be accepted; similarly, a subsequent incident report indicating that the alleged plagiarism is a result of genuine misunderstanding responding to the instructor's allegation must do so in writing within three weeks of the date of the Registrar's notification. The student is urged to submit to the appropriate appeals committee a written statement regarding the case.

In a first incident of plagiarism resulting from genuine misunderstanding, the faculty may permit the student to submit a genuine piece of work to be graded in place of the one plagiarized. If the student does not appeal, the time allowed for submission of work is three weeks from the date of the Registrar's letter of notification. In the case of an appeal, where the faculty's allegation is upheld, the period of time allowed for submission is as determined by the appropriate appeals committee.

2. If, in the view of the faculty the plagiarism was deliberate, the faculty shall complete an incident report in a form approved by the Office of the Registrar, containing the student's name and the particulars of the incident, and shall submit it to the Registrar who will advise the Dean of the Faculty concerned, and the Chair of the student's program or department where applicable. The Registrar shall notify the student by registered letter and/or electronic mail of the regulations governing plagiarism, the possible consequences, the student's right to appeal, the right to appear before the appropriate appeals committee, and the procedures involved. A student appealing the charge of an academic offence must do so in writing within three weeks of the date of the Registrar's letter of notification. In the case of the Registrar, on receiving an incident report alleging an act of deliberate plagiarism, or on receiving an incident report alleging a second commission of plagiarism by the student which is determined viewed by the faculty to be as a result of genuine misunderstanding, the Registrar shall refer the matter for a hearing to the appropriate appeals committee. A student who wishes to respond to this allegation is urged to submit to the appeals committee a written statement regarding the case, within three weeks of the date of the Registrar's letter of notification. The Registrar shall inform the student by registered letter or electronic mail of

the referral to the appeals committee, and the wish of the Committee that the student be present when the case is heard. A copy of the academic offence report and attached information will be provided to the student in a timely manner.

3. The appropriate appeals committee, upon the conclusion of a hearing into the case, or following the review of the written materials if the student does not appear, must make one or more of the following findings prior to proceeding to an assessment of a penalty for deliberate plagiarism.
  - a. On hearing a case involving a first incident report alleging that a student has committed an act of deliberate plagiarism, the Appeals Committee must first decide whether an act of plagiarism has occurred. If the Committee so finds, the Committee must then determine whether the plagiarism was deliberate, or an act of genuine misunderstanding. If the former, the appeals committee will proceed to assess penalties in accordance with this Regulation, if the latter, the appeals committee will assess no penalty, but will direct the Registrar to note in the student's academic file that the student has had one finding of genuine misunderstanding.
  - b. If the case before the appeals committee (i) follows a prior finding of plagiarism, or (ii) is a second allegation of plagiarism as a result of genuine misunderstanding, the appeals committee may not make a further finding of genuine misunderstanding in disposing of the case. The appeals committee may only make a finding that the alleged act of plagiarism was deliberate plagiarism or that the alleged act of plagiarism was not an act of plagiarism.

#### Penalties for Deliberate Plagiarism

In a case of deliberate plagiarism, the penalties are:

*First Offence-* If the student does not appeal or if, on appeal, the Committee upholds the faculty's allegation:

1. A notation will be placed on the student's transcript of academic record concerning the academic offence. The length of time the notation appears on the student's transcript of academic record is to be decided when the penalty is imposed and will depend on the severity of the offence.
2. The student may be required to submit a satisfactory and genuine piece of work to replace the one involving plagiarism. If the assignment is not resubmitted or is unsatisfactory, the student will receive a grade of F (zero) in the course. Note: If this penalty is assessed, the period of time allowed for the submission of the work will be determined by the Registrar in consultation with the faculty member making the charge, and, where appropriate, the Committee.
3. The student will receive a grade of F (zero) for the piece of work and, depending on the severity of the offence, may receive a grade of F for the course.
4. Other penalties as outlined in penalties for Other Academic Offences may be imposed.

*Subsequent Offence-* In cases where the Committee considers that the student has plagiarized again:

1. The student will receive a grade of F for the course, and a notation of the academic offence will appear on the student's transcript of record. The length of time the notation appears on the student's transcript of academic record is to be decided when the penalty is imposed.
2. Other penalties as outlined in penalties for Other Academic Offences may be imposed.



More information on UNB's policy on Examination, Standing, and Promotion can be found here:  
<http://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulations/iii-examinationstandingandpromotion/index.html>

## **OTHER ACADEMIC OFFENCES**

1. Cheating on examination, tests, assignments or reports, including but not limited to:  
Impersonating a candidate at an examination or test or in connection with any assignment in a course or availing oneself of the results of impersonation.  
Obtaining, through theft, bribery, collusion, purchase, or other improper manner,
  1. an examination or test paper prior to the date and time for writing the examination or test;
  2. academic materials belonging to another person, e.g. laboratory reports, assignments, papers, computer materials, datasets.
2. Falsifying or knowingly submitting false assignments or credentials, records, transcripts, or other academic documents.
3. Submitting a false health or other certificate.
4. Submitting identical or substantially similar work for one course or program of study, which has been or is being submitted for another course or program of study, without the prior express knowledge and approval of the instructors.
5. Interfering with the right of other students to pursue their studies.
6. Knowingly aiding or abetting any of the above offences.
7. Tampering with, or altering, in any deceptive way, work subsequently presented for a review of the grade awarded.

### ***Procedures***

The instructor and, where applicable, the invigilator or other appropriate person shall, where practical, discuss the matter with the student concerned.

The instructor or the instructor's representative, if satisfied that an academic offence has been committed, shall complete an academic offence incident report and shall submit it, together with attached information, to the Registrar. The Registrar shall report it to the Chair of the Department (where applicable) and the Dean of the Faculty concerned. Each case will be referred by the Registrar to the appropriate Committee for review and appropriate action. The Registrar shall inform the student by registered letter and/or electronic mail of the referral to the Committee, the student's right to respond, the wish of the Committee that the student be present when the case is heard, and the procedures involved. A copy of the academic offence report and attached information will be provided to the student in a timely manner. The student is urged to submit to the Committee a written statement regarding the case. A student responding to the decision, shall do so in writing within three weeks of the date of the Registrar's letter of notification.

### ***Penalties***

A student who is found guilty of an academic offence will have two penalties imposed:

1. A notation on the student's transcript of academic record concerning the academic offence. The length of time the notation appears on the student's transcript of academic record is to be decided when the penalty is imposed.
2. A grade of F (zero) in an examination, test or course.  
One of the following penalties may also be imposed.
3. A recommendation to the President for suspension for a specified period. The recommendation is to include the length

of time the notation is to appear on the student's transcript of academic record.

4. A recommendation to the President for expulsion from the University. If the student is expelled, a permanent notation will appear on the student's transcript of academic record.

***General***

Consideration of a request to withdraw from a course or courses involved in an academic offence will not be given until the case is resolved.

Students on the Fredericton Campus will submit appeals to the Senate Student Standings and Promotions Committee; on the Saint John Campus, appeals will be submitted to the Students Appeals Committee.

# PROGRAMMING INFORMATION

## High School to Bachelor of Nursing Pathway – 3 -year Accelerated Program

The High School to Accelerated Bachelor of Nursing Pathway provides high school students with a pathway into the UNB Bachelor of Nursing Accelerated Program in Moncton.

Students admitted to the High School to Accelerated Bachelor of Nursing Pathway Program are granted a spot in the UNB Bachelor of Nursing Accelerated Program in Moncton conditional upon meeting the admission standards for the program.

The pathway includes five courses (15 credit hours) in leadership studies offered by the School of Leadership Studies (formerly Renaissance College), the five prerequisite courses required to enter the BN Accelerated Program (16 credit hours), plus 15 credit hours of university electives of the student's choice.

Students admitted to the High School to Accelerated Bachelor of Nursing Pathway will take 46 university credits over 3 terms (Fall, Winter, Summer) at the Fredericton campus (Fall and Winter terms) and online through UNB's College of Extended Learning/Learning Futures (Summer term). Students who successfully complete five School of Leadership Studies leadership courses in the pathway will be granted the UNB Certificate in Leadership Studies upon successful completion of the BN program.

| Year 1- High School to BNAP                        |           |   |           |                                |           |
|--|-----------|---|-----------|--------------------------------|-----------|
| <i>Term 1 - FALL</i>                               | <i>CH</i> | <i>Term 2 - WINTER</i>                            | <i>CH</i> | <i>Term 3 - SUMMER</i>         | <i>CH</i> |
| BIOL 1711<br>Human Anatomy                         | 4         | BIOL 2792<br>Human Physiology                     | 3         | BIOL 2509 *<br>Pathophysiology | 3         |
| RCLP 1001<br>Leadership<br>Foundations             | 3         | STAT 2263<br>Statistics for Non-Science<br>Majors | 3         | BIOL 2259*<br>Microbiology     | 3         |
| RCLP 1011<br>Worldviews, Cultures<br>and Religions | 3         | RCLP 1062<br>Citizenship and Community            | 3         | RCLP Restricted<br>Elective*   | 3         |
| General Electives                                  | 6         | RCLP Restricted Elective                          | 3         | General Electives*             | 6         |
|  |           | General Elective                                  | 3         |                                |           |

**CH = Credit Hours**

\*Courses taken online via CEL/LF are subject to a fee of \$150

# The BN-Accelerated Program

## Curriculum Overview

The UNB baccalaureate program prepares graduates to work with clients in achieving affordable and accessible care in a variety of settings. To achieve this, the Nursing Curriculum has been designed as a framework that supports a holistic and multidimensional view of nursing for teaching and learning in both theoretical and practical components of the program.

*Prerequisite courses for students starting the program in Fall 2023 or later:*

- 4 credit hours of Human Anatomy - BIOL 1711: Human Anatomy; BIOL 1719: Human Anatomy I (online through UNB College of Extended Learning); or UNB approved equivalent
- 3 credit hours of Microbiology - BIOL 2251: Microbiology; BIOL 2259 Clinical Microbiology (online through UNB College of Extended Learning); or UNB approved equivalent
- 3 credit hours of Pathophysiology - BIOL 2501: Pathophysiology I; Pathophysiology I (online through UNB College of Extended Learning); or UNB approved equivalent
- 3 credit hours of Statistics - STAT 2262: Statistics for Non-Science Majors or UNB approved equivalent
- 3 credit hours of Human Physiology (no lab required); BIOL2792, BIOL1782, BIOL1789 or UNB approved equivalent
- 30 undergraduate degree credits in any discipline with a minimum 3.0 GPA (70% or B average).

*The BN-Accelerated Program:*

| Year 1   |    |  |    |  |    |
|--|----|--|----|--|----|
| Term 1 - FALL  | CH | Term 2 - WINTER  | CH | Term 3 - SUMMER  | CH |
| NURS 1121 – AP Introduction to Nursing and Health                            | 3  | NURS 1131 – AP Helping Relationships                                       | 3  | NURS 2145 – Mental Health Challenges                           | 3  |
| NURS 1135 – AP Enhancing Well- Being in Chronicity                           | 3  | NURS 3065 – Community and Population Health Nursing                        | 4  | NURS 2171 – AP Young Families' Health                          | 3  |
| NURS 1136 – AP Practicum: Wellness and Chronicity                            | 3  | NURS 3068 – AP Clinical Practicum: Community and Population Health Nursing | 4  | NURS 2172 – Clinical Practicum: Young Families Health          | 3  |
| NURS 1142 – AP Health Assessment   | 4  | NURS 2133 – AP Pharmacotherapeutics  | 4  | NURS 2175 – Clinical Practicum: Mental Health                  | 3  |
|  |    |  |    | BIOL 2513 – Pathophysiology II (online via CEL – fee of \$150) | 3  |
| Year 2   |    |  |    |  |    |
| Term 4 - FALL  | CH | Term 5 - WINTER  | CH | Term 6 - SUMMER  | CH |
| NURS 3072 – Acute Health Challenges  | 3  | NURS 4113 – Families within Populations                                    | 3  | NURS 4153 – Preceptorship                                      | 12 |
| NURS 3073 – AP Clinical Practicum: Acute Health Challenges                   | 4  | NURS 4121 – Nursing in Complex Situations                                  | 3  | NURS 4185 – Trends and Leadership in Nursing                   | 3  |
| NURS 3082 – Theoretical Foundations of Nursing                               | 3  | NURS 4124 – AP Clinical Practicum: Nursing Families in Complex Situations  | 5  |  |    |
| NURS 3092 – Introduction to Research & Evidence Informed Practice in Nursing | 3  |  |    |  |    |

CH = Credit Hours

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## LPN-BN Nursing Pathway and Learn Where You Live (LWYL)

The LPN-BN Nursing Pathway builds on current knowledge and nursing practices and prepares students for entry into the third year of the four-year BN program.

The Pathway consists of six online courses and can be completed in a single term (6 courses in winter term) or over two terms (3 courses each term - fall and winter). During the Pathway courses LPN-BN students are advised by the Coordinator of Adult Learner Services at the UNB College of Extended Learning/Learning Futures (Christine Roy).

### LPN-BN Pathway Courses:

PSYC 1013 - Introduction to Psychology I OR PSYC 1023 - Introduction to Psychology II (or equivalent)

STAT 2263 - Statistics for Non-Science Majors (or equivalent)

BIOL 2759 - Physiology and Pathophysiology for Licensed Practical Nurses

NURS 2132 - Pharmacotherapeutics

NURS 2217 - Professional Nursing Practice

NURS 2218 - Enhanced Decision Making in Clinical Practice

Once the LPN-BN Nursing Pathway is completed, students must apply for transfer into the third year of the four-year BN program.

To be eligible for transfer into the BN program, students must have a minimum grade of C in each of the LPN-BN Nursing Pathway courses with an overall minimum grade point average of 3.0. NOTE: Meeting the minimum entrance requirements does not guarantee admission into the BN program. The transfer application deadline to UNB's Bachelor of Nursing program is Feb. 15. Admitted students will be granted a block transfer of 50 credit hours based on their Practical Nurse program and earn an additional 18 credit hours from the LPN-BN Nursing Pathway. Once enrolled in the BN program, students have four years to complete the degree.

Students enrolled in the LWYL program will be able to complete all Year 3 and 4 BN theory courses online (synchronously- at a predetermined time all students in the class attend on-line lectures). You will complete clinical placements in a variety of New Brunswick community and acute care settings including but not limited to Miramichi, Moncton, Restigouche and Upper River Valley. Students in the Yukon cohort will complete placements in Whitehorse and surrounding area. Clinical placements are scheduled for 2 to 3 days per week, for the duration of the semester. There are four placements total - three clinical placements and one preceptorship.

Note: The availability of clinical placements in different New Brunswick regions depends on enrollment.

Students enrolled in the Learn Where You Live program are advised by the Undergraduate Nursing Student Navigator and Academic Advisor of the BNAP and LWYL Undergraduate Program, Ashley Bulley. Students in the Yukon LWYL program have two additional supports: Alexa Loukras (the Yukon Coordinator) and Taylor Haw (the UNB-Yukon LWYL Student Navigator and Non-academic Advisor).

Students enrolled in the LWYL program will also be required to use virtual reality (VR) equipment for their course delivery. This equipment will support the use of virtual reality from your home. Given the expense of the equipment, a \$250.00 security deposit is required before the start of Fall term to obtain the VR equipment. These funds will be refunded at the completion of the Winter term when the equipment is returned.

## The Bachelor of Nursing Four-Year Program

| Year 1   | Year 2   | Year 3  | Year 4   |
|--|--|---|--|
| Fall Term  | Fall Term  | Fall Term   | Fall Term  |
| BIOL 1711<br><i>Human Anatomy</i><br>(4 credit hours)                                  | BIOL 2501<br><i>Pathophysiology I</i><br>(3 credit hours)              | BIOL 2251<br><i>Microbiology</i><br>(3 credit hours)  | NURS 4113<br><i>Families within Populations</i> (3 credit hours)                                   |
| NURS 1012<br><i>Nursing as a Profession</i><br>(3 credit hours)                        | NUR 2135<br><i>Chronic Health Challenges</i> (3 credit hours)          | NURS 3065<br><i>Community and Population Health Nursing</i><br>(4 credit hours)                     | NURS 4121<br><i>Nursing in Complex Situations</i><br>(3 credit hours)                              |
| NURS 1225<br><i>Health and Wellness</i><br>(3 credit hours)                            | NURS 2145<br><i>Mental Health Challenges</i><br>(3 credit hours)       | NURS 3068<br><i>Clinical Practicum: Community and Population Health Nursing</i><br>(4 credit hours) | NURS 4125<br><i>Clinical Practicum: Nursing Families in Complex Situations</i><br>(5 credit hours) |
| NURS 1306<br><i>Introduction to Helping Relationships</i><br>(4 credit hours)          | NURS 2155<br><i>Clinical Practicum</i><br>(3 credit hours)             | NURS 3092<br><i>Nursing Research</i><br>(3 credit hours)  | Open Elective<br>(3 credit hours)  |
| NURS 1324<br><i>Indigenous Perspectives on Health and Wellness</i><br>(3 credit hours) | NURS 2177<br><i>Young Families' Health</i><br>(3 credit hours)         |   |  |
| English<br>(3 credit hours)  |  |   |  |
| Winter Term  | Winter Term  | Winter Term   | Winter Term  |
| BIOL 1782<br><i>Human Physiology I</i><br>(4 credit hours)                             | BIOL 2513<br><i>Pathophysiology II</i> (3 credit hours)                | NURS 3072<br><i>Acute Health Challenges</i> (3 credit hours)  | NURS 4153<br><i>Nursing Practice Elective (Preceptorship)</i><br>(12 credit hours)                 |
| NURS 1235<br><i>Clinical Practicum: Nursing and Wellness</i><br>(3 credit hours)       | NURS 2132<br><i>Pharmacotherapeutics</i><br>(3 credit hours)           | NURS 3074<br><i>Clinical Practicum: Acute Health Challenges</i><br>(4 credit hours)                 | NURS 4185<br><i>Trends and Leadership in Nursing</i><br>(3 credit hours)                           |
| NURS 1236<br><i>Introduction to Care of Older Adult</i><br>(3 credit hours)            | NURS 2187<br><i>Clinical Practicum II</i><br>(3 credit hours)          | NURS 3082<br><i>Theoretical Foundations of Nursing</i><br>(3 credit hours)                          |  |
| NURS 1305<br><i>Introduction to Health Assessment</i> (4 credit hours)                 | Open Elective<br>(3 credit hours)                                      | Open Elective<br>(3 credit hours)   |  |
| 3 ch Psychology<br>(3 credit hours)  | STAT 2263<br><i>Statistics for Non-Science Majors</i> (3 credit hours) |   |  |
| Summer Term  | Summer Term  | Summer Term   | Summer Term  |
|  | NURS 2063<br><i>Concentrated Clinical Practice</i> (3 credit hours)    |   |  |

# FACULTY OF NURSING POLICIES AND GUIDELINES

## General Regulations for Nursing Programs

The University-Wide Regulations will govern any point not covered in the [Bachelor of Nursing regulations \(UNB programs, section G: Bachelor of Nursing\)](#). Questions concerning the application of regulations are to be directed to the Associate Dean.

1. A student whose assessment grade point average (the May/April period; for definition, see [Standing and Promotion Requirements in Section B](#) of this Calendar) falls
  - a) below 2.0 but above 1.6 will be placed on academic probation; if in any subsequent period the grade point average falls below 2.0 the student will be required to withdraw from the program.
  - b) below 1.7 will, subject to review by the Nursing Faculty, be required to withdraw from the program.
2. A student who twice fails to achieve at least a "C" or "CR" grade in any Nursing course will be required to withdraw from the Nursing program.
3. A student must receive at least a "C" or clinical "CR" in
  - a) each Nursing course before proceeding to ensuing Nursing courses
  - b) all additional required non-nursing courses before proceeding to the next year of Nursing courses
  - c) nursing electives
4. A "D" grade is accepted only in non-nursing open electives (a nursing elective taken as an open elective requires a "C" grade for credit).
5. Normally, students must complete all courses in a given year before proceeding to the next year of the program.
6. A student repeating a Nursing course may, at the discretion of the Nursing Faculty, also be required to repeat and pass the Nursing course that immediately preceded it.
  - a) BN Four Year Degree Program students must complete the program within 6 years of enrollment in the Faculty of Nursing.
  - b) BN Accelerated Degree Program students must complete the program within 4 years of enrollment in the first term of the program.
  - c) LPN to BN Degree Program students must complete the program within 4 years of enrollment in the first term of the program (this does not include the Pathway year).
7. Guideline for Students Returning to BN Program Following an absence of Less Than One Year: Students who have been out of regularly sequenced nursing courses for less than one year, for any reason, are required to notify the BN Associate Dean (Fredericton or Moncton) by email of their intentions for future studies by April 30.

This will facilitate planning for the upcoming academic year. Failure to notify the BN Associate Dean (Fredericton and Moncton students) of the intention to return to the program by this deadline may

result in lack of availability of a clinical placement in required clinical courses.

8. Students enrolled in the four-year BN degree program must complete 95 credit hours in Nursing and 32 credit hours in other faculties. Students enrolled in the BN Accelerated Program who began before Fall 2023 must complete 86 credit hours in Nursing and 3 credit hours in Biology; those enrolled in 2023 or later must complete 79 credit hours in nursing and 3 credit hours in Biology.
9. All UNB nursing students are asked to complete one online Student Assessment of Abilities Year (SAAY) survey in designated courses in the program. These surveys are administered electronically and are linked to a particular course at the end of each year or certain terms in the program.

dated July 2023, Updated August 2024

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## Overview of Policies and Guidelines

When students enter the Faculty of Nursing, they not only become members of the UNB academic community but are also given student status in the profession of nursing. Along with the larger UNB community, the Faculty of Nursing is committed to maintaining a positive learning and working environment. The UNB Bachelor of Nursing program is founded on the expectation of successful completion of both theory and practice courses; as such we follow [NANB's Fitness to Practice](#) expectations of the profession.

Within the academic community, the Faculty is guided by the Regulations expressed in the *Undergraduate and Graduate Calendars* as well as the [UNB Declaration of Rights and Responsibilities](#). Students are encouraged to become familiar with their roles and responsibilities as well as those of the university community, which are included in this Declaration. The Declaration includes the following:

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

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

- [Standards of Practice for Registered Nurses \(2019\)](#)
- [Standards for Medication Management \(2020, amended November 2023\)](#)
- [Standards for Documentation \(2020\)](#)
- ☐ [Standards for the Nurse-Client Relationship \(2020, amended March 2021, 2022, and June 2024\)](#)

NANB follows the [Code of Ethics for Registered Nurses \(2017\)](#) established by the Canadian Nurses Association



(CNA). Please note the CNA released an updated [code of ethics](#) (2025) that NANB has not yet endorsed. It is important for students and faculty to read the Code and to recognize that their moral and ethical conduct as nurses is measured by the values expressed in the Code. As members of the academic community all university students, including nursing students, are expected to conform to standards of conduct expressed in the university undergraduate and graduate calendars; as members of a professional community, nursing students are expected to conform to the professional standards of conduct within the Faculty of Nursing and broader nursing community. Students are responsible for becoming familiar with university regulations, NANB standards and specific Faculty of Nursing policies and guidelines. The intent of guidelines and/or policies specific to the Faculty of Nursing is to provide clarification regarding the responsibility of the Faculty of Nursing to both the University and the nursing profession regarding standards of conduct for nursing students. Nursing students are expected to:

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

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

*Reviewed August 2022, August 2023, August 2024, August 2025*

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## Guideline for Students Returning to BN Program Following an Absence of ‘Less Than One Year’

Students who have been out of regularly sequenced nursing courses for less than one year, for any reason, are required to notify the campus BN Program Assistant/Associate Dean by email of their intentions for future studies by April 30th. This will facilitate planning for the upcoming academic year. Failure to notify the BN Associate Dean of the intention to return to the program by this deadline may result in lack of availability of a clinical placement in a required clinical course(s).

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## APA Guide (American Psychological Association)

The Faculty of Nursing consistently uses the latest edition, 7th edition, of the APA Manual for assignments. An APA style guide has been prepared and is available for students and faculty at:

<https://unbcloud.sharepoint.com/sites/wss/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2Fwss%2FShared%20Documents%2Fapaappearance%5F7ed%2Epdf&parent=%2Fsites%2Fwss%2FShared%20Documents>

More information on APA, and support with APA can be sought through the Writing and study skills centre <https://unb.ca/fredericton/studentservices/academic-success/writing-and-study-skills-centre.html>

We recommend using the American Psychological Association instructional resources such as guides and webinars available on their Style website

## Grading Scheme – UNB Faculty of Nursing

The following grading scheme applies to all BN courses in all years of all programs:

| Letter Grade | Percent Mark   |
|--------------|----------------|
| A+           | 91–100         |
| A            | 85–90.9        |
| A-           | 80–84.9        |
| B+           | 76–79.9        |
| B            | 73–75.9        |
| B-           | 70–72.9        |
| C+           | 68–69.9        |
| C            | 65–67.9        |
| D            | 60–64.9        |
| F            | 59.9 and below |

For clinical courses, CR (credit) and NCR (no credit) are used.

*Approved by Faculty Council April 2025*

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## Privacy and Confidentiality Best Practice Guideline for Students

To ensure that you receive your clients' consent and protect their privacy under the New Brunswick *Right to Information and Protection of Privacy Act* ([RTIPPA](#)) and the *Personal Health Information Privacy and Access Act* ([PHIPPA](#)), we recommend the following:

### General:

- Collect and share only what is necessary.
- Request consent to collect or share information.
- Avoid personal information when communicating and taking notes.
- Complete disclosure of confidential information in a face-to-face setting.

### Assessments and assignments

- Request your client's consent (as well as their family members if applicable) prior to commencing the assessment/assignment and advise them that this assessment/assignment is not mandatory. Have them read and sign the consent document. Give them a copy of the unsigned consent document. In certain circumstances, verbal consent is sufficient; please speak to your faculty.
- Advise your client that you will not be writing down any information that may identify them, that assessments/assignments are securely destroyed and that you have a privacy statement for them (see below). Depending on circumstances, this may be covered by the form above.
- The University of New Brunswick and the Faculty of Nursing is committed to protecting your personal and health information and the confidentiality of your information. The information collected during this assignment will be used for the purposes of nursing students' academic requirements. For more information on the protection of personal information at UNB, please consult the University Secretariat, University of New Brunswick, PO Box 4400, Fredericton, NB, E3B 5A3 <http://www.unb.ca/secretariat> (506) 453-4613.
- Do not include any of your client's personally identifiable information (name, initials, contact info, etc.). If collection of

personally identifiable information is absolutely necessary, keep it on a separate sheet from the assessment/assignment form. If needed, cross-reference with a system of random letters and-or numbers.

- Do not copy the assessment/assignment and give the original to faculty once the assignment is completed.
- Do not disclose any information or photos on social media.
- If this information/documentation is on an electronic device (computer, laptop, tablet, mobile phone, USB drive, etc.), the device should be password protected and encrypted. Screen lock should be timed to turn on after 5 minutes of inactivity. Please contact UNB Information Technology Services (ITS) for help if necessary.
- If this information is in physical format, please ensure that it is securely stored and not accessible by anyone but yourself, your partner (if applicable) and the faculty member. When the assessments/assignments are in transit, they should always be kept in a lockable bag or zippable or enclosed folder or binder, never left unattended or left in an unattended car. The zippable or enclosed folder should have a note on the cover reading as follows: "Confidential" and "If found, return to ..." along with your contact information. Documents should be limited to your facility as much as possible; avoid carrying them out of the facility.
- Once the documents are returned from your faculty (if applicable) and no longer required, securely destroy physical documents in UNB-approved secure locked shredding container (i.e., grey Shred Guard bins) and delete and empty recycle bin in documents in electronic format. Please note that under [Part IV. Right of Appeal - Standing and Promotion Decisions University Wide Academic Regulations](#), students have a 1-year right of appeal in relation to their grades.
- If you lose any information, inform your faculty and/or Associate Dean as soon as possible.
- If applicable, follow all the privacy rules and regulations of the clinical placement institution.

The breach of any of these recommendations may be considered a privacy breach and depending on the circumstances, the breach may be reported to New Brunswick's Integrity Commissioner as required by privacy laws.

Further, any breach may result in you being responsible for any resulting damages and may result in your dismissal from the Nursing Program at UNB and-or your clinical placement.

#### More Privacy Tips

##### General:

- Password with screen lock
- Encrypt computers, devices, and documents
- Limit confidential information on electronic devices
- Deactivate cloud functions of electronic devices if they contain personal information
- Lock doors and cabinets
- Do not keep documents lying around
- Never leave or store documents in an unattended vehicle
- Collect only what is necessary
- Avoid personal information as much as possible when communicating and taking notes
- Do not make or keep copies of completed forms
- When you can and appropriate, get consent
- Limit disclosure of confidential information via telephone calls; do face to face
- Emails:
  - o Confidentiality-disclosure statement
  - o Double check recipients
  - o BCC not CC

- UNB email and certain cloud storage services (i.e., Google Docs) are NOT secure...
- D2L Dropbox and chat application ARE secure
- UNB [Secure File Drop](#) IS secure
- Secure destruction of documents: UNB-approved secure locked shredding container (i.e., gray Shred Guard bins)
- Be mindful that nothing is secure or private on social media and that there is an [Ethical Use of Mobile Technologies and Social Media by UNB Student Nurses](#) policy.

#### Paper Documents:

- Lock doors and cabinets of spaces containing private information.
- Do not leave documents laying around.
- Never leave or store documents in an unattended vehicle.

#### Group or face-to-face discussions: (including classes via Teams or other online platforms):

- Closed room or private area
- Check if anyone is around and could overhear the conversation
- Keep conversation volume to a minimum or wear headphones if online
- Avoid personal and confidential info if possible
- Permission from participants is required to record the meeting or discussion.

#### Useful privacy documents

(For links on these institutions and/or documents, please review the electronic version of this document)

#### UNB:

[Acceptable Use of Information and Communication Technologies Policy](#)  
[Policy for the Protection of Personal Information and Privacy](#)

Photography Management Policy can be found in the Policy Repository: <https://es.unb.ca/apps/policy-repository/>

#### UNB Faculty of Nursing Student Handbook:

Pledge of Confidentiality

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

Consent Documents (available from clinical instructor)

#### Employer-Clinical Placement (depending on the health care facility):

Privacy Module

Contract

Policies

Confidential-Declaration of Understanding

Social Media Policy

Privacy Statement

#### Nursing standards:

[Code of Ethics for Registered Nurses](#)

[NANB](#)

[YRNA](#)

[Infolaw](#)

#### Health Care Facilities:

Privacy Modules

Policies

Social Media Policies

#### Resources:

Associate Dean  
Dean  
Student Navigator and Academic Advisor  
Instructor of Record  
Privacy Officer at the health care institution  
Nurses Association of New Brunswick  
Canadian Nurses Protective Society  
UNB Records Management, Access, and Privacy Coordinator  
UNB Information Technology Services (ITS)

*Approved at Faculty Council February 29, 2016; Revised July 2021*

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## Confidentiality Policy

All UNB Nursing students are required to sign the *UNB Pledge of Confidentiality* (see below) at the beginning of the program. The signed record will be kept in the student's file. Specific confidentiality forms may be required at any institution prior to providing care within that institution.

Each year during the BN and BN Accelerated program, faculty should ensure that the opportunity is provided for students and faculty to engage in discussion and review of the *Faculty of Nursing Pledge of Confidentiality* and what it means in nursing practice during clinical and classroom courses.

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

*Approved by Faculty Council August 2003; Revised July 2019*

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## UNB Faculty of Nursing Pledge of Confidentiality

As a student within the Faculty of Nursing, and as a condition of placement in a clinical practicum, I will have access to information and documents of a private and confidential nature.

It is my responsibility to:

1. Be aware of and respect the contents of the various UNB policies and procedures related to privacy and the protection of information and personal health information, including the Policy for the Protection of Personal Information and Privacy and the Acceptable Use of Information and Communications Technologies.
2. Be aware of and respect the contents of the UNB Faculty of Nursing Handbook related to privacy and the protection of information and personal health information, including the UNB Faculty of Nursing Pledge of Confidentiality, the Ethical Use of Mobile Technologies and Social Media by UNB Student Nurses, and the Promoting Safe Practice Policy.
3. Be aware of and respect the Nurses Association of New Brunswick-adopted documents related to privacy and the protection of information and personal health information, including, the Practice Guideline Social Media (2022) and the Canadian Nurses Association Code of Ethics for Registered Nurses (2025).
4. Be aware of and respect provincial legislation related to privacy and the protection of information and personal health information, including the Right to Information and Protection of Privacy Act and the Personal Health Information Privacy and Access Act and their regulation.
5. Understand that I am subject to these policies and legislation.
6. Treat all patient/client and other records as confidential and protect them to ensure complete confidentiality.

7. Respect the privacy and dignity of patients/clients, colleagues, employees, students and others.
8. Ensure that I do not repeat, disclose, or confirm any information revealed by the patient/client/employee via any medium, including discussion, telephone, email, or social media, unless permitted in my coursework under the direction of the instructor or unless health care professionals require the information to provide or improve client care. This includes:
  - the nature of the illness, its cause and treatment;
  - everything divulged to describe the illness;
  - the reactions of the patient/client/employee, their conduct;
  - their financial state, domestic life, or any personal information;
  - all the records accumulated during the course of treatment/interaction;
  - the locations of the clinical placements;
  - and any information leading to the identification of the patient/client/employee, unless there is a legitimate purpose related to performing my duties/responsibilities.
9. Ensure I do not inappropriately access, use or disclose confidential information. I understand access is a privilege, and such access to this information shall be directed only toward the performance of my duties/responsibilities. This includes taking photos or videos within the clinical setting or removing materials from the clinical setting that are considered non-public materials (e.g., Kardex, MARs, screenshots of medication lists, etc.).
10. Access only information required for my clinical experiences.
11. Protect my usernames and passwords.
12. Securely store, encrypt, password protect and securely destroy, as the case may be, all confidential information in accordance with institutional policy.
13. Access, process, and transmit confidential information using only authorized hardware, software, or other authorized equipment.
14. Not release any data/information to a third party unless authorized to do so.
15. Follow all further instructions as they relate to privacy and confidentiality.
16. I agree not to disclose any details related to simulation-based education or the actions of my peers during simulation experiences.

**I understand that any breach of confidentiality and breach of this agreement may result in dismissal from the nursing program at UNB or disciplinary action within the program.**

I understand that my pledge of confidentiality is binding, and I agree to abide by the conditions outlined in this document and that they will remain in force for the duration of my program and into perpetuity even if I cease to have an association with the University of New Brunswick Faculty of Nursing.

*Revised: July 2015; August 27, 2025*

*Adopted from the HHN Declaration of Understanding*

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## Student Disclosure of Health Information

### Rationale

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

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

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

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

### Guidelines for Disclosure

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

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

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

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

- Clinical Faculty
- Instructor of Record
- Associate Dean of respective site
- Student Accessibility Center
- Associate Dean Research & Graduate Studies
- Dean of Faculty of Nursing
- Student Advocate
- Human Rights Officer

*Approved by Faculty Council August 25, 2008; Revised September 6, 2011, Updated July 2021*

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## Guidelines for an Allergy Disclosure (Student)

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

*Approved by Faculty Council June 2011, Updated 2019*

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## Guidelines for a Reduced Scent Environment

As there are a number of people today who are sensitive or allergic to scented products such as perfumes, after-shave, hair sprays, and other scented products the Faculty of Nursing requests that you refrain from wearing scented products to campus and clinical. It is important that we promote a healthy environment for everyone.

*Approved by Faculty Council August 2013, Reviewed July 2019*

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## Resolution of Conflict Among Nursing Students

### Preamble

Conflict is a way of expressing disagreement over something important to us. When we make decisions with others or when we see things differently from others, how we interact may indicate that we feel annoyed or uncomfortable, a signal that we have conflict. Identifying the underlying cause of the conflict helps move toward resolving it.

Professionally, we expect all faculty members and students to respect one another and to work together collaboratively, using ethical decision making to resolve conflicts. When we choose not to deal with a conflict, one potential outcome is increased stress.

### Resolution of Conflict Among Nursing Students

In classroom and practice settings, conflict among students may occur at individual or working group levels. Real or perceived conflict that is not addressed worsens. Our intent is to help students deal in a professionally accountable manner with conflict among peers.

Wherever possible in classroom or practice settings, we encourage students to deal directly with the person



with whom they have a conflict. When this does not result in resolution of the conflict, students may find outside help useful. Students may contact faculty members or the Student Advocate or UNB Human Rights Officer. Consulting these people about a conflict is different from telling a peer or family member because these people are obligated to act. Faculty members approached by a student with a complaint about another student are responsible “to deal fairly and ethically with students and other members of the academic community.” Faculty members who hear students’ complaints about other students are ethically bound to help the student to begin a process to resolve the conflict or to advise the student that they cannot listen to the problem.

We intend these guidelines to provide direction when students choose to involve a nursing faculty member in seeking resolution to a conflict. Informal ways are often most useful and choosing to speak to a nursing faculty member is considered informal. We hope these guidelines will protect the rights of all students where one student has chosen to seek help from a nursing faculty member to resolve a conflict before it worsens. In using informal ways to resolve conflict in the Faculty of Nursing, we value due process, natural justice, and procedural fairness. Everyone involved with a conflict has the right to access information about procedures, know about complaints, see, or hear all evidence, challenge negative evidence, be helped in a process to resolve conflict, receive a fair hearing at all levels, feel protected by the process, and protection from anonymous evidence. Names of those engaged in a process to resolve conflict shall not be disclosed outside the process.

### Process

We refer to a student who brings a complaint as Initiating Student and the student about whom a complaint is made as Responding Student. The conflict resolution process applies when students choose to involve nursing faculty members in helping resolve a conflict within the Faculty of Nursing (see process graphic). When Initiating Student approaches a faculty member to describe a potential conflict situation, the faculty member must immediately remind the student that we encourage first speaking to Responding Student directly. The conversation should stop, and the faculty member must tell the student that it is inappropriate to hear more about it at this time. Initiating Student may drop the matter after speaking with Responding Student whether the conflict is resolved or not.

If Initiating Student approaches a faculty member after having spoken to Responding Student, the following process applies:

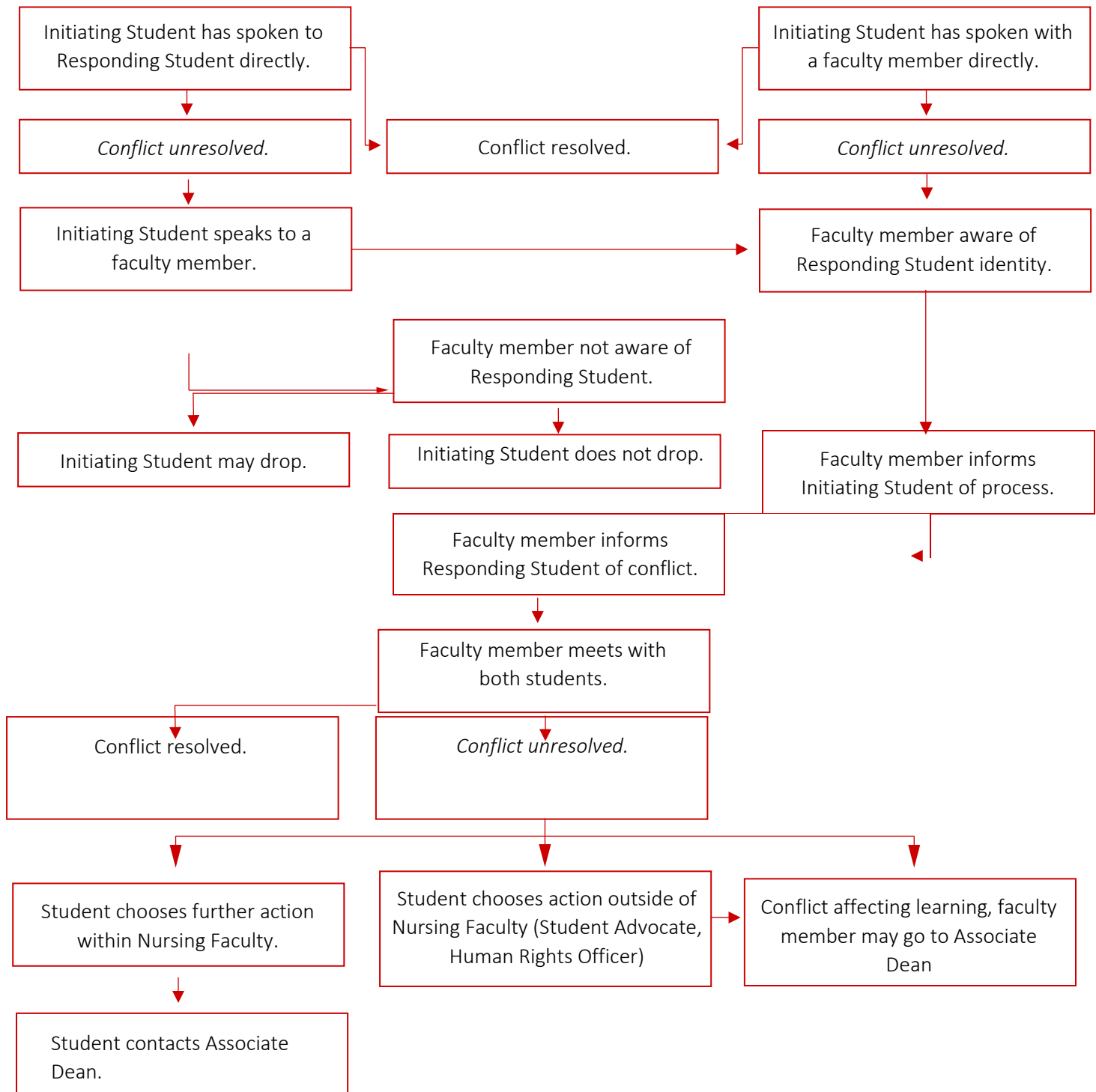
1. When it is clear that the faculty member is not aware of the identity of the student with whom Initiating Student perceives a conflict, Initiating Student may choose to drop the matter. The conflict may remain.
2. When it is clear that the faculty member is aware of the identity of the student about whom Initiating Student perceives a conflict, the faculty member is responsible to deal fairly with both students. The faculty member must inform the Initiating Student that the faculty member must tell Responding Student about the perceived conflict.
3. The faculty member informs Responding Student that Initiating Student has told faculty member of the unresolved conflict and requests a meeting to obtain Responding Student’s perspective.
4. The faculty member convenes a meeting with Initiating and Responding Students to help them resolve the conflict.
5. If the conflict is resolved, there is no further action.
6. If the conflict is not resolved, students can choose to continue the process to resolve the conflict within Nursing by contacting the Associate Dean (site specific) or they may choose to seek help elsewhere within the university to resolve the conflict. For example, students may find Student Advocate,

Counselling Services, or Human Rights Officer can help in dealing with the conflict.

7. If the faculty member believes that the conflict continues to have adverse effects on the learning of one or both students or affects learning for other students, the faculty member may choose to inform the Associate Dean for help to resolve the conflict.

*Approved by Faculty Council August 2000  
Revised and Approved by Faculty Council May 2014*

## Resolution of Conflict Among Undergraduate Nursing Students



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## Student-Faculty Concerns

If a student has a concern related to grades, they are advised to consult the academic regulations, in Section L, at <http://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulations/iii-examinationstandingandpromotion/index.html> and the Student Advocate. As outlined in these regulations the first step in addressing these types of concerns is discussing the matter with the faculty member.

In a faculty such as Nursing, we expect professional conduct of students and faculty members in student-faculty interactions. If students have concerns about the performance or actions of a faculty member in classroom or clinical settings, we expect students to approach the faculty member with whom they have concerns as a first step in reaching a resolution. If after meeting with the faculty member the concern remains unresolved, the student consults with the Associate Dean who will assist them to determine the most appropriate course of action. Should a student express their inability to meet with the faculty member directly, the student is advised to consult with the Associate Dean. Depending on the situation, students may be advised to consult the Student Advocate, Human Rights Officer, or Dean. If a student is concerned about being treated ethically or fairly, the student may wish to consult with the UNB Human Rights Officer.

Faculty who are approached by a student with a concern about another student's performance or actions or another faculty member's performance or actions should inform students that it is inappropriate and unprofessional for them to engage in such discussions. Faculty members must advise students to stop the conversation and then must advise the student to proceed to follow the steps in this guideline (see process graphic). Anonymous complaints are not appropriate and will not be addressed.

If students have concerns about the performance or actions of the Associate Dean, they may contact the Student Advocate or the Dean.

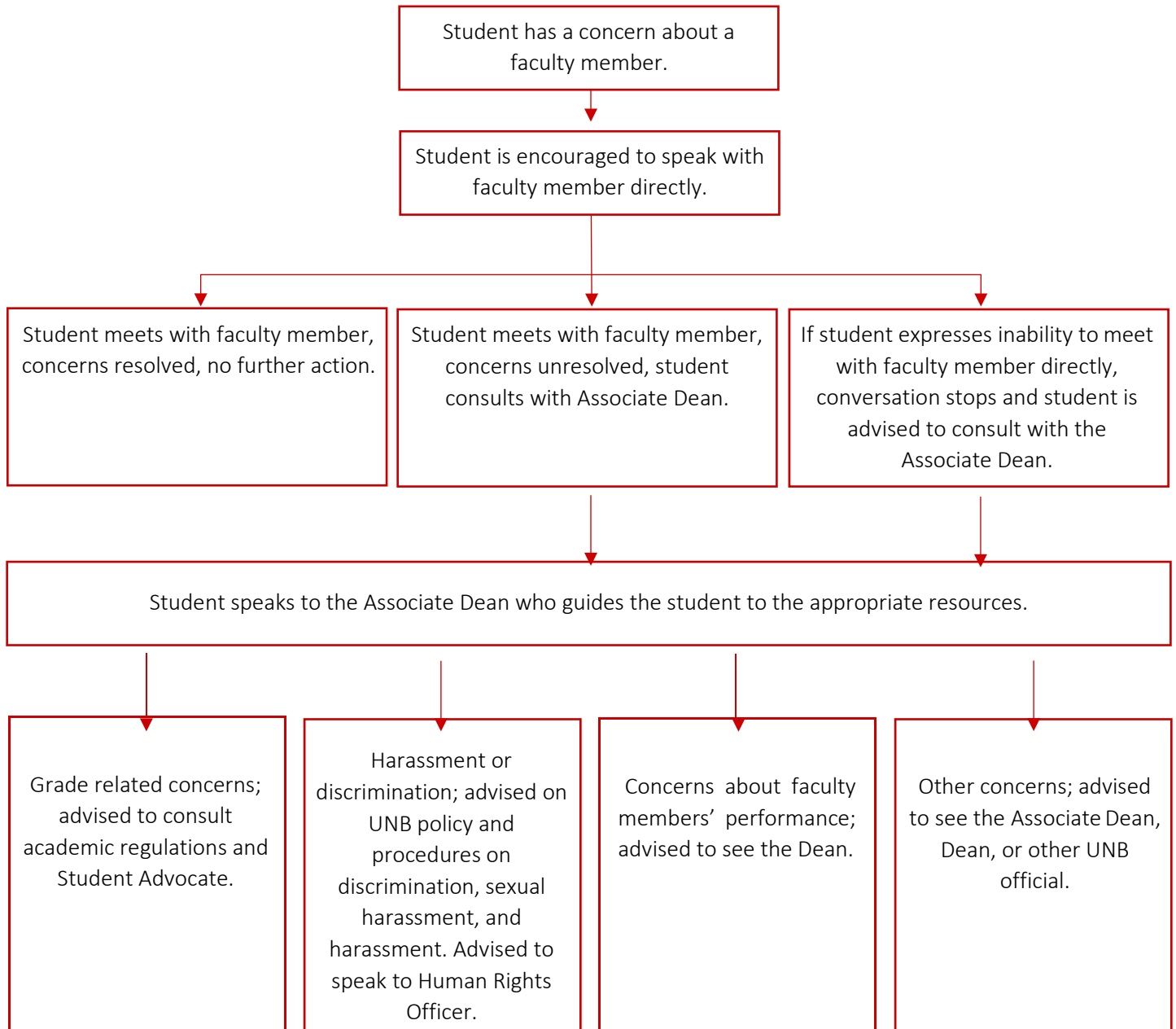
Allegations of student or faculty performance issues are serious, and everyone has the right to be represented at all stages of the process. Relevant unions represent faculty members, and the Student Advocate at the Office of Student Affairs represents students.

### Notes

Conflicts involving students or faculty with members of agency staff follow agency processes to resolve. Faculty members who are seconded from external agencies or who are jointly appointed between UNB, and agencies are covered by AUNBT procedures during their secondment, under a special agreement.

*Approved by Faculty Council August 2000  
Revised and Approved by Faculty Council May 2014  
Updated July 2019*

## Student-Faculty Concerns



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

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

With use of all mobile devices and social media, nursing students are required to adhere to the same professional guidelines of professionalism, civility, safety, privacy, and respect as expected in face-to-face interactions with clients, families, peers, and faculty. For information about professional standards of practice in nursing related to information through social media, please consult the Nurses Association of New Brunswick (NANB) and the Association of Licensed Practical Nurses of New Brunswick [\*Practice Guideline: Social Media\*](#) (August 2022).

Another reference is the Canadian Nurses Protective Society at [www.cnps.ca](http://www.cnps.ca)

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

- Protect your personal privacy by not sharing personal information such as your name, telephone number, address, and birth date.
- Respect the privacy of others. You should not use mobile devices or social media sites to post, communicate, or store information or photos of student learning experiences.
- Respect the privacy of your classmates. Any posts to social media cannot contain disrespectful comments (e.g., threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic, or other offensive comments).
- Think carefully before you post comments to social media. Consider client privacy before you use mobile devices to document/store and/or share information. Privacy and security does not exist in online social media communities; search engines can find posts years after they are created, and comments can be forwarded or copied. You should not post or share any online comments, photos, or information that you would not share with your instructors or prospective employers.
- For privacy and security reasons, you must not post or store identifying client information on mobile devices and social networks. Remember, the [\*Code of Ethics for Registered Nurses\*](#) and privacy laws require that you maintain confidentiality and safeguard information about clients or experiences during clinical rotations. As a student nurse, you must adhere to these professional practice guidelines and therefore must safeguard client information.

- Professional ethics, confidentiality, and boundaries apply to students and practicing nurses in the online environment. The therapeutic relationship between you, either the nurse or student nurse, and the client (client/family/community) is affected when you become a client's Facebook "friend," communicate with a client through a social media site, or store/post client information on a social media site or mobile device.
- Consider the level of trust that is developed between classmates. Implicating a classmate through social media in any way may compromise the trust they have developed in you. "When we combine the use of technology with social connections, the line between what we think of as *private*, and *publicis* blurred" (CNA, 2012).
- On social media sites, it is required that you identify your views as your own. If you identify yourself as a UNB nursing student online, it should be clear that the views expressed are not those of the UNB Faculty of Nursing.
- Respect for the profession of nursing is vital. Use of social media that diminishes the profession through postings that may be considered stigmatizing or disrespectful of nurses and others is not appropriate or professional.

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

*Approved by Faculty Council March 28, 2011  
Updated August 2019*

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## Guidelines for Decision Making About Volunteering

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

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

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

More extensive service is ONLY covered if under the supervision of a faculty member.

If UNB Faculty of Nursing is approached by another organization (NB Emergency Measures Organization, Red Cross, etc.) to request student volunteer assistance, that organization must assume primary liability. Therefore, it is essential that FON verify that the approaching organization has liability insurance for volunteers. Student volunteers will only be covered by liability insurance while performing the specific duties requested by the organization requiring their help.

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

Students who are reimbursed for services provided should refer to the NANB document titled “What is the difference between a student nurse and a student nurse employee?” NANB-FactSheet-StudentNursesStudentNurseEmployees-Jul-21-E.pdf

*Accepted by Faculty Council, June 2009; Revised July 2019, Reviewed August 2025*

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## Planning During a Health Care Emergency

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

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

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

### QUESTIONS TO BE ASKED BY FIRST AND SECOND-YEAR STUDENTS IN THE EVENT OF BEING ASKED TO PROVIDE SERVICES DURING A HEALTH CARE EMERGENCY

Students in first and second year of the Four-Year Nursing Program, or the first six months of the Accelerated Program would be considered volunteers. A toolbox of questions students should ask to protect themselves regarding expectations and assumptions is as follows:

1. What is expected of me?
2. What will my responsibilities be?
3. How do I communicate that I am only expected to perform volunteer activities?
4. How many hours do you expect me to commit to?
5. Why am I a volunteer and not a paid worker?
6. What is the health risk to my family and me?
7. How do I protect myself?
8. What is the liability coverage as a volunteer?



9. Whom do I take orders/direction from? (RN/ LPN/ senior student)
10. Who would act as a contact person for me in case of problems/concerns?
11. Will someone respect my decision when I voice feelings of being overwhelmed?
12. Who will listen to me when I feel that I have been put in a position beyond my skill level?
13. What kind of supervision will be provided to me?
14. Whom will I be volunteering for? (organization)
15. What is my professional/personal responsibility to volunteering?
16. Am I any different from a person off the street?
17. If in a volunteer capacity, will I be expected to do more than a volunteer off the street due to my level/area of education?

QUESTIONS TO BE ASKED BY THIRD AND FOURTH-YEAR STUDENTS or students at the end of term 2 of the Accelerated Program IN THE EVENT OF BEING ASKED TO PROVIDE SERVICES DURING A HEALTH CARE EMERGENCY

Students at the end of their second year of the Four-Year Nursing Program, or at the end of the first six months of the Accelerated Program would be considered for the category of nursing student employee. A toolbox of questions students should ask to protect themselves regarding expectations and assumptions is as follows:

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

Accepted by Faculty Council, June 2009; Revised July 2019

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## Fundraising Guidelines

The following are guidelines to help UNB Nursing students ensure their activities to raise support for Faculty activities are consistent with the University and Faculty's mandate and practices.

### University Mission

To inspire and educate our people to become problem solvers and leaders in the world, undertake research that addresses societal and scientific challenges, and engage with our partners to build a more just, sustainable and inclusive world.

### Faculty of Nursing Mission Statement

Educate and prepare nurses to lead in an evolving health care system grounded in the principles of primary

health care, equity and relational practice, supported by scholarship, innovation, evidence, and research.

In general, the fundraising conducted by nursing students should fall within both the University's mission and the Faculty of Nursing mission and should reflect the values and qualities of students preparing for a career in the nursing profession.

### Fundraising Activities

Fundraising activities shall be defined as:

- a. activities that raise funds through direct sale of merchandise or service for the benefit of recognized student groups with all funds to be used for the ongoing support of the group's activities, and
- b. activities that raise funds through direct sale of merchandise or service for the benefit of non-university charitable organizations.

### Guiding Principles for Fundraising Activities

1. Transparent financial reporting practices to the Faculty of Nursing should be in place.
2. Activities should not detract from the learning environment.
3. Participation in fundraising activities is strictly voluntary.
4. A fundraising activity must not result in any individual student benefiting materially or financially from the activity. That is, no funds raised can be allocated to individual students, or if there is a surplus of funds, cannot be issued back to individual students as this is self-benefit. Students who are fundraising for international exchanges may be exempt from this guideline.
5. A license is required for all raffles, draws, etc. This can be obtained from the Provincial Government and UNB Development and Donor Relations.

### Process

Any individual student or student group wishing to conduct fundraising activities must register the activity with the Associate Dean two weeks prior to the activity. To register the activity, email the following to the Associate Dean:

- Description of the fundraising activity
- Goal of the fundraising activity
- Who will be approached for support
- Sample of marketing/communication messages associated with the fundraising activity
- Name and contact information of the student or student group responsible for the fundraising activity

### Contacts

- Moncton students: Associate Dean, Student Navigator
- In Development & Donor Relations, contact Associate Director, Development & Donor Relations 506-453-5053

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## Transfer Credit Guidelines

Transfer credits are assessed upon admission to the BN Accelerated program; the timeframe for acceptance of nursing courses is normally five years and the timeframe for non-nursing courses is normally ten years.

The minimum grade for courses to be accepted as transfer credits for nursing and other required courses is a C and open elective courses only a minimum grade of D would be accepted.

## Simulation and Lab

Students are responsible for purchasing supplies to facilitate self-practice of psychomotor skills and bringing their lab kit to the lab. BNAP Lab kits are available for purchase at UNB Moncton and are mandatory. Please contact Alicia Jones for details. Lab kits for the LWYL program courses can be purchased through the bookstore.

### Lab Equipment

Lab equipment belonging to the Faculty of Nursing is not to be removed from the lab by students at any time. Students are unable to sign-out equipment from the skills lab. Students are welcome to use the equipment in the lab during both scheduled and open lab time.

In order to provide all students with an opportunity to use lab time effectively, the following guidelines have been developed. Respecting these guidelines will ensure that students have a clean and safe lab space in which to learn and practice and will assist in caring for specialized lab equipment.

When leaving please make sure the lab is left neat, tidy, and safe for the next group of students:

- All beds should be left in the lowest position with brakes on.
- All beds should be neatly made with clean linen as needed.
- Each bed should have an overbed table positioned across the bed or at the end of the bed.
- All dirty linen should be placed in laundry bags. Linen is sent to be laundered on an as needed basis so please only change linen when soiled.
- Please make sure that all lab supplies are properly disposed of or stored, as appropriate.
- Students may not wear footwear while on the beds.

The lab equipment and patient simulators are costly and sophisticated. To preserve the function and quality of all the equipment, and to enable all learners to benefit from this technology, we have developed expectations for all learners.

All patient simulators and lab equipment are to be handled and positioned with due care and not to be dropped or placed at risk of falling or being damaged.

- The simulators and accessories are to be treated as if they were actual patients under your care.
- **No food or drinks are allowed in the lab.**
- Pens may be used for documentation purposes but are not to be used directly on the simulation equipment.
- Mannequins can only be moved with direct faculty supervision. Mannequins must be moved by a minimum of two people.
- All related computer and remote components are to be treated with extreme care. Any problems must be reported promptly to the lab faculty.
- All equipment and demonstration supplies must be returned to designated areas.

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## Clinical Requirements

### Privacy Statement

*UNB and the Faculty of Nursing are committed to protecting the personal information of our students. The information collected from you will be used to determine your ability to participate in patient-related activities during your clinical placements with the Faculty of Nursing. This information is collected under the authority provided for in the UNB Act and the Right to Information and Protection of Privacy Act. The Faculty of Nursing will inform clinical agencies that clinical requirements have been met, but copies of your documents will not be shared with outside parties without your consent. For more information on the protection of personal information at UNB, please consult UNB Policy for the Protection of Personal Information and Privacy and the University Secretariat, University of New Brunswick, PO Box 4400, Fredericton, NB, E3B 5A3 [rtippa@unb.ca](mailto:rtippa@unb.ca) or (506) 453-4613.*

In keeping with policies and practices developed for the protection of both clients and health care providers, the Faculty of Nursing requires that all students (BN and BNAP) comply with the following requirements for clinical practice.

Student's personal information related to clinical requirements is being collected in a manner that is consistent with UNB's Policy for the Protection of Personal Information and Privacy. It will be used to determine a student's ability to participate in client/patient-related activities during clinical placements with the Faculty of Nursing, and for the safety and security of staff and clients/patients of the clinical agencies. Clinical agencies will be advised that clinical requirements have been met. However, they will not receive a copy of students' documents. Written permission from the student will be sought.

In the unusual circumstance whereby clinical agencies require disclosure of specific personal information or copies of original documents, it is best to have the student share that information directly with the clinical agency. If this is not possible, faculty and staff may provide student personal information or copies of original documents on behalf of the student. In this case, the student's written permission to disclose personal information must be obtained by having them complete the Consent to Disclose Personal Information. Also, the receiving clinical agency must complete the Faculty of Nursing Confidentiality Agreement. This agreement provides assurance that the clinical agency will keep the information that UNB shares with them confidential and that they will take reasonable precautions to safeguard that information.

Students who do not have clinical requirements completed will not be permitted to practice in any clinical setting. For the safety of students and for the safety of the individuals and families who will be entrusted to the care of students, it is mandatory that all the following requirements be met. No exceptions will be made.

## UNB Nursing Clinical Requirements

**Note:** Fredericton LPN to BN Pathway and Learn Where You Live students who are just entering the nursing program must submit Year 1 requirements

| Program Year   | BN Program   | Learn Where you Live  | Bachelor of Nursing Accelerated Program  | LPN to BN Pathway Program (In-person Fredericton)  |
|--|--|---|--|--|
| <b>Year 1 or the first year in program for LPN-BN and LWYL students.</b> | <p>Immunization Requirements:</p> <ul style="list-style-type: none"> <li>- TWO documented doses of MMR OR serology report showing immunity.</li> <li>-Documentation of a two-step TB test completed within the last 10 years.</li> <li>- TWO documented doses of Varicella OR serology report showing immunity.</li> <li>-Serology report showing immunity to Hepatitis B.</li> <li>-Proof of DTaP booster within the last five years.</li> <li>-Proof of Polio vaccination</li> </ul> | <p>Immunization Requirements:</p> <ul style="list-style-type: none"> <li>- TWO documented doses of MMR OR serology report showing immunity.</li> <li>-Documentation of a two-step TB test completed within the last 10 years*</li> <li>- TWO documented doses of Varicella OR serology report showing immunity.</li> <li>-Serology report showing immunity to Hepatitis B.</li> <li>-Proof of DTaP booster within the last five years.</li> <li>-Proof of Polio vaccination</li> </ul> <p>*Two-step TB tests are not available in the Yukon Territory, therefore, Yukon students will be provided an exemption for this requirement</p> | <p>Immunization Requirements:</p> <ul style="list-style-type: none"> <li>- TWO documented doses of MMR OR serology report showing immunity.</li> <li>-Documentation of a two-step TB test completed within the last 10 years.</li> <li>- TWO documented doses of Varicella OR serology report showing immunity.</li> <li>-Serology report showing immunity to Hepatitis B.</li> <li>-Proof of DTaP booster within the last five years.</li> <li>-Proof of Polio vaccination</li> </ul> | <p>Immunization Requirements:</p> <ul style="list-style-type: none"> <li>- TWO documented doses of MMR OR serology report showing immunity.</li> <li>-Documentation of a two-step TB test completed within the last 10 years.</li> <li>- TWO documented doses of Varicella OR serology report showing immunity.</li> <li>-Serology report showing immunity to Hepatitis B.</li> <li>-Proof of DTaP booster within the last five years.</li> <li>-Proof of Polio vaccination</li> </ul> |
|  | In-person <b>Standard First Aid and Basic Life Support (BLS) CPR</b> certification   | In-person <b>Basic Life Support (BLS) CPR</b> certification   | In-person <b>Standard First Aid and Basic Life Support (BLS) CPR</b> certification   | In-person <b>Basic Life Support (BLS) CPR</b> certification  |
|  | Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)   | Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)  | Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)   | Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)   |

|  |  |  |  |  |
|--|--|--|--|--|
| <b>Year 2-4 or the <i>second</i> year in the program for LPN-BN and LWYL students.</b> | In-person OR blended <b>Basic Life Support (BLS)/ Healthcare Provider (HCP) CPR</b> recertification<br><i>(yearly requirement)</i> | In-person OR blended <b>Basic Life Support (BLS)/ Healthcare Provider (HCP) CPR</b> recertification<br><i>(yearly requirement)</i> | In-person OR blended <b>Basic Life Support (BLS)/ Healthcare Provider (HCP) CPR</b> recertification<br><i>(yearly requirement)</i> | In-person OR blended <b>Basic Life Support (BLS)/ Healthcare Provider (HCP) CPR</b> recertification<br><i>(yearly requirement)</i> |
|  | Updated Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)<br><i>(yearly requirement)</i>                              | Updated Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)<br><i>(yearly requirement)</i>                              | Updated Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)<br><i>(yearly requirement)</i>                              | Updated Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)<br><i>(yearly requirement)</i>                              |

## Submission Deadlines and Submission Process

The deadline for submission of your clinical requirements package is August 15. If the deadline for submission of clinical requirements documentation is not met, the student can expect to:

- 1) Be deregistered from the current clinical course (this may mean deregistering for NURS 1136 Clinical Practicum: Wellness and Chronicity), and; NURS 3073 Clinical Practicum: Acute Health Challenges
- 2) Not be permitted into the clinical agencies until the documentation is complete. If the student misses clinical time due to incomplete clinical documentation, the days will be recorded as missed clinical.

## Process For Submission of Clinical Documents:

- 1) Clinical requirement documents will be submitted by students directly and electronically to **Verified** by Synergy Gateway. **Verified** by Synergy Gateway is a third-party online platform that reviews clinical requirements for educational programs.
- 2) All costs associated with the completion of clinical requirements, document submission, and review are the responsibility of the student.
- 3) For more information regarding this document submission process, please refer to the *Clinical Requirement Submission Guidelines* and the **Verified** information package.

## Frequently Asked Questions:

### 1) **How will I know what clinical requirements I need?**

Prior to starting the program, you will receive a welcome packet which will include all the current clinical requirements for the Bachelor of Nursing program at UNB. In subsequent years of the program, you will receive a notification annually as a reminder for upcoming clinical requirements. The most current outline of clinical requirements by year can be accessed through the UNB Faculty of Nursing Student Handbook.

### 2) **Where can I get my clinical requirements completed?**

There are several options available for completing your clinical requirements.

For your immunizations, you can make an appointment with your family doctor, the UNB Student Health Centre located on the Fredericton campus, or Community Health Centres in your area.

Note: If your appointment is not with your family doctor, you must take all your previous immunization records in addition to the student immunization form with you to your appointment.

Immunization records can be obtained by contacting any previous family doctor/ clinic used OR Public Health in your province. The email information below and this link can be used for contacting New Brunswick Public Health -Immunization - Horizon Health Network ([horizonnb.ca](http://horizonnb.ca)) for those communities that are within the Horizon Health Network and Immunization - Vitalité NB for the communities within the Vitalité Health Network.

Fredericton: [LVIImmu@gnb.ca](mailto:LVIImmu@gnb.ca)

Upper River Valley: [UVImmunization@gnb.ca](mailto:UVImmunization@gnb.ca)

Miramichi: [HorizonMiramichi@gnb.ca](mailto:HorizonMiramichi@gnb.ca)

Saint John: [ImmunizationRecord.PHSJ@gnb.ca](mailto:ImmunizationRecord.PHSJ@gnb.ca)

Moncton PH Immunization Services: 506-856-2401

Criminal Record with Vulnerable Sector Checks can be obtained from your local police or RCMP detachment. If they require a letter from your program, please contact the Clinical Outreach and Engagement Coordinator for your year, program, and campus.

In-person and blended training for all required CPR courses can be scheduled with any recognized training facility, such as the Red Cross, Saint John Ambulance, KCM Technical Solutions, Heart and Stroke Foundation, and Rescue7.

**3) Does the immunization form need to be completed by a physician?**

It does not need to be completed by a physician but must be completed by a health care provider, which includes: a registered nurse or nurse practitioner.

**4) What do I do if I am not 18 years of age and cannot obtain a Vulnerable Sector Check?**

You can still obtain your Criminal Record Check (CRC) without the Vulnerable Sector Check (VSC). When submitting your clinical requirements, add a note that you are not yet 18 years old so are ineligible to obtain a Vulnerable Sector Check (VSC). Since CRC/VSC are annual requirements, you can submit your VSC the next academic year.

**5) How do I obtain a Criminal Record and Vulnerable Sector Check if I am an international student?**

If it is your first year in the program, you will likely have to have one completed from your home country. Once you have a proof of residence in Canada you can obtain your CRC/VSC from the local police or RCMP detachment.

**6) What does annual requirement mean?**

Some requirements are “annual” meaning that they are to be completed and submitted on a yearly basis.

**7) If there are fees associated with obtaining my clinical requirements, who pays those fees?**

Any fees that are incurred to obtain your clinical requirements are your responsibility.

**8) Why does CPR certification and CRC w/ VSC have to be completed during the summer months (June-August)?**

This ensures that you are covered for the entire academic year and do not have any disruptions in your clinical experiences due to an expired certification during the year.

**9) I submitted all my information to the HHN portal, isn't that sufficient?**

UNB and HHN are two separate agencies. Anything completed for HHN for their conditions to placement within the HHN portal is only viewed by HHN. You are still required to submit your clinical requirements to UNB via the online platform, Verified by Synergy Gateway.

**10) If I work for HHN, do I still need to complete the program requirements?**

Yes, these are program requirements for the Faculty of Nursing at UNB and our clinical partner agencies that are not associated with your employment.

**11) Where do I send my clinical requirements?**

All clinical documents will be electronically uploaded to a third-party online platform called Verified by Synergy Gateway.

**12) How do I create online documents from my original documents to send electronically?**

You can use an app (such as Genius Scan or CamScanner) to take photos of your documents and save them as single PDF files. It is best to save each clinical requirement or record individually to later upload them in various



categories within Synergy Gateway.

You can upload your documents to your computer as photographs from your phone or camera then insert them into a Word document and save it as a PDF.

The student computer labs at each campus are equipped with scanners to scan your paper documents. This option lets you scan them as one PDF or individually as separate documents and have them available as electronic documents.

For Fredericton students, the Harriet Irving Library also has scanners available to students if needed.

### 13) What do I do if I am having issues completing my clinical requirements?

If you are having issues with your clinical requirements or have questions about the program requirements, contact a Clinical Outreach and Engagement Coordinator.

#### **Clinical Outreach and Engagement Coordinators:**

Fredericton Years 1 & 2: Chevelle Malcolm, [chevelle.malcolm@unb.ca](mailto:chevelle.malcolm@unb.ca)

Fredericton Years 3 & 4, and LPN-BN Program: Lindsay Fischer, [l.fischer@unb.ca](mailto:l.fischer@unb.ca)

Moncton, Learn Where You Live, NP Program: [coec@unb.ca](mailto:coec@unb.ca)

Yukon LWYL Students: Taylor Haw, [taylor.haw@unb.ca](mailto:taylor.haw@unb.ca)

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## HHN Orientation Modules and Access Cards

Horizon Health Network (HHN) uses an online orientation program to orientate all students, faculty, and employees. This program requires the completion of online learning orientation modules prior to the commencement of the clinical placement. All students and faculty must complete these modules once per academic year.

HHN has implemented an online Education Placement Portal where students are required to register their information, which will create an online profile within the system. This is where students can locate their HHN modules. They must be completed prior to the start of clinical.

#### Please Note

HHN reserves the right to make changes/additions to the orientation modules. You will be required to complete the modules as presented at the time you first enter their website. If changes/additional modules are added after you have completed and returned the checklist there will be no need to go back to complete. Should this change, you will be notified.

HHN does not provide for the distinction between faculty and student. In this area, everyone is a student.

For identification and access, a card for HHN will be provided to students for use during clinical placements. Cards are non-transferrable and lost or stolen cards must be reported to the office immediately. Cards must be returned at the end of the placement. Cards carry a cost of \$20, and any replacement cards needed will also cost \$20.

*Revised August 2021*

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## Travel

All students will be expected to travel out of town for some clinical experiences. Travel costs and accommodations related to all clinical placements are the responsibility of the student. Students may also be expected to complete clinical experiences (inclusive of labs and simulation) during evenings, nights, and weekends to accommodate availability of clinical facilities and/or instructors. Students will be provided with notice of clinical scheduling as soon as it is available.

*Approved by Faculty Council March 2017 Reviewed July 2019; Updated August 2021*

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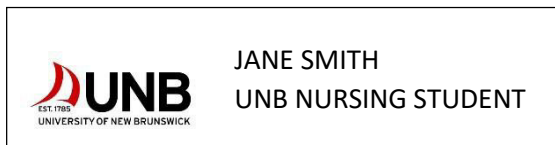
## Clinical Dress Policy

As a nursing student in the clinical setting, clients and families see you as a member of the health care team. Your appearance can inspire confidence in your ability to care for clients. The clinical dress guidelines have been developed with consideration given to issues of professionalism, being easily identified as a UNB nursing student, and for the safety of students/faculty and for those with whom you interact during clinical hours. You may be required to leave the clinical area if you do not adhere to these guidelines. Please refer to the *UNB Faculty of Nursing Clinical Practice Attendance Policy*. Specific institutional policies may vary from the program policies.

All students in the BN Nursing Programs will need:

### Identification:

Students are required to have a name tag that is 3 inches by 1 inch in size, white background with red logo and black lettering. The logo image is to be placed on the left of the nametag. Students' first and last names should appear on the first line and "UNB Nursing Student" should appear on the second line (SEE DIAGRAM). The name tag is to be worn on the left upper chest. Name tags can be ordered from the Bookstore. Please allow 2 weeks for delivery.



### Uniforms

- Uniforms will be required throughout the program. They should be comfortable to work in and easily washable.
- The uniform colours are red tops and black skirts or pants, consistent with UNB colours. This will allow clients and families to easily identify UNB Nursing students. Undershirts in a solid colour of white, black, or red may be worn under the uniform top.
- Warm-up jackets or sweaters without hoods may be worn, but it cannot be white or black. It must be removed when providing patient care.
- Shoes are to be clean, comfortable, soft soled, low-heeled with toes and heels enclosed clean and for clinical use only.
- Uniforms are available and can be purchased from the UNB Bookstore. Please allow 2 weeks for delivery. You are not required to use the Bookstore to purchase your uniform if another retailer is available, but you must follow the guidelines outlined above.

Exception: Dress and head coverings worn for religious reasons.

### Transportation of Uniform to and from Clinical Settings

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

It is the responsibility of the student to find out from each new clinical faculty the particular agency policy

regarding wearing the uniform to and from the agency setting, as well as the available locker facilities.

In institutions that allow uniforms to be worn to and from work, the student using public transportation must ensure that the uniform is covered when outside the institution and that the student travels directly between the hospital and home. In institutions that require the student to change at the hospital, students will wear street clothes to the hospital and when returning home.

### Community Dress (and Clinical Experiences not Requiring Uniforms)

- Faculty will discuss appropriate clinical dress prior to arriving at the site.
- Street clothes must portray professionalism.
- UNB student identification must be worn at all times.
- Wear comfortable low-heeled shoes with closed in toes.
- Exception for dress and head coverings worn for religious reasons.

### Additional Guidelines Relevant for all Clinical Placements

#### *Stethoscopes*

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

#### *Watch*

Students must have a watch with a second hand.

#### *Jewelry*

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

- no rings, other than plain wedding bands
- no chains, necklaces, or bracelets
- earrings with no dangles may be worn.
- visible facial, head, body piercings (including tongue studs) must be removed before clinical
- Medic Alert© chains and bracelets, and jewelry worn for religious reasons is permitted

Hair should be neat and clean; long hair should be secured at the nape of the neck. Beards must be clean, short, and neatly trimmed unless this conflicts with the individual's religion, in which case it should be clean and tidy. Fingernails should be kept short. Nail polish or artificial nails (acrylic or gel) are not permitted. Fragrances or scented products should not be worn as fragrances can cause problems for those with allergies. Chewing gum is not permitted.

*Approved by Faculty Council August 2014  
Revised July 2019; August 2022*

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## Clinical Practice Attendance Policy

### Completing Required Clinical Practice Hours

To successfully complete the BN programs at UNB, students must acquire, practice and continuously develop nursing competence. Educational experiences occur in a variety of practice contexts and are designed to develop and advance nursing competence in an integrated and deliberate manner. Attaining competence in professional practice requires nursing students to actively engage in all scheduled clinical hours throughout their program.

Attendance reflects a student's professionalism, responsibility, and accountability. The Nurses' Association of New Brunswick (NANB) highlights responsibility and accountability as a core Standard of Nursing Practice in NB. Regular course attendance is supported by the General Course Regulations outlined in the university-wide academic regulations within the UNB Undergraduate Calendar (Section 1A). This includes all lab, simulation, and clinical practicum activities. Students are required to demonstrate that they consistently meet course outcomes to earn credit for a clinical course.

### **Missing Required Clinical Practice Hours**

Missed clinical time refers to all hours missed from clinical, including labs, simulations, and clinical practice due to student absence, instructor absence or university closure. Depending on the nature of the missed time different actions are required.

### **Instructor Absence and University Closure**

Every effort will be made to replace clinical hours missed due to instructor absence or unforeseen university closures. Make-up time scheduled because of instructor absence or unforeseen university closure therefore becomes part of the mandatory course requirements for students to complete. Scheduled make-up time must not conflict with other courses, tests, or examinations.

### **Labs**

Scheduled labs provide opportunities to develop and practice professional identity, psychomotor skills, and clinical reasoning skills. In the event of absence from a lab for extenuating circumstances, students must notify the Teaching/Professor of Record as students will be required to complete adapted learning activities.

If a student misses a lab for any reason, the 'Statement of Absence from Lab and Simulation' form must be completed and submitted to the Teaching/Professor of Record within two days of their return to class.

### **Simulations**

Simulation is a component of clinical education providing a safe and controlled environment for students to practice clinical skills, including critical thinking, clinical reasoning, decision-making skills, and psychomotor skills. It is imperative that a student arrive to simulation on time to maximize the learning opportunity. If a student is unable to attend a scheduled simulation, they must email the course Teaching/Professor of Record prior to the start of the simulation. Simulation hours are calculated at a 2:1 ratio, each hour spent in simulation is credited as two clinical hours. If a student misses simulation for any reason, the 'Statement of Absence from Lab and Simulation' form must be completed and submitted to the Teaching/Professor of Record within two days of their return to class.

### **Clinical Practice**

Clinical practice, including agency placement, laboratory learning, and simulation is essential for providing students with hands-on experience applying theoretical knowledge and developing essential clinical skills. It is a crucial component of preparing students for their professional nursing careers, allowing them to develop competence, confidence, and an understanding of the realities of nursing practice. Attendance and preparation are essential for students' development and progression within the program. If a student must miss time from clinical for extenuating circumstances, they are responsible for informing their clinical instructor. In some circumstances students may be required to provide appropriate supporting documentation.

Occasionally students are required to complete clinical hours within a theory course. Missed clinical hours associated with a theory-based course will be addressed in collaboration with the Teaching/Professor of Record for the course and the student.

### **Absence from Clinical Practice**

When a student is absent for two required clinical days or planned lab/sim sessions, they will be required to meet with the Teaching/Professor of Record to discuss the missed time and to develop a Collaborative Clinical Attendance Agreement (CCAA), identifying strategies to support meeting the course outcomes. When a student is absent for three days in a clinical course, they will be required to meet with the Associate Dean. If the student is not meeting the goals or expectations as outlined in the agreement, the student may earn a No-Credit (NCR) grade in the course, as there would be limited time to effectively assess the student's progress toward meeting the course outcomes. All missed time will be tracked by the Teaching/Professor of Record and reported to the Associate Dean's office.

### **Preceptorship**

Students are required to complete a 12-credit hour preceptored clinical experience in NURS 4153. Missed clinical time during this experience will be discussed, and a plan developed in collaboration between the student, the faculty liaison, the preceptor, and in exceptional circumstances, the Teaching/Professor of Record and/or Associate Dean. In situations where the preceptor and faculty liaison are unable to assess the student's progress, the student will earn a No-Credit (NCR) grade in the course will not be eligible to graduate. The student will be required to repeat the course at the next available offering.

Accepted at Faculty Council August 27, 2025

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## **Student Simulation Roles and Expectations Policy**

Simulation is a critical component of experiential learning in the Bachelor of Nursing program. As a part of clinical practice, students are expected to engage in simulation with professionalism, accountability, and adherence to the same expectations outlined in the clinical practice environment. The following expectations apply to all simulation-based education (SBE):

### **Student Engagement**

Students are expected to actively participate in SBE, regardless of their assigned role (e.g., primary nurse, family member, observer). Each role is essential to the overall learning objectives. Full engagement, including appropriate communication and respectful collaboration, is required at all times.

### **Confidentiality**

In keeping with the UNB Faculty of Nursing Pledge of Confidentiality signed on entry to the program and kept for 1 year after graduation, all simulation scenarios are to be treated with the same level of confidentiality as clinical placements. Discussions about simulation content, including scenario details and participant performance, must not take place outside the debriefing space.

### **Attendance**

Attendance will be recorded for all SBE.

Please refer to the Clinical Practice Attendance Policy for information regarding missed time and required actions.

### **Behaviour**

Students are expected to demonstrate professional behaviour at all times. This includes respect for peers, faculty,

equipment, and simulated patients.

Unprofessional conduct will be addressed through existing academic and professionalism policies.

### Dress Code

Following the Clinical Dress Policy, students will follow the clinical dress code specific to their placement while engaging in simulation during all in-person SBE unless otherwise advised.

### Personal Belongings

Bags, coats, and non-essential personal items are to be left outside the simulation environment.

Only items required for participation (e.g., notepad, your laptop with compatible headphones) should be brought into the simulation space.

### Technology Use

All personal electronic devices must be turned off or set to airplane mode during simulations, except when being used to access approved resources necessary for the successful completion of the scenario.

*Technology use is not permitted during debriefings.*

### Sensitive Content

- Some simulations may include sensitive content. We recognize that everyone has different life experiences, and content may impact individuals in different ways.
- If you know ahead of time that a topic may be difficult for you, please reach out in advance to your Student Advisor and Navigator to arrange appropriate planning and support.
  - Bev Gaudet – Fredericton
  - Ashley Bulley – Moncton

Accepted at Faculty Council August 27, 2025

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## Promoting Safe Practice Policy

### Underlying Principle

The student, clinical instructor, and the Faculty of Nursing have joint responsibility within their roles to ensure student nurses practice safely. Unsafe student practice increases risk for, or may cause, harm of various forms to clients and/or others. The Promoting Safe Practice Policy of the Faculty of Nursing was developed to provide processes to follow when unsafe student practice is suspected or observed. Students are made aware of this Promoting Safe Practice Policy and its implementation in documents such as the Undergraduate Student Handbook and course syllabus as well as through discussions with faculty and clinical instructors during program and course orientations.

The Promoting Safe Practice Policy defines unsafe practice and the processes to be followed by the clinical instructor and student to ensure safety and the development of competent nursing practice. Within their role as educators, clinical instructors are professionals who adhere to the Standards of Practice for Registered Nurses and the Canadian Nurses Association Code of Ethics. Clinical instructors use their professional judgment in the assessment of students' practice and are responsible for facilitating clinical experiences where students have the ability to achieve clinical course outcomes.

Within this role, clinical instructors continuously assess and think critically about student practice, consider context, and promptly identify and deal with situations where students are not progressing towards meeting course outcomes. "Faculty need to address unsafe behaviors using a structured approach. This can include communicating clear expectations, identifying, and documenting unsafe behaviors, initiating remediation,

and fostering a positive relationship with a student” (Chunta, 2011, p. 87).

### Safe Nursing Practice is an Expectation

- Students are expected to demonstrate growth in meeting the program outcomes in clinical practice through application of knowledge, skills, and attitudes from previous and concurrent courses.
- Students are expected to demonstrate growth in clinical practice as they progress through the course and to achieve the abilities-based learning outcomes described in the course blueprints and other appropriate documents.
- Students need to be aware of the practice expectations of their current year in the program and how those align with agency policies.
- Students are expected to be prepared for clinical practice in order to provide safe, competent patient care. Preparation expectations should be detailed in the course syllabi.
- Safe student practice minimizes the risk for physical, emotional, spiritual, and other forms of harm.
- There is an expectation that there is consistent growth throughout the experience with respect to all outcomes. Students should require less direction as they move toward more independent practice.

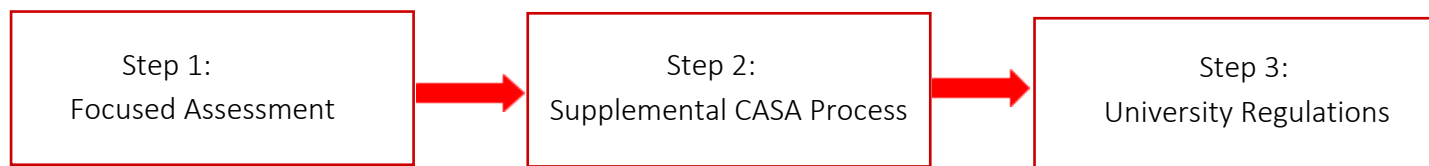
### Definitions of Unsafe Practice

“Unsafe practice in a clinical setting may be defined as any act by the student that is harmful or potentially detrimental to the client, self or other health personnel” (Luhanga et al., 2008, p. 256).

According to Killam et al. (2011) unsafe practice includes a number of elements such as: student actions, behaviors or attitudes that reflect ineffective personal interaction, including communication and relationship difficulties; significant gaps in knowledge and skill competence; projections or reflections of an unprofessional nursing image (p. 445).

Many of the areas for unsafe practice are related to professional nursing conduct as described in the Canadian Nurses Association (CNA) *Code of Ethics*. Some of these areas include (1) accountability and professional behavior, (2) respect and judgment, (3) patterns of behavior, (4) competencies and (5) communication (Brown et al., 2007). These are requirements for safe, competent, and ethical nursing practice. Some of the indicators of these five areas of unsafe student practice include the following: failure to accept responsibility for one’s actions, dishonesty, impaired judgment due to drugs, alcohol or lack of sleep, poor clinical decision-making, failure to change behaviors in response to feedback, and ineffective communication with clients and others (Brown et al., 2007). Unsafe student practice also includes breach of privacy or confidentiality which includes the sharing of personal information with others either in person or through social media.

### Continuum of Unsafe Practice



Unsafe student practice is identified or assessed and described by the clinical instructor using the Collaborative

Assessment of Student Abilities (CASA) process. Unsafe practice includes, but is not limited to, repeated medication errors, inadequate knowledge about medications, lack of preparation for patient care, and unprofessional behaviour.

- Step 1** is initiated by the clinical instructor when a student demonstrates challenges meeting clinical course outcomes which causes or increases the risk for harm and unsafe practice. The clinical instructor initiates a focused assessment. The instructor and student meet to discuss areas of concern and to collaboratively develop strategies for progression toward safely meeting course outcomes.
- Step 2** follows the focused assessment process in Step 1. If the student continues to demonstrate a lack of progress towards meeting clinical course outcomes, written feedback for students outlining difficulties in meeting course outcomes may appear on the midway CASA or on a separate supplemental document, depending on timing.
- Step 3** can occur at any time within the clinical experience. When an instructor assesses that a student is not safe to be in clinical practice, the instructor, after providing explanation to the student, requires the student to leave the clinical area. If the instructor feels that step 3 is warranted, they must contact the BN Program Director or BN Accelerated Program Associate Dean who will consult the General University regulations.

University Wide Regulations from *UNB Undergraduate Calendar* 1. [General Course Regulations, Section B Classroom, Lab, Clinical and Fieldwork Safety Decorum](#)

6. Section B: [General Regulations on Student Non Academic Conduct](#)  
<https://www.unb.ca/academics/calendar/undergraduate/current/regulations/studentnonacademicconduct.html>

### The Role of the Clinical Instructor Within the Promoting Safe Practice Policy

The Faculty of Nursing recognizes that identification of potential or actual unsafe practice is important and that clinical instructors use professional judgment in the assessment of students and consider information sources that include, but are not limited to, the following:

- direct observation;
- expert knowledge;
- student care plans, charting, journals, reflections;
- student behaviours;
- medication administration practices;
- Substantiated information from clients, families, staff members, and other students

Information collected for student assessment will remain relevant to the professional assessment and will be kept confidential.

Assessment strategies may include



- discussion of safe practice with students during clinical orientation and post-conferences
- ongoing assessment and documentation of student progress towards achievement of course outcomes
- encouragement of students to keep their own notes about clinical practice situations
- respectful communication of safety issues between clinical instructors and students
- documentation within the CASA process.

### Step 1: Focused Assessment Process

When a student demonstrates challenges meeting clinical course outcomes that increases the risk for harm:

The Clinical Instructor:

1. identifies and discusses with the student an occurrence or behaviour that reflects a potential for or actual unsafe student practice;
2. initiates and describes the focused assessment process with the student;
3. collaboratively discusses strategies that promote progress toward meeting course outcomes. Some potential strategies could include, but are not limited to focused questioning, constructive feedback, role modeling, coaching, problem solving, developing timelines, additional readings or learning activities, and/or other teaching strategies;
4. records anecdotal clinical notes; and
5. continues to assess and promote student progress.

The Student

1. engages in discussion with clinical instructor about progress towards meeting course outcomes;
2. collaboratively discusses strategies to promote progress towards meeting course outcomes;
3. attempts to implement co-developed strategies; and
4. seeks regular feedback from the clinical instructor.

Following the focused assessment process in Step 1, if the student continues to demonstrate lack of progress towards meeting clinical course outcomes, it is appropriate to move to Step 2.

### Step 2: CASA Supplemental Process

When the clinical instructor observes lack of progress toward meeting course outcomes following focused assessment (Step 1) the CASA Supplemental process is initiated.

The Clinical Instructor

1. informs and consults with the course coordinator throughout the CASA Supplemental process;
2. describes the CASA Supplemental process to the student;
3. considering timing, identifies course outcomes for which a student is not making sufficient progress on the midway CASA or by initiating the CASA Supplemental process;
4. provides specific clinical examples which demonstrates lack of progress towards meeting course outcomes and risk for or actual unsafe practice;
5. collaborates with student to identify strategies to demonstrate safe practice and provide opportunity to progress towards meeting identified course outcomes;
6. determines a date to discuss student progress toward meeting course outcomes, ensuring that the student has reasonable time to implement strategies;

7. regularly assesses, documents, and discusses student progress with the student; and
8. meets with the student on the date specified.

#### The Student

1. in a timely manner, meets with the clinical instructor to discuss the situation;
2. discusses learning strategies with the instructor to facilitate progress towards meeting course outcomes;
3. collaboratively identifies a date to discuss progress;
4. attempts to implement suggested strategies;
5. meets with the clinical instructor on the date specified; and
6. discusses degree of progress towards meeting course outcomes and demonstration of consistent safe practice.

#### Potential Outcomes of Step 2 Include:

1. consistent implementation of learning strategies identified on the CASA Supplemental document to demonstrate safe practice. Instructor will continue to assess clinical course outcomes.
2. continues to need development to consistently demonstrate safe practice. The student will continue to implement strategies and/or identify new strategies to implement (if appropriate) in order to demonstrate safe practice. Instructor will continue to assess clinical course outcomes.
3. if, in consultation with the Instructor of Record and BN Program Director or BN Accelerated Program Associate Dean, it is determined that there is lack of time and opportunity to consistently demonstrate meeting course outcomes, and the last date for withdrawal from the clinical course without academic penalty has passed, a grade of no credit (NCR) will be assigned. As soon as possible, the clinical instructor informs the student (verbally and in writing)
  - i) a grade of NCR is the final assigned clinical course grade;
  - ii) about the UNB student supports, including the Student Advocate and the BN Associate Dean or BN Accelerated Program Associate Dean; and
  - iii) recommends that the student meet with the BN Associate Dean or BN Accelerated Program Associate Dean, who will then inform the student about the university appeal process for UNBSJ and UNBF (For details see the [UNB Undergraduate Student Calendar](#)) and the two potential grounds for appeal.

The CASAs and CASA supplemental documents for courses are part of the student academic record.

*Accepted at Faculty Council August 27, 2018; Updated July 2020*

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## Collaborative Assessment of Student Abilities (CASA)

The document used for summative assessment of student learning in the clinical setting is the 'Collaborative Assessment of Student Abilities (CASA).

Clinical practice experiences in the undergraduate nursing program have several activities through which students' learning is assessed. In each clinical course, the Instructor of Record, in consultation with the teaching team will identify those activities which will be used for summative assessment documentation.

A midway and final CASA will be completed in the Typhon system by the student and submitted to the clinical

instructor. The date for submissions will be outlined in the clinical course syllabus. The students CASA should be self-assessment of their clinical practice during the assigned period. Specific examples should be provided to support the self-appraisal of the relevant learning outcomes for the course.

The instructor will provide written feedback that responds to the student's self-assessment of their experience as well as observations about the student's clinical practice, citing specific examples as necessary. The instructor will then determine which level of performance the student has achieved for each outcome and enter it in the grid. On the Midway CASA, the ratings PW (Progressing well), ND (Needs Development) and LP (Limited Progress) will be used. On the Final CASA, only the ratings OM (outcome met) and ONM (Outcome not met) will be used.

It is important for the clinical instructor to work closely with the Instructor of Record to learn the intricacies of providing written and verbal feedback and to understand the clinical course outcomes for the course (found in the course blueprint).

## Guidelines for Completing and Submitting the CASA

Students should understand the expectations for the clinical course. Meetings are encouraged for faculty/clinical groups to discuss and identify examples of clinical situations that would relate to the outcome statements for the following abilities: Knowledge and its Application, Communication, Critical Thinking/Skills of Analysis, Professional Identity/Ethics and Social Justice/Effective Citizenship. The learning activities (with rationale) that will be part of the formative and summative assessment of students' learning need to be clearly outlined in the course syllabus.

Clinical course syllabi may include examples of nursing activities that support evidence that the learning outcome has been met. These examples are not meant to be inclusive. Students are encouraged to consider their own unique clinical experiences when providing examples to support how the outcome has been met.

When documenting summative assessment on the CASA, faculty will be responding to the student's comments (on the CASA). The use of the 'first person' is therefore appropriate for comments made by faculty. Use of "the student" is discouraged.

Confidentiality must always be maintained by not using names in the CASA (i.e., clients, other students, members of the health care team).

1. Students will be required to perform a self-assessment, demonstrating through the use of examples and summative comments, how they either (a) met, or (b) did not meet, the course outcomes. Faculty will then add assessment comments to the CASA and schedule a meeting to discuss the CASA with the student.
2. The faculty member and student will have a face-to-face meeting and discuss the comments on the CASA. This meeting will give the student and faculty an opportunity to respond to comments before the CASA is signed off. Once this meeting is completed, the faculty member will mark the "Meeting complete" checkbox on the CASA which will allow the student to sign off. Once the student has signed off, the faculty member is prompted to sign off, and the CASA is marked as complete.
3. If extensions to mid-way and/or final CASA dates are necessary, faculty will request an extension through the Associate Dean's office.
4. Faculty will assign Progressing Well (PW), Needs Development (ND), or Limited Progress (LP) to indicate student progress toward meeting the learning outcomes for the course. Students need to demonstrate a

satisfactory level of competence and meet all outcomes by the end of the course. Students must earn Outcome Met (OM) for each outcome to receive credit for the clinical course.

5. Once the student has completed the midway or final CASA the faculty member has the responsibility to read the student's comments and respond in a manner that contributes additional information or provides support for the student's self-assessment. Feedback must be provided to the student in a timely manner.
6. The context of the experience, area of clinical practice, length of experience, and time missed must be documented on the midway and final CASA form.
7. The importance of 'face to face' meetings to review clinical experiences and provide formative feedback throughout the clinical rotation, in addition to midway and final summative assessment meetings is crucial to the development of students' learning and critical thinking. Student-instructor formative assessment meetings need to take place regularly. These meetings should be intentionally scheduled at least biweekly. Each meeting will provide the student and instructor an opportunity to: (a) discuss similar and differing perspectives; and (b) come to a mutual understanding of the student's clinical performance.
8. The midway and final CASA have sections at the end for general summative comments. The midway CASA should include a section that clearly documents the student's plans for continued growth and strategies for meeting the course outcomes.
9. The *Promoting Safe Practice Policy* defines unsafe practice and the processes to be followed by the clinical instructor and student to ensure patient safety and development of competent nursing practice.
10. In the event unsafe practice is observed, the clinical instructor and student will meet and collaboratively complete the CASA Supplemental Documentation form as described in the *Promotion Safe Practice Policy*. The supplemental form is linked to the midway/final CASA and will become part of the student's file/record once created. The clinical instructor should consult with the Instructor of Record whenever a CASA Supplemental Documentation form is completed.

Additional information regarding the online CASA will be provided before the first clinical experience begins.

# INFORMATION SPECIFIC TO THE MONCTON SITE

## Emergency Procedures

*Students should make themselves familiar with all emergency exits. Should the building need to be evacuated, calmly exit via the closest safe exit or stairwell.*

### Building Evacuation Instructions

- All occupants must evacuate the building immediately via the nearest exit when the fire alarm rings.
- Please familiarize yourself with In Case of Fire Procedures posted above all fire alarm pull boxes in hallways and on bulletin boards.
- Please familiarize yourself with the evacuation plans in those rooms that have them posted. If the room does not have an evacuation plan, then move in the direction of the fire exit signs located in the corridors and follow the lighted exit signs to the nearest building exit.
- If time permits, close all doors. Leave doors unlocked to allow easy access for emergency personnel.
- Take with you only those personal possessions/valuables within your immediate vicinity.
- Do not use elevators. Offer assistance to any persons with disabilities as well as to any visitors or persons who may become injured during an emergency. If a person with a disability cannot be evacuated, the person should be escorted to a pre-designated safe area by a building fire warden or “buddy” and remain there until assistance arrives.
- Do not congregate directly outside the building exits as this can impede emergency responders during emergencies. Gather in the back corner of the parking lot (towards the Rogers building) and remain there until instructed otherwise.
- Only authorized personnel are permitted in the building during a fire alarm. The fire wardens or emergency personnel will advise you of when you may re-enter the building.
- Fire wardens will be identified by orange armbands or vests. Failure to comply with the instruction from fire wardens or emergency personnel could result in disciplinary action.

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## Building Access

The building is open to students Monday-Thursday from 0830 to 1630 and Fridays 0830 to 1630 each semester. There is a Commissionaire on site during the evening hours M-Th (1630-2030) and students require their building access cards to enter the front door during those times. The Commissionaire can provide access to any locked spaces (i.e., classrooms, skills lab) as required.

Students will be issued a building access card for access to the building and should bring their cards daily, as there may be instances when entry is via access card only. Cards are non-transferable and lost or stolen cards must be reported to the office immediately.

There will be no fee for the initial card, however, a replacement fee of \$20 will be charged should a card need to be replaced for any reason. Payment is accepted via Debit, Visa Mastercard or Amex.

Updated July 2021; August 2023; August 2025

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## UNB Moncton Site Closure Policy

Under exceptional circumstances, including but not limited to adverse weather conditions or power

outages, the Associate Dean, Moncton or designate will be responsible for making the decision to close the Moncton site. Please note this applies to the BN Accelerated Program and the Learn Where You Live Program. Under exceptional circumstances, including but not limited to adverse weather conditions or power outages, the Associate Dean, Moncton or designate will be responsible for making the decision to close the Moncton site.

#### Poor Weather Conditions and No UNB Closure Announcement:

When the weather conditions are poor and UNB Moncton is not closed, faculty and students will need to exercise their best judgement to decide about going to or leaving clinical placements, based on their personal circumstances.

#### When a delay or closure occurs:

- The decision to delay or close will be made no later than 0600.
- By 0600, the UNB Moncton office voicemail will be updated (506-856-3355).

Announcements will be sent to the UNBSafe App. Download the UNBSafe App to receive push notifications during urgent situations. This is the fastest way to receive notifications compared to other communication methods. Please refer to the UNBSafe website for further information and detailed instructions about using the UNBSafe App.

#### If UNB Moncton closes:

- In-person classes on-site, clinical, and labs will be cancelled. This includes day, afternoon and evening clinical activities in both community and institution placements. *Please refer to individual class syllabi for further direction.*

Please note:

All scheduled virtual delivery of courses will continue (ex. LWYL theory courses, in-person theory courses may switch to virtual if stated in the syllabus).

- Students scheduled to complete patient assignment research will not be expected to do so.

#### If UNB Moncton delays opening:

- All scheduled virtual delivery of courses will continue (ex. LWYL theory courses, in-person theory courses may switch to virtual if stated in the syllabus).

A further announcement will be made by 1100.

- Classes and labs scheduled for the morning (prior to 1200) will be cancelled.
- Classes and labs scheduled for the afternoon (after 1200) will be held if UNB Moncton opens for the remainder of the day.
- Clinical activities in community placements scheduled for the morning (prior to 1200) will be cancelled. Unless otherwise communicated by instructors, scheduled afternoon (after 1200) activities will occur if UNB Moncton opens for the remainder of the day.
- Clinical activities in institution placements scheduled for the day shift will not occur. Institution placements scheduled for the evening shift will occur if UNB Moncton opens for the remainder of the day.

#### If UNB Moncton closes during the business day:

- All scheduled virtual delivery of courses will continue (ex. LWYL theory courses).
- Classes and labs scheduled after the time UNB Moncton is closed will be cancelled.

- Clinical faculty should make plans for their students to leave clinical as soon as possible.

Students in preceptorship placements:

- Students who are completing preceptorship must exercise their best judgement to decide about going to or leaving clinical in case of inclement weather.

#### Building access:

- Student building access is not permitted during delayed opening, early closure, or full day closure.

This closure policy is based on the specific circumstances of the Moncton site. There may be some discrepancies in the closure policies for the Moncton and Fredericton sites.

*Updated January 2021, July 2023, January 2024*

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## Parking

All vehicles parked at the University of New Brunswick (UNB) must have a valid permit or parking session.

It is the responsibility of anyone parking on campus to be familiar with the [UNB parking regulations](#) and to park in the appropriate area under their permit. Visitors to the Moncton site must report to staff upon arrival.

Faculty/staff and students can purchase long-term parking permits starting through UNB's HotSpot portal to park in designated faculty, staff, student or residence parking spaces. All permit types will be valid in the general parking section; the Moncton Site parking is considered a general parking section. People parking on campus are responsible for ensuring their information is accurate and their permits are active. Parking is available on-site to those who have purchased a permit. Rates and parking regulations can be found at: <http://www.unb.ca/fredericton/security/index.html>

Permits are license plate-based. Permit holders may transfer the permit between their vehicles. The permit is only valid for one vehicle at a time. The person parking on campus is responsible for ensuring that the vehicle they bring to campus has a permit actively assigned to it. Failing to transfer the permit electronically to the vehicle being brought to campus may result in a violation notice (ticket) being issued. If more than one vehicle associated with the same permit is detected on campus, this will result in a violation notice (ticket).

University of New Brunswick parking permits are valid at all locations for the type of parking permit purchased. UNB parking permits are valid at Saint Thomas University and vice versa.

In Moncton, visitors can park in designated visitor / 15 min spaces located outside the gate. Hourly parking is not available in Moncton through HotSpot. Day Passes can be purchased via the Main Office for \$5 cash.

Moncton parking gate access will be provided to Faculty, Staff, and Students via the building access card for those who purchase a parking permit. Parking access is available 24/7 for the duration of the permit.

Please note that gate cards and parking permits are non-transferable. Lost or stolen cards must be reported immediately.

Parking regulations can be found here: <https://www.unb.ca/fredericton/security/parking/regulations.html>

- Prorated refunds are available upon official withdrawal (see Part III, Section L for details and conditions)

- Designated UNB Moncton staff have been delegated the authority to issue violation notices and collect associated fines in relation to the Moncton site (Part I, Section 2)  
Visitors must report to UNB Moncton staff upon arrival to obtain an appropriate parking permit (Part III, Section A)

If vehicles do not comply with UNB regulations, a written warning will be issued (posted on the vehicle or emailed to the owner of the permit and/or vehicle). If a subsequent infraction occurs, a ticket will be issued (posted on the vehicle).

While all UNB parking regulations and associated fines for violations apply, the most common infractions at the Moncton site are:

|  |                |
|--|----------------|
| 1. <i>Parking without an active permit or valid parking session</i>    | <i>\$25.00</i> |
| <i>Parking in visitor parking or service parking (15-minute spots)</i> | <i>\$35.00</i> |
| <i>Parking in an area without a valid permit for that area</i>         | <i>\$25.00</i> |

Questions can be referred to Alicia Jones.

*Revised August 2021, July 2023, July 2024, August 2025*

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## Textbooks & Supplies

Nursing students may be required to purchase resources that are needed to successfully complete the BN program. These include:

- Textbooks (hard copy or eBook)
- Digital learning resources (such as Dosage Calc 360)
- Lab kits
- Nursing uniforms & name tag
- Blood pressure cuff with sphygmomanometer
- Stethoscope and pen light

Hard-copy textbooks can be ordered through the University Bookstore in Fredericton using an online ordering process. Students are not required to order from the Bookstore: however, they offer free shipping to Moncton students for a number of weeks prior to each term. They also offer free returns if texts are brought back to the main office by the specified date.

Please contact [Alicia Jones](#), Programs & Operations Coordinator- Moncton Site, for additional information about the ordering process.

Revised July 2022, July 2023, July 2024, August 2025



## IT Services

This is a non-exhaustive list of IT Services that are available to you. For more information, please see UNB's IT Services SharePoint site - which can be accessed at <https://unbcloud.sharepoint.com/sites/ITServices> for guidance on accessing other IT Services or finding more information about some of the services listed below.

### Account Activation

IT services can be activated by navigating to <https://www.unb.ca/its/> in your browser and following the on-screen prompts. You will need: (1) your employee/student number, (2) your login id (Nursing IT or the helpdesk can give you this information), and (3) your date of birth.

Some services may not be available until the calendar day after you activate your services.

### MyUNB Intranet

The MyUNB portal provides links to internal systems, and other UNB intranet sites. This can be accessed directly by typing [my.unb.ca](https://my.unb.ca) into your browser's address bar; or, you can find a link under "UNB Students, Faculty & Staff" on the top of UNB's homepage.

### Email

Email can be accessed by navigating to [outlook.office365.com](https://outlook.office365.com) in your browser. It can also be accessed through the "waffle menu" in the top-right of the MyUNB portal.

### Microsoft Teams

Microsoft Teams is UNB's solution for telephone services, instant messaging, and video conferencing. You can download the Teams client directly from Microsoft by visiting <https://www.microsoft.com/en-us/microsoft-teams/download-app> in your browser. Please consult IT Services if you are not sure what to do once you get to this page.

### D2L Brightspace (formerly Desire2Learn)

D2L can be accessed directly by typing [lms.unb.ca](https://lms.unb.ca) into your browser's address bar, or by clicking D2L Brightspace on the MyUNB intranet site. You can find resources on how to use D2L at <https://lms.unb.ca/d2l/home>. For further support, you may email [online@unb.ca](mailto:online@unb.ca)

### Nursing CASA Completion via Typhon

Clinical courses require the completion and submission of a midway and final CASA on the Typhon system. Students will receive an auto-generated e-mail from Typhon. Click on the link to login. You will be prompted to set a password.

After your initial login visit: <https://www.typhongroup.net/nsst/data/login.asp?facility=8367> to log in. The UNB Nursing undergrad account number is 8367.

To complete the CASA in Typhon:

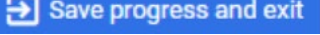
After logging in select  [My Evaluations & Surveys](#) from the *Other Activities & Reports* section.

You will then be able to view the evaluations to which you have been assigned.

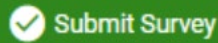
Select the proper CASA

Select the current date and your own name for "who/what are you evaluating"



Then click 



Complete the CASA, answering all questions. At any time you can select  and return later to finish your assessment.

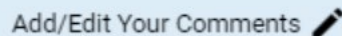
Once completed, click



Once you submit your survey, your instructor can view it and complete their own CASA evaluation. You will receive an email notification when they have submitted their CASA.

To view your instructor's feedback, return to  [My Evaluations & Surveys](#) and select  from the top right-hand corner. Here you can see surveys you have taken, and surveys taken about you. Find the proper survey

under the  tab and click  on the left-hand side. You can now view your instructor's feedback. Your instructor will set a CASA meeting with you to discuss your progress in the clinical course. Once you have reviewed their feedback and met with your instructor you will sign off on their CASA. You can do this by viewing their feedback and adding a comment acknowledging that you have met with your instructor.

A light blue button with the text "Add/Edit Your Comments" and a small pencil icon.

You will follow this process for both the midway and final CASA.

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## Library

The Harriet Irving Library (HIL) is the main library on UNB's Fredericton campus. The HIL team is dedicated to supporting the study, teaching, and research needs of UNB students including those studying in Moncton. [Richelle Witherspoon](#) is the designated Nursing librarian and is always willing to meet with and assist students.

Most library resources are available online at [www.lib.unb.ca](http://www.lib.unb.ca).

Richelle also created a Nursing Guide which provides a wide range of resources for nursing students including access to UpToDate, drug guides, physical assessment videos, and more:

<https://guides.lib.unb.ca/guide/48#section-689>

One-on-one or group instructional sessions are available to all UNB Moncton students. Contact Richelle Witherspoon, the UNB Nursing Librarian, to book an appointment or request a session.

<https://guides.lib.unb.ca/profile/rwithers>

Revised July 2021, Reviewed July 2023, July 2024, August 2025

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