

**UNB
Faculty
of
Nursing**



Undergraduate Student Handbook

2020 – 2021

Moncton Site



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Vision, Mission, and Values at the Faculty of Nursing

Vision Advancing nursing and nursing knowledge through excellence in teaching, research, clinical practice, leadership, and innovation.

Mission Educating and preparing nurses for an evolving healthcare system grounded in the principles of primary health care, social justice, and caring supported by evidence and research.

Values The articulation of values for UNB's Faculty of Nursing provide clear expectations of how faculty will proceed in their daily work. Demonstrating these values will mean the entire team will be engaged in meeting students' needs. These values are a key component of this plan.

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.

Nutsihpiluwewicik (Indigenous Nursing Program)

Nutsihpiluwewicik aspires to increase recruitment and retention of Indigenous students, facilitates positive student-faculty relationships, and works collaboratively with faculty to ensure that the nursing program curriculum promotes cultural awareness and safety. We foster the mutually respectful engagement of students, faculty, and community stakeholders to co-create a culturally safe educational experience for Indigenous students and their peers. Nutsihpiluwewicik staff provide culturally safe personal and academic support to Indigenous nursing students, throughout their educational journey, by offering a wide variety of supports and resources. For more information about the Indigenous Nursing Program:

<http://www.unb.ca/fredericton/nursing/about/nutsihpiluwewicik/index.html>

Student Accessibility Centre

The UNB Student Accessibility Centre assists students, faculty, and staff in understanding the principals 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.

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.

Student Health Centre

<http://www.unb.ca/fredericton/studentservices/health-wellness/health-centre/>

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. Telephone: (506) 453-4837.

Hours

Monday – Thursday 8:15 a.m. – 4:30 p.m.

Friday 8:15 a.m. – 3:30 p.m.

CLOSED daily from 12 noon to 1:00 pm.

Phone lines

Monday – Friday 8:15 a.m. to 11:45 a.m. and 1:15 p.m. to 3:30 p.m.

Fee Structure for Uninsured Services

<http://www.unb.ca/fredericton/studentservices/health-wellness/health-centre/health-insurance/fees.html>

UNB Health and Safety Policies

Health and safety concerns arise for members of the Faculty of Nursing at the Fredericton Campus, the Moncton Site, and the variety of sites where clinical placements occur. At the Fredericton campus, 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 <http://www.unb.ca/fredericton/environmental-safety/handbook/health-safety/smoking.html>

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/>. All policies/procedures that the clinical placement site has put in place will need to be followed. In addition, UNB is required to notify WorkSafeNB of all needle stick injuries that happen to students.

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. A faculty member will notify WorkSafeNB of all needle stick injuries to students.

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 time or health clinics. 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 BN Director Moncton Site.

BACHELOR OF NURSING ADVANCED STANDING 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 completed prior to program:

Biology 1711/1719

Human Anatomy
4 credit hours

Biology 2251/2259

Microbiology
3 credit hours

Biology 2501/2509

Pathophysiology I
3 credit hours

Statistics 2263/4

Statistics for non-science majors
3 credit hours

Humanities or Social Sciences

Elective
3 credit hours

YEAR ONE

TERM 1 - FALL

NURS 1121 – ASP Introduction to
Nursing and Health
4 credit hours

TERM 2 - WINTER

NURS 1131 – ASP Helping
Relationships
3 credit hours

TERM 3 - SUMMER

NURS 2133 – ASP
Pharmacotherapeutics
3 credit hours

NURS 1135 – ASP Enhancing Well-
Being in Situations of Chronicity
4 credit hours

NURS 2171 – ASP Young Families
Health
3 credit hours

NURS 3065 – Community and
Population Health Nursing
4 credit hours

NURS 1136 – ASP Practicum
Wellness and Chronicity
4 credit hours

NURS 2172 – ASP Clinical
Practicum
5 credit hours

NURS 3068 – ASP Clinical
Practicum: Community and
Population Health Nursing
5 credit hours

NURS 1142 – ASP Health
Assessment
4 credit hours

NURS 2173 – ASP Pediatric
Community Clinical Practicum
2 credit hours

BIOL 2513 – Pathophysiology II
3 credit hours

YEAR TWO

TERM 4 - FALL

NURS 3072 – Acute Health
Challenges
3 credit hours

TERM 5 - WINTER

NURS 4113 – Families within
Populations
3 credit hours

TERM 6 - SUMMER

NURS 4185 – Trends and
Leadership in Nursing
3 credit hours

NURS 3073 – ASP Clinical
Practicum: Acute Health
Challenges
5 credit hours

NURS 4121 – Nursing in Complex
Situations
3 credit hours

NURS 4153 – Preceptorship
12 credit hours

NURS 3082 – Theoretical
Foundations of Nursing
3 credit hours

NURS 4124 – ASP Clinical
Practicum: Nursing Families in
Complex Situations
6 credit hours

NURS 3092 – Nursing Research
3 credit hours

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 BN Program Director.

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) Advanced Standing Degree Program students must complete the program within 4 years of enrollment in the first term of the program.

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 campus BN Program Director 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 Program Director 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).
8. Students enrolled in the four-year BN degree program must complete 94 credit hours in Nursing and 35 credit hours in other faculties. Students enrolled in the Advanced Standing Degree Program must complete 82 credit hours in Nursing and 3 credit hours in Biology.
9. All students in the BN and BNASP program are required to complete one online Student Assessment of Abilities Year (SAAY) survey at the end of each year in the program. These surveys are administered electronically and are linked to a particular course at the end of each year in the program. All students must complete the SAAY survey in order to receive credit for the related course.

Updated July 2019

Faculty of Nursing Policies and Guidelines

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.

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 the Therapeutic Nurse-Client Relationship](#) (2015)
- [Standards for Documentation](#) (2020)

NANB has adopted the *Code of Ethics for Registered Nurses*¹ established by the Canadian Nurses Association. It is important for students and faculty to read the Code and to recognize that their moral and ethical conduct as nurses is measured by the values expressed in the Code. As members of the academic community all university students, including nursing students, are expected to conform to standards of conduct expressed in the university undergraduate and graduate calendars; as members of a professional community, nursing students are expected to conform to the professional standards of conduct within the Faculty of Nursing and broader nursing community. Students are responsible for becoming familiar with university regulations, NANB standards and specific Faculty of Nursing policies and guidelines. 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.

¹ Available at <https://cna-aiic.ca/-/media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf>

Revised July 2020

University Policies and Academic Regulations

It is advisable to read carefully Section B of the *Undergraduate Calendar*, University Wide Academic Regulations, and in particular subsection III, headed 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 is comprised 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."

According to its mission statement, UNB strives "to be known for its excellence in teaching" and "to be a responsible and responsive employer." 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

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 Ctr. on the Fredericton campus. Sula Levesque, Human Rights Officer, is available at UNB Fredericton Monday-Thursday 9am to 5pm or by appointment. Sula can be reached by telephone at 506-458-7889.

Revised July 2019

APA Guide (American Psychological Association)

The Faculty of Nursing consistently uses the latest edition of the *APA Manual* for assignments. APA style guides have been prepared and are available for students and faculty through UNB's Writing Center at <https://www.unb.ca/fredericton/studentservices/academics/writing-centre/writing-answers.html>

We recommend using the American Psychological Association instructional resources such as guides and webinars available on their [Style website](#)

UNB Plagiarism Policy

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

Plagiarism includes

1. quoting verbatim or almost verbatim from any source, 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 instructor 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 instructor is satisfied that the plagiarism was the result of a genuine misunderstanding, the instructor 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 instructor 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 instructor'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 instructor the plagiarism was deliberate, the instructor 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 instructor 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.
 - i. 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.
 - ii. 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 instructor'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>

Grading Scheme – UNB Faculty of Nursing

The following grading scheme applies to all BN and BNASP courses in all years of the program:

Letter Grade	Percent Mark
A+	95-100
A	90-94.9
A-	86-89.9
B+	81-85.9
B	76-80.9
B-	73-75.9
C+	69-72.9
C	65-68.9
D	60-64.9
F	59.9 and below

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

Approved by Faculty Council March 25, 2013

Privacy and Confidentiality Best Practice Guidelines 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:

A. 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, oral consent is sufficient; please speak to your instructor.
- 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 instructor 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 your instructor. 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 instructor (if applicable) and no longer required, securely destroy physical documents in UNB-approved secure locked shredding container (i.e., grey Shred-it 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 instructor and/or BN Director 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 the New Brunswick Office of the Ombud (Access and Privacy Division) as required by privacy legislation.

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.

B. 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
 - Confidentiality-disclosure statement
 - Double check recipients
 - 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., grey Shred-it 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 in the UNB Faculty of Nursing Student Handbook.

Group or Face-to-face Discussions

- Closed room or private area
- Check if anyone around
- Keep conversation volume to a minimum
- Avoid personal and confidential info if possible
- Do not leave documents lying around

C. Useful Privacy Documents

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

UNB Policies

Acceptable Use of Information and Communication Technologies Policy
Policy for the Protection of Personal Information and Privacy
Photography Management Policy

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

Nurses Association of New Brunswick

Code of Ethics for Registered Nurses (2017)

Standards of Practices for Registered Nurses (2019)

Standards for the Therapeutic Nurse-Client Relationship (2015)

Practice Guideline: Responsible and Ethical Use of Social Media and Information Sharing Technologies July 2017

Standards for Documentation (May 2020)

Infolaw

D. Resources

Dean

BN Directors

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 2019*

Confidentiality Policy

All UNB Nursing students are required to sign the *UNB Pledge of Confidentiality* (see below) at the beginning of each academic year. 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 BNASP program, instructors 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

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

- Respect and be aware of the contents of the various UNB policies and procedures related to privacy and the protection of information and of personal health information including the *Policy for the Protection of Personal Information and Privacy* and the *Acceptable Use of Information and Communications Technologies*.
- Respect and be aware of the contents of the *UNB Faculty of Nursing Handbook* related to privacy and the protection of information and of personal health information including the *Confidentiality Policy*, the *UNB Faculty of Nursing Pledge of Confidentiality*, the *Ethical Use of Mobile Technologies and Social Media by UNB Student Nurses*, the *Professional Practice Policy*, the *Unsafe Practice Policy*, and the proper use of Computer Drives in the Faculty of Nursing.
- Respect and be aware of the Nurses Association of New Brunswick adopted documents related to privacy and the protection of information and of personal health information including the *Practice Guideline: Responsible and Ethical Use of Social Media and Information Sharing Technologies* and the *Canadian Nurses Association Code of Ethics for Registered Nurses*.
- Respect and be aware of the legislation related to privacy and the protection of information and of 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.
- Understand that I am subject to these policies and legislation.
 - Treat all patient/client, and other records as confidential information, and to protect them to ensure full confidentiality.
- Respect the privacy and dignity of patients/clients, colleagues, employees, students and others.
 - Ensure that I 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 courses and under the direction of the instructor or unless the information is required by health care professionals 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, his/her conduct;
 - his/her 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 the performance of my duties/responsibilities.

- Ensure that 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 performance of my duties/responsibilities.
- Access only information required for my clinical experiences.
- Protect my usernames and passwords.
- Securely store, encrypt, password protect, and securely destroy, as the case may be, all confidential information.
- Access, process, and transmit confidential information using only authorized hardware, software, or other authorized equipment.
- Not release any data/information to a third party unless authorized to do so.
- Follow all further instructions as they relate to privacy and confidentiality.

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

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 even if I cease to have an association with the University of New Brunswick Faculty of Nursing.

Revised July 2015

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 Instructors
- Instructor of Record
- BN Program Director
- 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 26, 2011, Updated July 2019*

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 Program Director annually, especially those which could potentially be severe. The BN Program Director will circulate the information to Instructors 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

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 within the building. It is important that we promote a healthy environment for those who work or attend classes within MacLaggan Hall and 55 Lutz St. in Moncton.

Approved by Faculty Council August 2013

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).

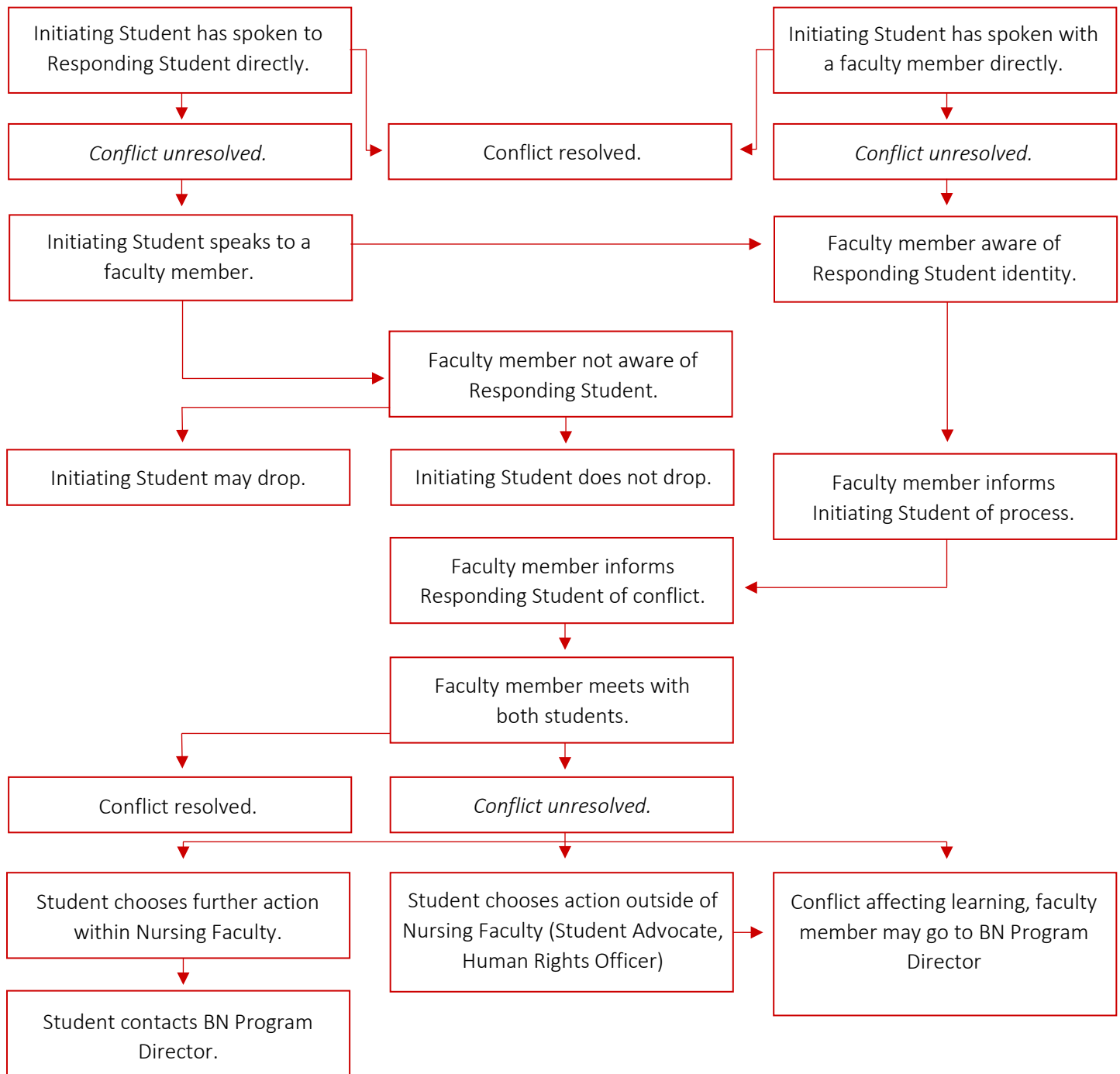
When Initiating Student approaches a faculty member to describe a potential conflict situation, the faculty member must immediately remind the student that we encourage first speaking to Responding Student directly. The conversation should stop, and the faculty member must tell the student that it is 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 BN Program Director (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 BN Program Director for help to resolve the conflict.

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

Resolution of Conflict Among Undergraduate Nursing Students



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 in addressing these types of concerns is discussing the matter with the instructor.

In a faculty such as Nursing, we expect professional conduct of students and faculty members in student-faculty interactions. If students have concerns about 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 BN Program Director 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 BN Program Director. 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.

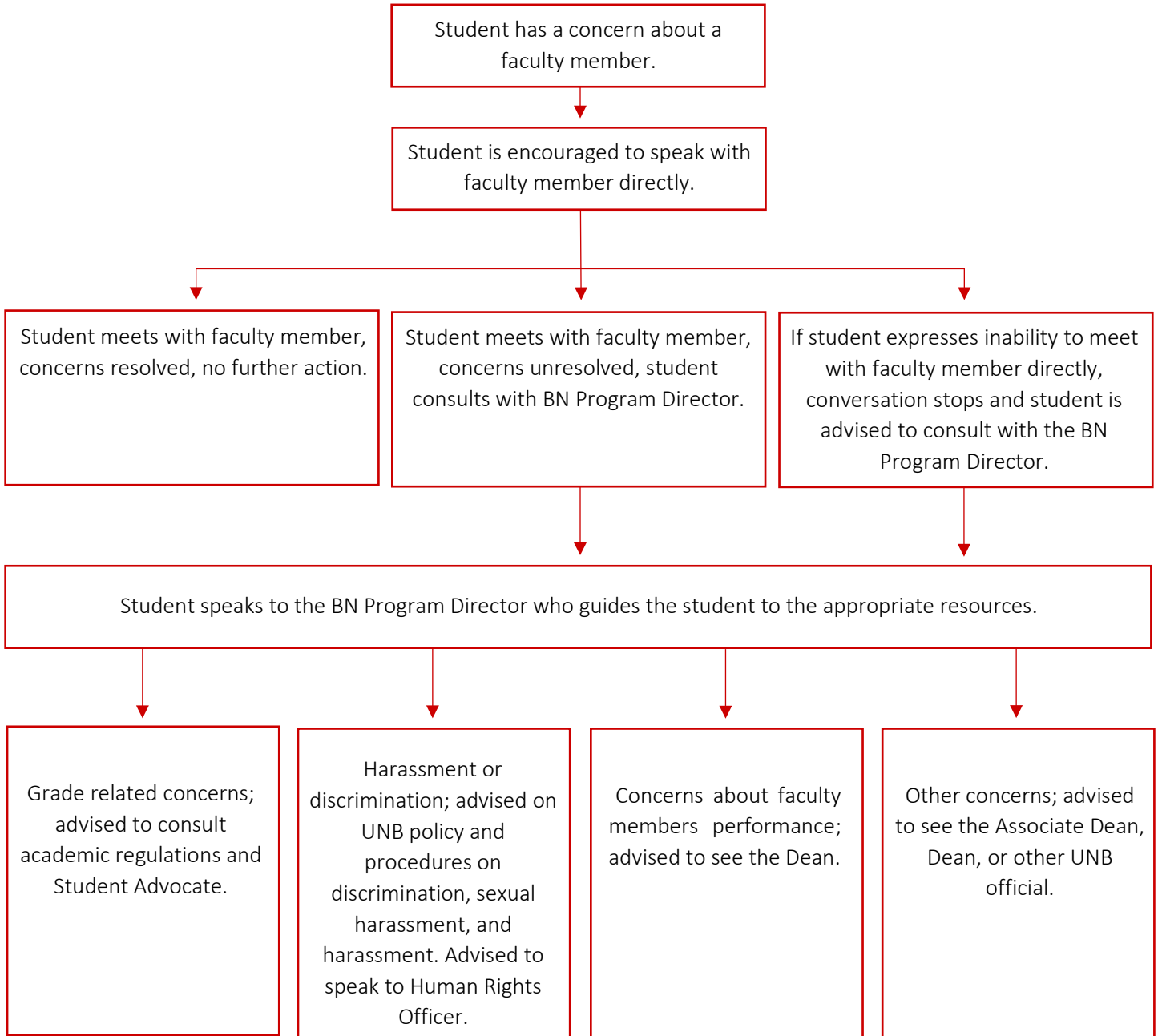
If students have concerns about performance or actions of the BN Program Director, they may contact the Student Advocate or the Dean.

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



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

Social media and online communities such as Facebook, YouTube, Instagram, SnapChat, 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 instructors. 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: Ethical and Responsible Use of Social Media Technologies* July 2017 (5/15) at http://www.nanb.nb.ca/media/resource/NANB-PracticeGuidelineEthical_and_ResponsibleSocialMedia-August2017-E.pdf

Another reference is the Canadian Nurses Protective Society at 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 *public* is 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*

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. 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.

Accepted by Faculty Council, June 2009

Revised July 2019

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 Our mission is to create the premier university environment for our students, faculty and staff in which to learn, work and live. We will provide an exceptional and transformative education for our students, by encouraging initiative and innovation, unlocking their creative potential. Our graduates will be prepared to make a significant difference - creating opportunities for themselves and for others.

We commit to understanding and solving the problems of today and tomorrow, serving our community and engaging with our alumni, retirees, and partners around the world.

Faculty of Nursing Mission Statement Educating and preparing nurses for an evolving healthcare system grounded in the principles of primary health care, social justice, and caring supported by 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 BN Director two weeks prior to the activity. To register the activity, email the following to the BN Director:

- 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

BN Program Director

In Development & Donor Relations, contact
Associate Director, Development & Donor Relations
453-5053

CLINICAL LEARNING

Skills Lab

Nursing students are responsible for purchasing supplies to facilitate self-practice of psychomotor skills and bringing their lab kit to the lab. Lab kits are available for purchase at the UNB Bookstore.

Skills Lab Equipment

Lab equipment is not to be removed from the lab at any time. Faculty members are responsible for signing-out and returning lab equipment, students are unable to sign-out equipment from the skills lab.

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 low position with brakes on.

- All beds should be neatly made with clean linen as needed.
- Each bed should have an over bed 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 outdoor footwear while on the beds.

The lab equipment and patient simulators are costly and sophisticated. In order 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, moved 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.
- ABSOLUTELY no food or drinks are allowed in the skills lab.
- Pens may be used for documentation purposes but are NOT to be used directly on the simulation equipment.
- All related computer and remote components are to be treated with extreme care. Any problems must be reported promptly to the lab instructor.
- All equipment, chairs, and demonstration supplies must be returned to designated areas.

(Adapted with permission from Humber College Institute of Technology and Advanced Learning School of Health Sciences, 2011)

Clinical Requirements

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 BNASP) comply with the following requirements for clinical practice.

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.

- 1) Documentation of immunization status on the *Bachelor of Nursing Student Immunization Record*:
 - Childhood immunizations: Diphtheria, Pertussis, Tetanus, Measles, Mumps, Rubella, Varicella
 - TDaP Booster within the *last 5 years*
 - 2 documented doses of measles, mumps and rubella (MMR), regardless of age. If there is no documentation of MMR, then two doses will be required regardless of serology results, with the second dose received 4-6 weeks after the first dose.
 - Hepatitis B immunization and titre status. This is a series of three injections; the second injection is given 1 month after the first, and the third injection 6-12 months after the first one. A titre is required 4-6 weeks after the third injection.

- Documentation of a 2-step Mantoux test. This test is a mandatory test for Tuberculosis. It consists of an initial test, then a reading, a second test, then a final reading. The second Mantoux test should be 7 to 21 days after the first. Readings must be completed within 48-72 hours after the administration of each Mantoux test.

All students are to have the *Bachelor of Nursing Student Immunization Record* completed and signed by a healthcare professional, indicating present immunization status. This Immunization Record is available through the BN Program Office.

- 2) Current CPR Health Care Provider Certification [CPR-HCP with *Automated External* Defibrillator (AED)], to be completed annually during the summer months (specific dates to be provided by the BN Program Office).
- 3) Criminal Record Check including Vulnerable Sector Check (CRC-VSC) to be completed annually during the summer months (specific dates will be provided by the BN Program Office). The CRC-VSC is considered current for one calendar year from the date obtained.

Students must apply for a Criminal Record Check in their area of permanent residence. Students living within the Fredericton city limits require a personalized letter from the BN Program Office.

Students with a criminal conviction (i.e., positive result on the CRC) will be asked to disclose the reason for this result to the BN Program Director. Students' written permission to share this information with clinical agencies to comply with agency requirements will be obtained. If the criminal conviction would render the student unable to obtain professional licensure or registration with the NANB, the *Professional Practice Policy* will be implemented.

- 4) The seasonal influenza immunization is highly recommended for all students. It is available in the fall. Students who have not received the influenza immunization should follow the influenza precautions of the clinical agency. For clinical placements in Horizon Health Network, students who have not received the seasonal influenza immunization are required to wear a mask when providing direct patient/client care or intervention.

In addition, some clinical agencies require students to have a Social Development Record Check as described in the *Family Services Act* of New Brunswick, prior to the clinical practice experience. Students do not have to prepare or submit documentation related to this in advance and will be advised if or when it is required.

The following table is a summary of Clinical Requirements for each Year:

	Year 1	Year 2	Year 3	Year 4	ASP Year 1	ASP Year 2
Immunizations	Required	As needed	As needed	As needed	Required	As needed
Hepatitis B Titre	As soon as possible	Required	Not required	Not required	As soon as possible	As needed
Seasonal Influenza Immunization	Recommended in fall	Recommended in fall	Recommended in fall	Recommended in fall	Recommended in fall	Recommended in fall
CPR Level HCP (with AED)	Required	Required	Required	Required	Required	Required
Criminal Record Check (CRC) & Vulnerable Sector Check	Required	Required	Required	Required	Required	Required
Social Development Record Check	As needed	As needed	As needed	As needed	As needed	As needed

Student's personal information 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 your 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 if clinical agencies require disclosure of specific personal information or copies of original documents. There are other conditions to placement that may be required and those will be communicated as soon as the information is available (i.e., security clearance, fingerprints).

Approved by Faculty Council March 2004
Revised July 2019

Process for Submitting Clinical Requirements Documents

The deadline for submission of the clinical documents 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

- 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) Please scan the required documents for your year (determined by the clinical courses you will be taking) in PDF format (preferably)
- 2) Check to be sure that they are legible before sending.
- 3) Send the documents to crbnmon@unb.ca on or before August 15.
- 4) There will be staff members assigned to assess and process your scanned documents. However, if you have any documents that you would prefer not to have scanned due to the nature of the content, please make an appointment to meet with the BN Program Director and bring the document.

Revised July 2020

HHN Orientation Modules and Access Cards

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

The Clinical Outreach & Engagement Coordinator is responsible for registering students with HHN. Upon receipt of confirmation from HHN you will be notified of the website location, assigned password, and HHN assigned person ID number. You will also be provided with a Student Orientation Checklist and instructions for accessing the Online Student Orientation Program.

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. A fee of \$15.00 for cards that are unreturned or damaged will be charged.

Revised July 2019

Travel

All students will be expected to travel out of town for some clinical experiences. Travel costs and accommodations related to all clinical placements is the responsibility of the student. Students may also be expected to complete clinical experiences during evenings, nights, and weekends to accommodate availability of clinical facilities and/or instructors. Normally, summer session clinical courses are completed by the end of May/early June (four-year BN

program) and end of July for BNASP. However, depending on the availability of clinical facilities and/or instructors, these time frames may need to be extended. Students will be provided with notice of clinical scheduling as soon as it is available.

Approved by Faculty Council March 2017
Revised July 2019

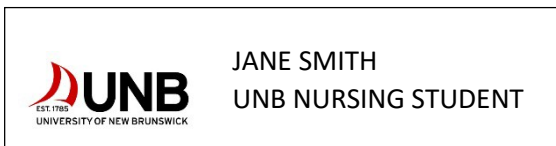
Clinical Dress Policy

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.



For Institutional Setting

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

Uniforms

- Uniforms will be required throughout the program. They should be comfortable to work in and easily washable.
- 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 Instructor the particular agency policy regarding wearing the uniform to and from the agency setting, as well as the available locker facilities.

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

Community Dress (and Clinical Experiences not Requiring Uniforms)

- Instructor will discuss appropriate clinical dress prior to arriving at the site.
- Street clothes must portray professionalism.
- 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
- no facial, tongue, lip or mouth jewelry and
- earrings only with no dangles may be worn.
Exception for Medic Alert® chains and bracelets, jewelry worn for religious reasons.

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*

Clinical Practice Attendance Policy

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

1. "Clinical practice" refers to all laboratory, institution and community practice experiences.
2. Missed clinical hours will be carefully tracked within each term and annually
3. Within each term, Instructors of Record will collaborate with Clinical Instructors to monitor students' missed clinical practice hours and progress toward meeting course outcomes
4. The time students spend completing Horizon Health Network (HHN) orientation modules, computer training, and clinical requirements are not counted as clinical hours.
5. In accordance with the *General Course Regulations, Class Attendance* in the *University of New Brunswick Undergraduate Calendar*, students are expected to attend all classes, laboratories, tutorials, or other class meetings officially designated for a particular course.
6. The Nurses Association of New Brunswick (NANB) requires a BN student to obtain a minimum of 1400 clinical practice hours in the undergraduate program in order to be eligible for registration as a registered nurse (RN).
7. Absence from clinical practice is only acceptable for illness, disability and/or personal crisis. Supporting documentation may be required.
8. "Missed clinical time" includes all hours missed due to student absence, instructor absence, deficits in mandatory clinical requirements and storm cancellation days.
9. For each course, clinical instructors must clearly indicate to their students the process they must follow to inform the various clinical practice areas and instructors of their absence.
10. In the case of missed clinical time due to instructor absence, as outlined in the *Collective Agreement* for full-time members in Article 16A.04e, 16B.04e, 16D.04e and in Article 16A.04e for contract academic members, the instructor must make every reasonable effort to make up missed clinical time.
11. The completion of makeup time scheduled as a result of storm days or instructor absence is not an optional experience for students. It is mandatory and considered part of the clinical course requirements. Scheduled make up time must not conflict with other courses, tests or exams.
12. All scheduled makeup time must provide students with meaningful learning opportunities to meet the course outcomes as well as complete the missed clinical time.

13. Students are required to complete a minimum of 432 clinical hours during the 12 week preceptored clinical experience for NURS 4153. All missed clinical time during preceptorship must be made up in consultation with the Preceptor and Faculty Liaison.

Note: Total number of clinical practice hours in the BNASP = 1452

*Approved by Faculty Council June 2008, July 2015, August 2016
Revised July 2019*

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

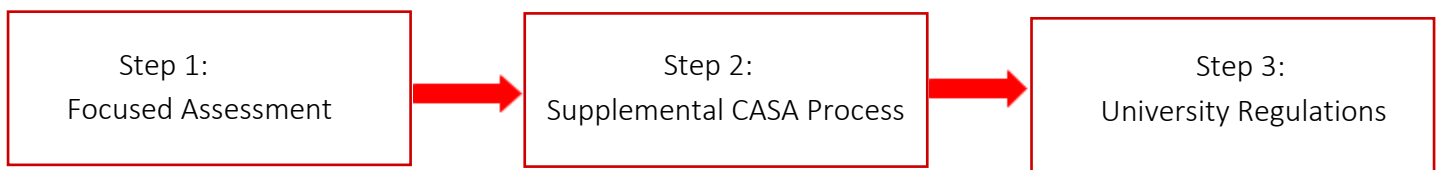
- Safe student practice minimizes the risk for physical, emotional, spiritual, and other forms of harm
- There is an expectation that there is consistent growth throughout the experience with respect to all outcomes. Students should require less direction as they move toward more independent practice.

Definitions of Unsafe Practice

“Unsafe practice in a clinical setting may be defined as any act by the student that is harmful or potential 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 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

<http://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulation/s/i-generalcourseregulation/b.classroomlabclinicalfieldworkandsafetydecorum.html>

6. Section B: General Regulations on Student Non Academic Conduct

<http://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. 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, 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 Program Director; and
 - iii) recommends that the student meet with the BN Program Director, 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
<http://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulations/iv-rightofappeal-standingandpromotiondecisions/index.html>

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*

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 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).

*Reviewed at Faculty Council June 2011
Revised July 2020*

Guidelines for Completing and Submitting the CASA

1. Students should have an understanding of the expectations for the clinical course. Meetings are encouraged for instructor groups/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 all inclusive. Students are encouraged to consider their own unique clinical experiences when providing examples to support how the outcome has been met.

2. When documenting summative assessment on the CASA, the instructor will be responding to the student's comments (on the CASA). The use of the 'first person' is therefore appropriate for comments made by the instructor. Use of "the student" is discouraged.
3. Confidentiality must always be maintained by not using names in the CASA (i.e., clients, other students, members of the health care team).
4. 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. The instructor will then add assessment comments to the CASA and schedule a meeting to discuss the CASA with the student.
5. The instructor and student will have a face-to-face meeting and discuss the comments on the CASA. This meeting will give the student and instructor an opportunity to respond to any of the comments before the CASA is signed off. Once this meeting is completed, the instructor will mark the "Meeting complete" checkbox on the CASA which will allow the student to sign off. Once the student has signed off, the instructor is prompted to sign off, and the CASA is marked as complete.

6. Instructors will assign PW, ND, or LP to indicate student progress toward meeting the learning outcomes for the course. Students need to demonstrate satisfactory level of competence for all outcomes by the end of the course. Only OM and ONM are used on the final CASA; students must receive either OM or ONM for each outcome on the final CASA.
7. Once the student has completed the midway or final CASA the instructor 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.
8. 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.
9. 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 may 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.
10. 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.
11. 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. The clinical instructor's role includes following Level 1, 2, and 3 processes described in the *Promoting Safe Practice Policy*.
12. 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 *Unsafe 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.

Updated July 2019

INFORMATION SPECIFIC TO THE UNB 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.

UPON DISCOVERY OF FIRE:

- **EVACUATE FIRE AREA IMMEDIATELY**
Close doors behind you
- **ACTIVATE FIRE ALARM**
Pull box
- **LEAVE BUILDING**
Use nearest safe exit or stairwell
Do not use elevators
Assist any persons with disabilities
Remain calm
Assemble in back corner of parking lot
- **CALL FIRE DEPARTMENT**
From UNB Moncton landlines 9-911
From wireless phones 911
Provide: *Your name*
Your phone number
Location (55 Lutz Street, UNB Moncton)

UPON HEARING FIRE ALARM:

- **LEAVE BUILDING VIA NEAREST EXIT**
- **CALL FIRE DEPARTMENT**

Making an Emergency Call

1. From an UNB landline: call 9-911. From a cell phone: call 911.
2. Location is 55 Lutz Street

Meeting Place

Should an evacuation of the building be required, please gather at the far corner of the parking lot (the corner closest to the Rogers building).

Emergency Procedures Guide

Students should make themselves familiar with the *Emergency Procedures Guide*, posted on bulletin boards.

Building Access

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

Hours when students may access the building will be posted inside the building and emailed to all students. Students must vacate the building at the times posted.

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 2019

UNB Moncton Site Closure Policy

Under exceptional circumstances, including but not limited to adverse weather conditions or power outages, the BN Program Director or designate will be responsible for making the decision to close the Moncton site.

When a delay or closure occurs:

- The decision to delay or close will be made no later than 0630.
- By 0630, the UNB Moncton office voicemail will be updated (856-3355).
- Announcements will be sent to K945 (94.5 FM), The Bend 91.9 (91.9 FM), New Country 96.9 (96.9 FM), C103 (103.1 FM), Max FM (103.9 FM) and CBC Information Morning Moncton (106.1 FM).
- Announcements will be sent to the [UNB Homepage](#), the [UNB Facebook](#), and [tweeted from @UNB](#)

Calling the UNB Moncton office voicemail is the most efficient way to determine if a delay or closure has occurred.

If UNB Moncton closes:

- Classes, clinical, and labs will be cancelled. This includes day, afternoon, and evening clinical activities in both community and institution placements.
- Students scheduled to complete patient assignment research will not be expected to do so.

If UNB Moncton delays opening:

- 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:

- Classes and labs scheduled after the time UNB Moncton is closed will be cancelled.
- Clinical instructors 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 make a decision 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.

Poor Weather Conditions and No UNB Closure Announcement

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

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 site.

November 2011, September 2014,
September 2015, September 2016, October
2017, October 2019

Parking

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>

Parking gate access will be provided via the building access card for those who purchase a parking permit. Parking access is available 24/7 for the duration of the permit.

Parking permits are purchased online and will be ready for pickup from the Main Office within 1-2 days from the date of your request.

To make your online purchase please take the following steps:

- Log into your e-Services and select the 'Personal' tab then select 'Purchase UNB Parking Permit'.
 - When choosing permit type consider the following: If you wish to register more than 1 vehicle or if you think you'll change vehicles at any point during the year please select the hanging tag option.
 - Add and/or update your current vehicle information. Your permit is valid in Moncton, Fredericton, and Saint John therefore it is important to ensure the proper vehicle information is in the system.
 - Select UCard as your payment option. In order to pay with a credit card or your Visa debit card, you must transfer money from your card to your UCard cash account. You do not need to have a physical UCard in order to do this. If you need to add money to your UCard account select 'add money' and follow the prompts; your funds will be available immediately once transferred. You can choose to add the exact amount of the permit you will be purchasing (cost as shown on the form) or some extra funds that can be used at the Moncton site for print credits. Do not select 'pay on pickup' option – payments are no longer processed on-site in Moncton.
 - Select Mail as your delivery option. These passes will be sent to the Moncton site main office. Office hours are 8:30-12:00 and 1:00-4:30 Monday through Friday. Please allow 1-2 business days for the processing of your request.

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

Parking regulations can be found here <http://www.unb.ca/fredericton/security/parking-rules/>

- 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:

<i>Failure to properly display authorized vehicle parking permit as required</i>	<i>\$16.00</i>
<i>Parking in visitor parking or service parking (15 minute spots)</i>	<i>\$32.00</i>
<i>Parking in an area without a valid permit for that area</i>	<i>\$16.00</i>

Questions can be referred to [Charene Slupsky](#).

Revised July 2019

Textbooks & Supplies

Textbooks, lab kits, and other supplies 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 are also able to offer bundles of required texts at reduced costs and text rentals with free returns if brought back to main office by specified date. Please contact [Alicia Jones](#), BN Program Assistant, for additional information about the ordering process.

Revised July 2019

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.

At the Moncton site, the library is located in Room 133 (off the Learning Commons). This library has many resources that can be either signed out or used within the facility. One-on-one or group instructional sessions are available to all UNB Moncton students. See [Charene Slupsky](#) to book an appointment or request a session.

Equipment (e.g., data projectors, laptops, sound amplification systems, digital cameras) is available to book through Charene for projects/presentations outside UNB Moncton. Data projectors and/or teleconference equipment can be booked for use within the school when booking the seminar rooms for individual or group work.

Revised July 2019

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 102 (in Main Office suite)
856-3355

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

Counselling Services are available to Moncton students locally at Sage Solutions Inc. To contact Sage Solutions Inc.:

Phone: 857-3258

Website: <http://www.sageforyou.com/>

Updated July 2019

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 Advanced Standing 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 Advanced Standing program would be eligible to be work as Nursing Student Employees. Students and employers need to be aware that there may be some variation in skill attainment by site. As always, regardless of employment status, students are expected to identify any limitations in their knowledge and experience.

Below are 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 Advanced Standing 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 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 Advanced Standing 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?
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