

# FACULTY OF NURSING

## UNDERGRADUTE STUDENT HANDBOOK

**2025-2026**

**Fredericton Campus**



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## Traditional Land Acknowledgement

We respectfully acknowledge that UNB Fredericton stands on the unsurrendered and unceded traditional Wolastoqey land.

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

The river that runs by our university is known as Wolastoq, along which live Wolastoqiyik – the people of the beautiful and bountiful river. Wolastoq is also called the St. John River.

# Faculty of Nursing Information

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

- Vision** Putting New Brunswick first, acting locally and globally to advance nursing and nursing knowledge through excellence in teaching, research, clinical practice, leadership, and innovation to make nursing education accessible.
- Mission** Educate and prepare nurses to lead in an evolving health care system grounded in the principles of primary health care, equity and relational practice, supported by scholarship, innovation, evidence, and research.
- Values** The articulation of values for UNB's Faculty of Nursing provide clear expectations of how faculty will proceed in their daily work.

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

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

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

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

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

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

## Student Accessibility Centre

The UNB Student Accessibility Centre (SAC) 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.

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

It is important to register with SAC early in the term or upon admission to UNB as this will help ensure that your accommodation requirements are adequately supported and you have access to appropriate resources through the Student Accessibility Centre and on campus.

The SAC website provides helpful information about the services they offer and it is recommended that students make themselves familiar with this information:

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

## Student Health and Dental Plan

All full-time students are automatically enrolled in the *We Speak Student Health and Dental Insurance Plan*. The automatic default is a balanced insurance plan, however you can also choose the “enhanced dental/vision” or enhanced “extended health/vision” plan if preferred. If you want to change or opt out, you must do so before the deadline (link listed below):

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

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

## Student 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 Email: [shc@unb.ca](mailto:shc@unb.ca)

For information on how to book an appointment:  
<https://www.unb.ca/fredericton/studentservices/health-centre/index.html>

## Student Counselling

UNB Student Counselling services provides a range of confidential, short-term mental health services to undergraduate and graduate students. Counselors provide clinical services including individual and group therapy.

For the range of services available or to request an appointment:  
<https://www.unb.ca/fredericton/studentservices/counselling-services/index.html>

## UNB Health and Safety Policies

The Environmental Health & Safety Office, at the Fredericton campus, assists others in fulfilling 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>

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.

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

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

Reviewed July 2019

## UNB Chosen Name and Gender Identify Policy

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

<https://www.unb.ca/humanrights/policies.html#:~:text=Under%20the%20Chosen%20Name%20and,a%20reason%20for%20their%20request>



## UNB Sexual Assault Policy and Procedures

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

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

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

Fredericton Campus: CSASA office, C.C. Jones Student Services Centre,  
506-453-4530 or [csasa@svn.b.ca](mailto:csasa@svn.b.ca)

As always for emergency safety services, please call 911, or campus security at:  
Fredericton Campus: 767 Kings College Road, 506-453-4830

## BACHELOR OF NURSING FOUR-YEAR PROGRAM

### Curriculum Overview

The Nursing Curriculum has been designed as a framework that supports a comprehensive and multidimensional view of nursing for teaching and learning in both theoretical and practical components of the program. The table below contain quick access to the listing of courses taken by students who start the BN Four Year Program in Fall 2024:

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

## Licensed Practical Nurse (LPN) to BN Pathway Program

### LPN to BN Pathway

The LPN to BN Nursing Pathway provides the education needed for Licensed Practical Nurses (LPNs) in New Brunswick to apply to UNB's Bachelor of Nursing (BN) Fredericton program. The LPN to BN Nursing 1 year Pathway builds on current knowledge and nursing practices and prepares students for entry into the third year of the four-year BN Fredericton program.

Consisting of six online courses offered through the College of Extended Learning (CEL), the LPN-BN Nursing Pathway can be completed in a single term (6 courses in winter term) or over two terms (3 courses each term – fall and winter).

#### Courses:

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

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

BIOL 2759 - Physiology and Pathophysiology for Licensed Practical Nurses

This course will provide a detailed review of normal human physiology and then focus on the pathophysiological mechanisms underlying diseases in each organ system. This course is offered through online delivery and is open to students in the Nursing LPN to BN Pathway program.

NURS 2132 - Pharmacotherapeutics

Includes theory and principles of pharmacology as they apply to Nursing. Provides requisite knowledge to administer medications, provide patient education, and assess the potential for adverse events related to drug and lifestyle issues. The theory will include basic legal and safety issues related to drug administration by the nurse.

NURS 2217 - Professional Nursing Practice

Builds on the concepts of professional nursing practice gained in Practical Nurse curricula expanding knowledge and practice to the scope of the entry-level Registered Nurse. This course will focus on communication, professional identity, and social justice abilities within the BN curriculum. Particular emphasis on role transition, academic writing, and evidence-informed practice.

NURS 2218 - Enhanced Decision Making in Clinical Practice

Using a case-based approach across the lifespan, this course builds on assessment, data collection, pharmacotherapeutics, and clinical decision making of LPNs. Specific attention will be paid to the abilities of knowledge and its application and critical thinking and skills of analysis within the BN curriculum. Frameworks for recognizing and responding to changes in a client's condition will be introduced (anticipatory thinking).

## Mental Health Certificate

The UNB Faculty of Nursing offers a Mental Health Certificate to BN students (both 4-year program and LPN to BN Pathway students). The last intake of this program will be in fall 2025.

The aim of this Mental Health Certificate option is to provide an opportunity for undergraduate students to better meet the challenges influencing mental health and substance use in New Brunswick. Graduates will be positioned to play leadership roles in filling the gaps in access and interventions for mental health care in the province. Students who complete the Mental Health Certificate option will be better prepared for the provision of mental health care and the promotion of well-being in a variety of settings including primary care, community, acute care, long term care, and correctional services.

Students will not be required to take any extra courses to complete this option. Students enrolled in the MHC will have a mental health focus in NURS 3068 community clinical placement. NURS3145 (Advanced Therapeutic Communication) will replace the open elective in the winter term of year three and NURS4145 (Mental Health Nursing in Complex Situations) will replace the year four elective. The NURS4153 Preceptorship 12- week clinical experience in winter term will have a mental health focus.

## General Regulations for Nursing Programs

The University-Wide Regulations will govern any point not covered in the Bachelor of Nursing Regulations. (UNB Undergraduate Calendar, Section G, Bachelor of Nursing). Questions concerning the application of regulations are to be directed to the Assistant Dean Nursing (Fredericton).

1. A student whose assessment grade point average (the May/April period; for definition, see [Standing and Promotion Requirements in Section B of the UNB Undergraduate 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 successfully complete all courses in a given year (required and electives) 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 enrolment in the Faculty of Nursing.
  - b) BN Accelerated Degree Program students must complete the program within 4 years of enrollment in the first term of the program (September-December).

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

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

## 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. The UNB Bachelor of Nursing program is founded on the expectation of successful completion of both theory and practice courses; as such we follow NANB's Fitness to Practice expectations of the profession: [NANB-FAQ-FitnessToPractice-2019-Revised-March-2022-E.pdf](#)

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 <https://www.unb.ca/humanrights/assets/documents/declaration.pdf> 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:

- Statement of Principles
- Fundamental Rights and Responsibilities
- Specific information and links on
  - Harassment (section 4)
  - Discrimination (section 5)
  - Academic rights and responsibilities (section 6)
  - Freedom of association (section 7)
  - University facilities (section 8)
  - Access to personnel files (section 9)
  - Conflict of interest (section 10)

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 Nurse-Client Relationship \(amended November 2024\)](#)
- [Standards for Documentation \(2020\)](#)

NANB has adopted the [Code of Ethics for Registered Nurses](#) 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 behavior; they are not intended to replace University policies and processes for student behaviour and/or academic progress. The Faculty of Nursing policies and guidelines are also designed with the recognition that adjustments on a case-by-case basis may be required to accommodate personal religious beliefs and/or disabilities.

*Reviewed July 2023*

# University Policies and Academic Regulations

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

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

## Declaration of Rights and Responsibilities

A positive working and learning environment comprises of five elements:

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

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

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

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

For education/training requests, policy review or regarding complaints of harassment and discrimination: Email Human Rights: [humanrights@unb.ca](mailto:humanrights@unb.ca) or phone/confidential voicemail: Fredericton, 506-458-7889. <https://www.unb.ca/hr/>  
<https://www.unb.ca/initiatives/equity-diversity-inclusion/>

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

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

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



# Academic Advising Program

What is the purpose of an academic advising program?

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

What is the Student Navigator/Academic Advisor?

The Student Navigator/Academic Advisor is a faculty member who has experience teaching in the classroom and in clinical within the BN program. The Student Navigator/Academic Advisor and Peer Mentors are available to help students adapt to each new transition throughout the program.

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

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

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

When will I be meeting with the Academic Advisor/Student Navigator and Peer Mentors?

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

Peer Mentors are assigned to support first year students with their transition to the Nursing program. They will connect with students before classes start in September and throughout first year to address any questions and/or concerns, provide guidance on study tips, time management, goal setting, finding resources on campus and/or in the community.

Peer Mentors will also work closely with students in all years to provide additional academic and social support. Peer Mentors will organize social events throughout the year, provide mentorship for extra practice in the Skills Lab, host study groups, communicate study hacks, help you with organization and prioritization, keep an active presence on social media, and much more.

Appointments can be arranged whenever you feel you need some extra support. Contact the Student Navigator/Academic Advisor, Bev Gaudet, by phone 506-458-7117 or e-mail [b.gaudet@unb.ca](mailto:b.gaudet@unb.ca)

## Peer Mentors

### Description:

The Peer Mentor Program is designed to promote a sense of community within the nursing program. Peer Mentors are enthusiastic, energetic, hard-working upper-level students who are eager to share their experiences at university with other students in the nursing program.

### Purpose:

The purpose of the Peer Mentor Program is to:

- Help students during the transition to the first year of the nursing program and university;
- Support students throughout the program navigate expectations during university;
- Help students develop skills to enhance the university experience.

### Criteria for Role:

- Demonstrate an interest in helping others by being a good listener and assisting as needed.
- Believe in collaboration and teamwork.
- Exemplify leadership skills by helping others develop and achieve goals.
- Demonstrate strong organizational skills to plan social and academic events.

### Role Requirements:

- Assist with Spring Orientation, Advising and Registration Day (SOAR)
- Attend Peer Mentor Orientation
- Assist with the Orientation Program for first year students in fall
- Complete the Student Event Primary Organizer Training (modules on D2L)
- Contact incoming students in your assigned group once during July and August.
- Arrange to meet with your assigned students as a group every second week during the first six weeks of the fall term, at least once during the last six weeks of the fall term, and once during the first eight weeks of the winter term.
- Maintain contact with individual students in your group as needed during the remainder of the fall and winter terms (about 2-3 hours per week)
- Consider contributing to extra learning support in the Skills Lab
- Assist with planning social and academic events
- Make recommendations to students who may be experiencing challenges to the appropriate resources for help, i.e.
  - Academic Advisor/Student Navigator for academic concerns
  - Financial Aid
  - Counseling Services
  - Student Accessibility Centre
  - Student Advocate
  - Student Health Centre

### Training and Support:

Peer Mentors attend a Faculty of Nursing orientation in spring and a university-wide orientation for all peer mentors in the fall. These orientation sessions are for both new and returning peer mentors. The Academic Advisor/Student Navigator meets with peer mentors regularly to provide additional training and support.

## APA Guide (American Psychological Association)

The Faculty of Nursing consistently uses the latest edition (7<sup>th</sup> edition) of the APA Manual for assignments. An APA style guide has been prepared and is available for students and faculty at: [apaappearance 7ed.pdf](#) \*This abbreviated guide does not replace the manual.

More information on APA, and support with APA, can be sought through the Writing and Study Skills Centre:

<https://www.unb.ca/fredericton/studentservices/academic-success/writing-and-study-skills-centre.html>.

We recommend using the American Psychological Association instructional resources such as guides and webinars available on their site at: <https://apastyle.apa.org>

Other APA resources can be found at:

1. Purdue OWL APA pages: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
2. Citing your sources page in the nursing research guide: <https://guides.lib.unb.ca/guide/48#section-693>
3. [The Concise APA Handbook](#)

## 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. Please familiarize yourself with the following policy on plagiarism and subsequent procedures in the case of plagiarism: [University of New Brunswick | Undergraduate Calendar | University Wide Academic Regulations | Academic Offences | UNB](#)

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.

## Grading Scheme – UNB Faculty of Nursing

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

Letter Grade	Percent Mark
A+	91-100
A	85-90.9
A-	80-84.9
B+	77-79.9
B	74-76.9
B-	71-73.9
C+	68-70.9
C	65-67.9
D	60-64.9
F	59.9 and below

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

*Approved by Faculty Council April 28, 2025*

## Privacy and Confidentiality Best Practice Guideline for Students completing course assignments with clients/families

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 in courses requiring written assignments using client/family information (e.g., family assessment, perinatal assessment):

General: Collect and share only what is necessary

Request consent to collect or share information

Avoid personal information when communicating and taking notes

Complete disclosure of confidential information in a face-to-face setting.

### Course 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

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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 the 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 Shredguard 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 Assistant Dean as soon as possible.
- If applicable, follow all the privacy rules and regulations of the clinical placement institution.

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

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

#### More Privacy Tips

##### General:

- Password with screen lock
- Encrypt computers, devices and documents
- Limit confidential information on electronic devices
- Deactivate cloud functions of electronic devices if they contain personal information
- Lock doors and cabinets
- Do not keep documents lying around
- Never leave or store documents in an unattended vehicle
- Collect only what is necessary
- Avoid personal information as much as possible when communicating and taking notes
- Do not make or keep copies of completed forms
- When you can and appropriate, get consent
- Limit disclosure of confidential information via telephone calls; do face to face
- Emails:
  - Confidentiality-disclosure statement
  - Double check recipients
  - BCC not CC
  - UNB email and certain cloud storage services (ie. Google Docs) are NOT secure...
  - D2L Dropbox and chat application ARE secure
  - UNB [File Drop](#) IS secure
- Secure destruction of documents: UNB-approved secure locked shredding container (ie. grey Shredguard bins)
- Be mindful that nothing is secure or private on social media and that there is an [Ethical Use of Mobile Technologies and Social Media](#) by UNB Student Nurses policy.

##### Paper Documents:

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

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

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

Useful privacy documents

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

UNB:

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

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

UNB Faculty of Nursing Student Handbook:

Pledge of Confidentiality

Ethical Use of Mobile Technologies and Social Media by UNB Student  
Nurses Consent Documents (available from clinical instructor)

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

Privacy Module

Contract

Policies

Confidential-Declaration of

Understanding Social Media Policy

Privacy Statement

Nursing standards:

[Nurses Association of New Brunswick Code of Ethics \(2017\)](#)

[Standards of Practices for Registered Nurses \(2019\)](#)

[Standards for the Nurse-Client Relationship \(2020\)](#)

[Ethical and Responsible Use of Social Media Technologies  
\(2022\)](#)

[Standards for Documentation \(2020\)](#)

[Infolaw](#)

Health Care Facilities:

Privacy Modules

Policies

Social Media Policies

Resources

Dean

Assistant Dean/Associate Dean

Student Navigator and Academic Advisor Professor /Teaching Professor of Record

Privacy Officer at the Health Care Institution

Nurses Association of New Brunswick

Canadian Nurses Protective Society

UNB Records Management,

Access and Privacy Coordinator UNB Information

Technology Services (ITS)

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



## Confidentiality Policy

All UNB nursing students are required to sign a Pledge of Confidentiality at the beginning of their Nursing Program which covers the duration of the program (clinical and classroom) and into perpetuity. 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.

It is crucial 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 calendar under Student Conduct.

[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:

1. Be aware of and respect the contents of the various UNB policies and procedures related to privacy and the protection of information and personal health information, including the *Policy for the Protection of Personal Information and Privacy* and the *Acceptable Use of Information and Communications Technologies*.
2. Be aware of and respect the contents of the UNB Faculty of Nursing Handbook related to privacy and the protection of information and personal health information, including the UNB Faculty of Nursing Pledge of Confidentiality, the Ethical Use of Mobile Technologies and Social Media by UNB Student Nurses, and the Promoting Safe Practice Policy.
3. Be aware of and respect the Nurses Association of New Brunswick-adopted documents related to privacy and the protection of information and personal health information, including, the Practice Guideline Social Media (2022) and the Canadian Nurses Association Code of Ethics for Registered Nurses (2025).
4. Be aware of and respect provincial legislation related to privacy and the protection of information and personal health information, including the Right to Information and Protection of Privacy Act and the Personal Health Information Privacy and Access Act and their regulation.
5. Understand that I am subject to these policies and legislation.
6. Treat all patient/client and other records as confidential and protect them to ensure complete confidentiality.
7. Respect the privacy and dignity of patients/clients, colleagues, employees, students and others.
8. Ensure that I do not repeat, disclose, or confirm any information revealed by the patient/client/employee via any medium, including discussion, telephone, email, or social media, unless permitted in my coursework under the direction of the instructor or unless health care professionals require the information to provide

or improve client care. This includes:

- the nature of the illness, its cause and treatment;
- everything divulged to describe the illness;
- the reactions of the patient/client/employee, their conduct;
- their financial state, domestic life, or any personal information;
- all the records accumulated during the course of treatment/interaction;
- the locations of the clinical placements;
- and any information leading to the identification of the patient/client/employee, unless there is a legitimate purpose related to performing my duties/responsibilities.

9. Ensure I do not inappropriately access, use or disclose confidential information. I understand access is a privilege, and such access to this information shall be directed only toward the performance of my duties/responsibilities. This includes taking photos or videos within the clinical setting or removing materials from the clinical setting that are considered non-public materials (e.g., Kardex, MARs, screenshots of medication lists, etc.).

10. Access only information required for my clinical experiences.

11. Protect my usernames and passwords.

12. Securely store, encrypt, password protect and securely destroy, as the case may be, all confidential information in accordance with institutional policy.

13. Access, process, and transmit confidential information using only authorized hardware, software, or other authorized equipment.

14. Not release any data/information to a third party unless authorized to do so.

15. Follow all further instructions as they relate to privacy and confidentiality.

16. I agree not to disclose any details related to simulation-based education or the actions of my peers during simulation experiences.

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

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

# 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
- Professor or Teaching Professor of Record
- Student Navigator and Academic Advisor
- Student Accessibility Center
- Assistant Dean Fredericton / Associate Dean Moncton
- Dean of Faculty of Nursing
- Student Advocate
- Human Rights Officer

*Approved by Faculty Council August 25,  
2008 Revised September 26, 2011;  
July 2019*

## Guidelines for a Disclosure of an Allergy (Student)

Given the potential severity of some allergic reactions, students are encouraged to disclose (or update) their allergens to the Assistant or Associate Dean annually, especially those which could potentially be severe. The Assistant or Associate Dean will advise/remind the students that one of their peers has a potentially life- threatening allergy to a specific allergen. The individual 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 to campus and clinical. It is important that we promote a healthy environment for everyone.

*Approved by Faculty Council August 2013  
Reviewed July 2019*

# Conflict Resolution 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.

## Conflict Resolution 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 Appendix A).

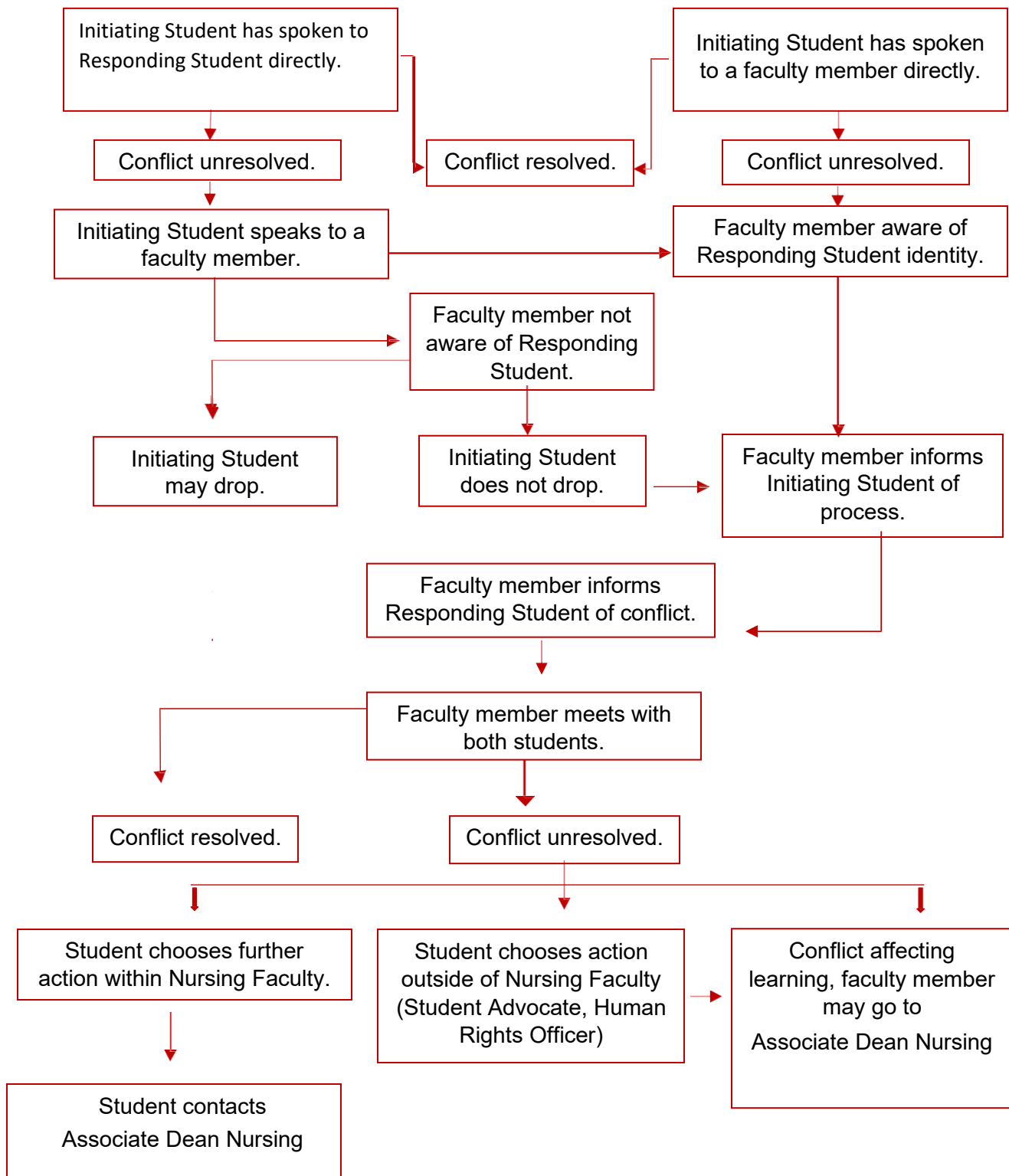
When Initiating Student approaches a faculty member to describe a potential conflict situation, the faculty member must immediately remind the student that we encourage first speaking to Responding Student directly. The conversation should stop and the faculty member must tell the student that it is 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 Assistant or Associate Dean (site specific) or they may choose to seek help elsewhere within the university to resolve the conflict. For example, students may find Student Advocate, Counselling Services, or Human Rights Officer can help in dealing with the conflict.
7. If the faculty member believes that the conflict continues to have adverse effects on the learning of one or both students or affects learning for other students, the faculty member may choose to inform the Assistant or Associate Dean 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/universitywideacademicmicregulations/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 course Professor/Teaching Professor or Clinical 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 Associate Dean (site specific) who will assist them to determine the most appropriate course of action. Should a student express their inability to meet with the faculty member directly, the student is advised to consult with the Associate Dean.

Depending on the situation, students may be advised to consult the Student Advocate, Human Rights Officer or the 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. Anonymous complaints are not appropriate and will not be addressed.

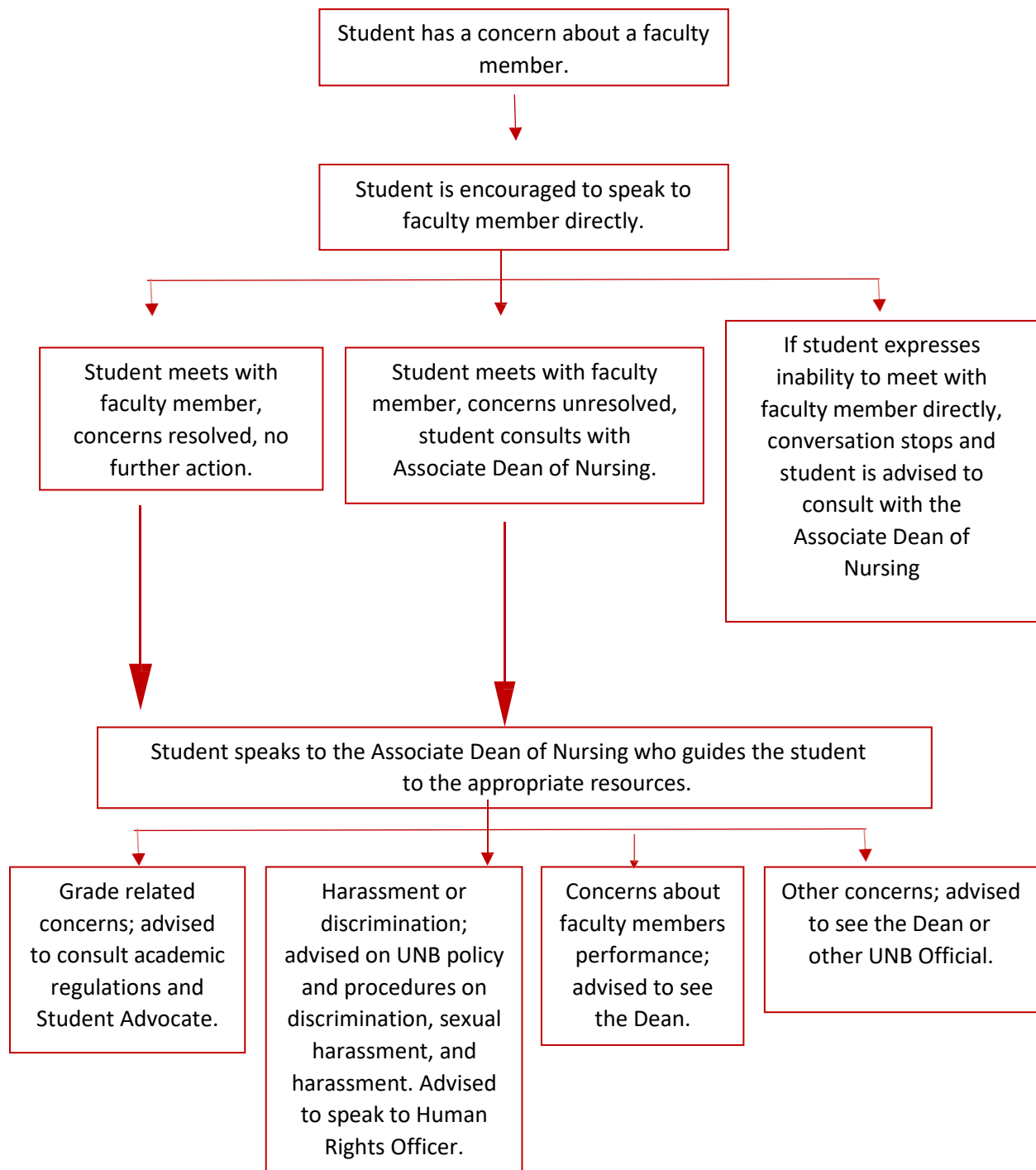
If students have concerns about performance or actions of the Associate Dean, they may contact the Student Advocate or the Dean. Allegations of student or faculty performance issues are serious and everyone has the right to be represented at all stages of the process. Relevant unions represent faculty members and the Student Advocate at the Office of Student Affairs represents students.

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

*Approved by Faculty Council  
August 2000 Revised and Approved by  
Faculty Council May 2014  
Updated August 2025*



## 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, and 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/professors. For information about professional standards of practice in nursing related to information through social media, please consult the Nurses Association of New Brunswick (NANB) Practice Guidelines Social Media: [NANB-PracticeGuideline-SocialMedia-Aug-22-E 1.pdf](#) Another reference is the Canadian Nurses Protective Society at [InfoLAW: Social Media - Canadian Nurses Protective Society](#).

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/professors 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; August 2025*

## 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 year of the Four-Year Nursing Program or in the first two terms of the Accelerated program would be able to work as volunteers. Students who have completed the second year of the Four-Year BN Program or term two of the Accelerated 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.

Below are questions to consider:

First and Second Year Students (volunteer positions):

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?

Third and Fourth-Year Students or Students Who have Completed Term 2 of Accelerated Program (nursing student employees):

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?

## 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.

### 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.

## Process

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

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

## Contacts

Associate Dean 4 Year Program (Fredericton)  
[akeough@unb.ca](mailto:akeough@unb.ca)  
506-458-7646  
Rm 118 MacLaggan Hall

In Development & Donor Relations, contact:  
Associate Director, Development & Donor  
Relations 506-453-5053

*Approved at Faculty Council February 29, 2016  
Revised July 2019*

## Transfer Credit Guidelines

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

The minimum grade of C is required for a course to be accepted as transfer credits for nursing or other program required courses, and open elective courses a minimum grade of D is accepted.

## CLINICAL LEARNING

### Skills Lab

Becky Fullarton  
Office #102B  
458-7014  
[becky@unb.ca](mailto:becky@unb.ca)

#### Skills Lab Rooms

Room 21: Lab Teaching Theatre, seats 42 students  
Room 23: Skills Lab, 12 hospital beds  
Room 15: 5 hospital beds, 1 stretcher

\*\*All requests for booking rooms 15, 21, and 23 are to be sent to [becky@unb.ca](mailto:becky@unb.ca) Requests should be sent 2 weeks in advance.

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

#### Skills Lab Equipment

Lab equipment belonging to the Faculty of Nursing is not to be removed from the lab at any time. Students are able to borrow equipment from the skills lab by signing out through their clinical instructor/course professor. Students are welcome to use the lab equipment during regular lab hours and during open lab time.

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

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

- All beds should be left in the lowest position with brakes on.
- All beds should be neatly made with clean linen as needed.
- Each bed should have an 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.

The skills 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 a set of 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.
- 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.
- Simulators should only be removed under direct Faculty supervision. Simulators must be moved by a minimum of two people.

#### Supporting Skill Development in the Skills Lab

Supervised lab time may be recommended and arranged in collaboration with your clinical faculty member, yourself and the Skills Lab Coordinator. Please see the Remediation Process.

The Skills Lab is designed to provide realistic learning opportunities and simulation of a hospital inpatient patient care area. The patient simulators are designed to provide simulation of health conditions and as such they provide an opportunity for students to practice and rehearse assessments and interventions for patient care in a simulated clinical environment. It is expected that everyone who attends the lab acts in a professional manner and respects the guidelines designed for all learners.

#### Remediation/Supervised Lab Time Process

The purpose of the remediation/supervised lab time is to provide students with additional supervised practice time in the skills lab to further develop specific skills. Supervised lab time is arranged in collaboration with the clinical faculty member, the student and the Skills Lab Coordinator. To initiate the process the clinical faculty member will send an email to the Skills Lab Coordinator with the student copied on the message. Included in the email is the student's name, skill(s) identified for additional practice and a date by which the practice needs to be completed (if this has been negotiated between student and clinical faculty member). The Skills Lab Coordinator will then contact the student to arrange the additional practice time. It is important to note that the Skills Lab Coordinator is not responsible for evaluating the student; all evaluation must be completed by the student's clinical faculty member.



## Clinical Requirements

### Privacy Statement

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

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

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

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

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

## UNB Nursing Clinical Requirements

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

Program Year	4-Year BN Program	Learn Where You Live LPN to BN Program (Moncton and Miramichi)	Bachelor of Nursing Accelerated Program	LPN to BN Pathway Program (Fredericton-Campus)
<b>Year 1</b> <i>or the first year in program for LPN-BN Fredericton and LWYL students.</i>	<b>Immunization Requirements*:</b>  1. TWO documented doses of MMR OR serology report showing immunity.  2. Documentation of a two-step TB test completed within the last 10 years.  3. TWO documented doses of Varicella OR serology report showing immunity.  4. Serology report showing immunity to Hepatitis B.  5. Proof of Tdap booster within the last five years.	<b>Immunization Requirements*:</b>  1. TWO documented doses of MMR OR serology report showing immunity.  2. Documentation of a two-step TB test completed within the last 10 years.  3. TWO documented doses of Varicella OR serology report showing immunity.  4. Serology report showing immunity to Hepatitis B.  5. Proof of Tdap booster within the last five years.	<b>Immunization Requirements*:</b>  1. TWO documented doses of MMR OR serology report showing immunity.  2. Documentation of a two-step TB test completed within the last 10 years.  3. TWO documented doses of Varicella OR serology report showing immunity.  4. Serology report showing immunity to Hepatitis B.  5. Proof of Tdap booster within the last five years	<b>Immunization Requirements*:</b>  1. TWO documented doses of MMR OR serology report showing immunity.  2. Documentation of a two-step TB test completed within the last 10 years.  3. TWO documented doses of Varicella OR serology report showing immunity.  4. Serology report showing immunity to Hepatitis B.  5. Proof of Tdap booster within the last five years
	<b>In-person Standard First Aid and Basic Life Support (BLS) CPR certification.</b>	<b>Basic Life Support (BLS) CPR certification</b> *Recertification cannot be fully online.	<b>In-person Standard First Aid and Basic Life Support (BLS) CPR certification.</b>	<b>Basic Life Support (BLS) CPR certification</b> *Recertification cannot be fully online.
	<b>Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)</b>  Completed UNB Faculty of Nursing Student Confidentiality Form and Acknowledgement of Photo Management and Photo Release Form.	<b>Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)</b>  Completed UNB Faculty of Nursing Student Confidentiality Form and Acknowledgement of Photo Management and Photo Release Form.	<b>Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)</b>  Completed UNB Faculty of Nursing Student Confidentiality Form and Acknowledgement of Photo Management and Photo Release Form.	<b>Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)</b>  Completed UNB Faculty of Nursing Student Confidentiality Form and Acknowledgement of Photo Management and Photo Release Form.

<p>Year 2, 3, 4 or the <i>second year in the program for LPN-BN, NP and LWYL students</i></p> <p><b>(These requirements must be completed yearly i.e. updated every academic year)</b></p>	<p><b>Basic Life Support (BLS) CPR</b> recertification *Recertification cannot be fully online.</p>	<p><b>Basic Life Support (BLS) CPR</b> recertification *Recertification cannot be fully online.</p>	<p><b>Basic Life Support (BLS) CPR</b> recertification *Recertification cannot be fully online.</p>	<p><b>Basic Life Support (BLS) CPR</b> recertification *Recertification cannot be fully online.</p>
	<p>Criminal Record Check (CRC) <b>with Vulnerable Sector Check (VSC)</b></p>	<p>Criminal Record Check (CRC) <b>with Vulnerable Sector Check (VSC)</b></p>	<p>Criminal Record Check (CRC) <b>with Vulnerable Sector Check (VSC)</b></p>	<p>Criminal Record Check (CRC) <b>with Vulnerable Sector Check (VSC)</b></p>

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. In addition, some students will have the opportunity to experience a clinical placement in a provincial or federal correctional institute, which will require additional screening protocols. Students will be advised when it is required.

## Clinical Requirements Submission Deadlines and Submission Process

The deadline for submission of your clinical requirements package

- Year 1 Students – October 15<sup>th</sup>
- Year 2, 3, & 4 Students - 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.
- 2) Not be permitted into the clinical agencies until the documentation is complete. If the student misses clinical time due to incomplete clinical documentation, the days will be recorded as missed clinical.

Process for submission of clinical documents:

- 1) Clinical requirement documents will be uploaded by students directly to **Verified by Synergy Gateway** and a review of requirements scheduled for verification purposes. *Verified by Synergy Gateway* is a third-party online platform that reviews clinical requirements for educational programs.
- 2) All costs associated with the completion of clinical requirements, document submission, and review are the responsibility of the student.
- 3) For more information regarding this document submission process, please refer to the *Clinical Requirement Submission Guidelines in the ERV/ Clinical Requirements Package for your Year and program on Verified* or to the *Clinical Requirements video sent by your Coordinator*.

### Frequently Asked Questions:

- 1) How will I know what clinical requirements I need?  
Students can log into their Verified by Synergy account, go to the “Important Forms” tab, scroll down to the “Permit Forms/ ERV section” and download the ERV Package or Clinical Requirements Package for their year and program which contains all information related to Clinical Requirements.

Students will also receive email correspondence from the Clinical Coordinator for their program about upcoming requirements and instructions to access the information.

- 2) Where can I get my clinical requirements completed?  
There are several options available for completing your clinical requirements:

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

Note: If your appointment is not with your family doctor, you must take all your previous immunization records, a valid health insurance card such as Medicare and the student immunization form with you to your appointment.

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

- Fredericton: [LVIImmu@gnb.ca](mailto:LVIImmu@gnb.ca)
- Upper River Valley: [UVImmunization@gnb.ca](mailto:UVImmunization@gnb.ca)
- Miramichi: [HorizonMiramichi@gnb.ca](mailto:HorizonMiramichi@gnb.ca)
- Saint John: [ImmunizationRecord.PHSJ@gnb.ca](mailto:ImmunizationRecord.PHSJ@gnb.ca)
- Moncton PH Immunization Services: 506-856-2401

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

All required CPR courses can be scheduled with any of our recognized training facilities, such as the Red Cross, Saint John Ambulance, KCM Technical Solutions, Heart and Stroke Foundation, and Rescue 7. **A full list of our approved CPR agencies can be found in the ERV/Clinical Requirements Package on Verified.**

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

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

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

You must obtain your Criminal Record Check (CRC) without the Vulnerable Sector Check (VSC). Please contact the Clinical Coordinator for your year and program for a VSC exemption form to upload with your CRC. Since CRC/VSC are annual requirements, you can submit your VSC the next academic year.

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

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

6) What does annual requirement mean?

The Criminal Record Check with Vulnerable Sector Check and BLS CPR certification are “annual” requirements meaning that they must be updated and resubmitted in every year of the program.

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

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

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

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

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

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

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

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

11) Where do I send my clinical requirements?

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

12) How do I create online documents from my original documents to send electronically? There are several ways to do this:

- You can use an app (such as Genius Scan or CamScanner) to take photos of your documents and save them as single PDF files. It is best to save each clinical requirement document individually to later upload them in their labelled folders in the 'Document Upload' section of Verified by Synergy.
- You can take clear pictures of each completed requirement and upload them to your computer and then insert them into individual Word documents and save them as PDF.
- You can use the scanners in the student computer labs on each campus to scan your paper documents. You can scan your documents as individual pdfs and send them to your UNB email.

Fredericton students can access scanners in the Harriet Irving Library.

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

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

Clinical Outreach and Engagement Coordinators:

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

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

## Horizon Health Network Orientation Modules and Access Cards

Horizon Health Network (HHN) uses an online orientation program in the Horizon Education Placement Portal to orientate all students, instructors and employees. This includes the completion of several requirements called “Conditions to Placements” which must be done prior to commencement of the clinical placement. All students and instructors must complete these “Conditions to Placements” once every academic year.

To complete the orientation program, students will receive an email invite from Horizon Health Network to be added to their respective clinical courses in the Horizon Education Portal. Students are required to click the link in the notification email to activate and set up a password for their Horizon account with their UNB email address.

After students have activated and set up their account, they can locate the HHN modules and other requirements on their home screen under “Conditions to Placements”. All Horizon requirements must be completed prior to the start of clinical. Activating Horizon accounts and completing the “Conditions to Placements” by the communicated deadline is essential to ensure that Hospital IT Access is processed by Service New Brunswick (SNB) and available in time for clinical. Students will **not** be allowed to start clinical without completing requirements.

### 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 to 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, an HHN card will be provided to students for use during clinical placements. Cards are non-transferable and lost or stolen cards must be reported to the Clinical Coordinator immediately and will incur a \$20 fee.

*Revised July 2025*

## Travel

All students will be expected to travel out of town for some clinical experiences. Travel costs to and from the clinical practice area, and room and board for out-of-town placements are the responsibility of students. Students may also be expected to complete clinical experiences during evenings, nights, and weekends to accommodate availability of clinical facilities and/or instructors/professors. Please note that the clinical preceptorship in fourth year winter term continues through statutory holidays and university breaks. Also, in the BN four-year program, the Year 2 summer clinical course, NURS 2063, is usually completed by the end of May/early June. However, these timeframes may need to be extended depending on the availability of clinical facilities and/or instructors/professors. Students will be provided with notice of clinical scheduling as soon as available.

*Approved by Faculty Council March 2017; Reviewed July 2019*

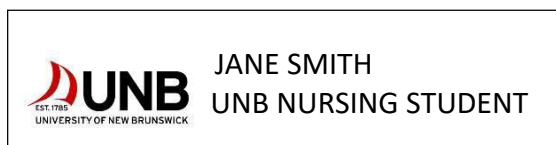
## Clinical Dress Policy

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 UNB 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 UNB Bookstore, located in the Student Union Building.





### For Institutional Setting:

Most institutions require 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 bottoms, 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, in colours other than black or white. The jacket 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. You are not required to purchase your uniform from the UNB Bookstore 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: 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 should be 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
- visible facial, head, body piercings (including tongue studs) may be required to be removed before clinical
- Earrings, without dangles, may be worn.

*MedicAlert chains and bracelets, and jewelry for religious reasons may be worn.*

Hair should be neat and clean; long hair should be secured away from the face. 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 August 2018; July 2019; updated August 2022*

## Student Simulation Roles and Expectations Policy

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

### Student Engagement

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

### Confidentiality

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

### Attendance

- Attendance will be recorded for all SBE.
- Please refer to the Clinical Practice Attendance Policy for information regarding missed time and required actions.

### Behaviour

- Students are expected to demonstrate professional behaviour at all times. This includes respect for peers, faculty, equipment, and simulated patients.
- Unprofessional conduct will be addressed through existing academic and professionalism policies.

### Dress Code

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

### Personal Belongings

- Bags, coats, and non-essential personal items are to be left outside the simulation environment.
- Only items required for participation (e.g., notepad, your laptop with compatible headphones) should be brought into the simulation space.

### Technology Use

- All personal electronic devices must be turned off or set to airplane mode during simulations, except when being used to access approved resources necessary for the successful completion of the scenario.
- *Technology use is not permitted during debriefings.*

### Sensitive Content

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

# Clinical Practice Attendance Policy

## Completing Required Clinical Practice Hours

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

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

## Missing Required Clinical Practice Hours

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

### Instructor Absence and University Closure

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

### Labs

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

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

### Simulations

Simulation is a component of clinical education providing a safe and controlled environment for students to practice clinical skills, including critical thinking, clinical reasoning, decision-making skills, and psychomotor skills. It is imperative that a student arrive at the simulation on time to maximize the learning opportunity. If a student is unable to attend a scheduled simulation, they must email the course Teaching/Professor of Record prior to the start of the simulation. Simulation hours are calculated at a 2:1 ratio, each hour spent in simulation is

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

### **Clinical Practice**

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

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

### **Absence from Clinical Practice**

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

### **Preceptorship**

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

*Approved by Faculty Council August 27, 2025*

## Collaborative Clinical Attendance Agreement (CCAA)

To successfully complete the BN programs at the University of New Brunswick, students must acquire, practice, and continuously develop nursing competence. Attaining competence in professional practice requires nursing students to actively engage in all scheduled clinical hours throughout their program. Attendance reflects a student's professionalism, responsibility, and accountability.

Aligned with the Clinical Practice Attendance Policy, when a student is absent for two clinical days or planned lab/sim sessions, they will be required to meet with the Teaching/Professor of Record (T/POR) to discuss the missed time and to develop a Collaborative Clinical Attendance Agreement (CCAA), identifying strategies to support meeting course outcomes.

Please outline achievable strategies to support consistent student attendance in clinical.

Text box for Student:

Text box for T/POR:

Student: "I have met with the Teaching/Professor of Record to discuss and develop the collaborative clinical attendance agreement as outlined above. I agree to sharing these strategies with the clinical instructor. I acknowledge that follow through with this CCAA may be reflected in my Collaborative Assessment of Student Abilities (CASA)". (Sign off on CCAA).

Teaching/Professor of Record: "I have met with the student to discuss and develop the collaborative clinical attendance agreement as outlined above". (Sign off on CCAA)

This CCAA will be stored in the Associate Dean's office.

Approved by Faculty Council August 27, 2025

## Statement of Absence from Lab and Simulation

Lab and simulation experiences provide students with opportunities to learn and practice nursing skills, nursing judgment and decision making. These opportunities play a crucial role in the ongoing development of your nursing practice. Due to the value of these experiences, nursing labs and simulations are mandatory within the Nursing Program. If you miss a lab or simulation for any reason, please complete this form and submit it to the Course Professor/Teaching Professor for your clinical course within two days of your return to class. Failure to submit this form to the Course Professor will result in an incomplete in the clinical course (INC). An INC will prevent course progression in the program. There will be a mandatory lab make-up day scheduled within the term or opportunity to complete adapted lab learning activities; failure to attend the make-up lab will result in a No-Credit (NCR) in the clinical course and you will be required to repeat the course. There will be no opportunity for make-up time in simulation related to individual student absence.

## 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, K., 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, Yonge and Myrick, p. 256).

According to Killam, Luhanga, and Bakker (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, Neudorf, Poitras, & Rodger, 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.). 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 Associate Dean who will consult the General University regulations.

University Wide Regulations from UNB Undergraduate Calendar 2023-2024: 1. General Course Regulations, Section B Classroom, Lab, Clinical and Fieldwork Safety Decorum  
<http://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicrogulations/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;
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;
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;
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;
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 Assistant or Associate Dean, it is determined that there is lack of time and opportunity to consistently demonstrate meeting course outcomes, and the last date for withdrawal from the clinical course without academic penalty has passed, a grade of no credit (NCR) will be assigned. As soon as possible, the clinical instructor informs the student (verbally and in writing):
  - i) a grade of NCR is the final assigned clinical course grade.
  - ii) about the UNB student supports, including the Student Advocate and the Assistant or Associate Dean.
  - iii) recommends that the student meet with the Assistant or Associate Dean, who will then inform the student about the university appeal process for UNBSJ and UNBF (For details see the UNB Undergraduate Student Calendar) and the two potential grounds for appeal\_  
<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.

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## Collaborative Assessment of Student Abilities (CASA)

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

In the undergraduate nursing program, clinical learning is assessed through a variety of activities. For each clinical course, the clinical coordinator, working with the teaching team, identifies which activities will be documented in the CASA. Students complete and submit their CASA using the Typhon software application.

A **midway** and **final** CASA is required in each clinical course. Submission dates are outlined in the course syllabus. The student's CASA is a self-assessment of clinical performance during the specified period, supported by concrete examples that address relevant learning outcomes. The instructor reviews this self-assessment, provides written feedback, and assigns a performance rating of Outcome Met (OM) or Outcome Not Met (ONM).

*Updated August 2025*

## Guidelines for Completing and Submitting the CASA

### 1. Understanding Expectations

Students should understand the course expectations and learning outcomes. Instructor and clinical group meetings are encouraged to discuss examples of clinical situations related to the five core abilities:

- Knowledge and Its Application
- Communication
- Critical Thinking / Skills of Analysis
- Professional Identity / Ethics and Social Justice
- Effective Citizenship

The course syllabus outlines formative and summative learning activities and may include sample nursing activities as evidence of outcomes. These examples are not exhaustive; students should draw from their own clinical experiences.

### 2. Instructor Feedback Style

Instructors respond directly to the student's comments in the CASA. First-person language is encouraged; referring to "the student" is discouraged.

### **3. Confidentiality**

Names of clients, peers, or health care team members must not appear in the CASA.

### **4. Student Self-Assessment**

Students must demonstrate, through examples, whether they have met or not met each course outcome. There is no set number of examples required; emphasis should be on clarity and relevance.

### **5. Instructor Assessment**

Instructor comments should build on the student's reflections and include independent observations. While not every outcome must be addressed, the instructor must provide a summary for each of the five abilities. Constructive feedback is essential when an outcome is rated ND, LP, or ONM, including:

- The rationale for the rating
- Specific examples
- Suggestions for improvement

The focus is on targeted, meaningful feedback rather than volume.

### **6. CASA Meeting**

The instructor schedules a meeting to review the CASA with the student before sign-off. After the meeting, the instructor and student sign off on the bottom of the instructor's CASA survey. This marks the CASA as complete.

### **7. Extensions**

If the midway or final CASA deadlines need to be extended, the instructor must notify the Clinical Outreach and Engagement Coordinator (CASA administrator).

### **8. Outcome Requirements**

Students must achieve OM for all outcomes on the final CASA to pass the clinical course.

### **9. Timely Feedback**

Instructors must review the student's submission promptly and provide feedback that supports or expands on the student's self-assessment.

### **10. Context Documentation**

Students must record clinical context (setting, length of placement, time missed) on both the midway and final CASA.

### **11. Formative Check-ins**

Regular in-person check-ins during the rotation are vital for learning and critical thinking development. These meetings should:

- Compare student and instructor perspectives
- Build mutual understanding of performance

### **Summative Comments**

The midway CASA should include a clear plan for continued growth and strategies to meet course outcomes.

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### **Promoting Safe Practice Policy and CASA Supplemental Documentation**

The [Promoting Safe Practice Policy](#) outlines unsafe practice and related procedures. If unsafe practice occurs, the instructor and student complete the CASA Supplemental Documentation form, which becomes part of the student's record. The Teaching Professor of Record should be consulted whenever this form is used.

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*Updated August 2021; August 2025*

## D2L Brightspace

D2L Brightspace is an online Learning Management System (LMS) used at UNB to build and manage its courses. Several faculty members incorporate a D2L Brightspace component into their courses because it is a convenient way to communicate with students, post course materials and outlines, accept assignment submissions, administer tests and post grades. D2L Brightspace is also used for communication about UNB curricula and the work of the curriculum committee. It is also possible for specific years in the program to set up common D2L Brightspace sites for communication among the faculty teaching in that year of the program.

Training courses for learning how to use D2L Brightspace are regularly listed on the workshop Training & Development website. To view course availability and register for a course, please go to [www.unbtls.ca/events](http://www.unbtls.ca/events), and click View/Register for available courses.

There is also a list of faculty training videos and printable guides on the various tools within D2L available on the UNB website: <http://www.unb.ca/d2l>

You can access your D2L Brightspace courses by signing into the UNB Portal and clicking on the “D2L Brightspace” link, or you can log in directly by going to <https://lms.unb.ca>.

A video guide on this found at: <https://vimeo.com/334653296/668bd4d796>

For additional help, please contact [d2l@unb.ca](mailto:d2l@unb.ca)



## Information Specific to Fredericton Campus

### FON Weather Policy

#### Faculty of Nursing UNB Fredericton Clinical Cancellation Policy

Under exceptional circumstances, including but not limited to, adverse weather conditions, the Assistant Dean or designate will be responsible for making the decision to cancel clinical.

#### UNB Closure:

- UNB will make the decision to close campus by ~0600h – it is announced on the [UNBSafe](#) App, the [UNB Homepage](#) and various media outlets.
- In the event of a UNB closure due to inclement weather, all clinicals are cancelled (institutional and community).
- The TPoR or PoR of the clinical course will be responsible for contacting the clinical instructors within their course. The clinical instructors will contact the students in their respective groups.

#### UNB Delayed Opening:

- In the event that UNB announces a delayed opening due to poor weather conditions, clinical shifts taking place during the day are cancelled. Evening clinical shifts will continue, unless UNB announces a closure.
- Community clinicals and/or labs will continue once UNB opens, unless otherwise communicated by the TPoR or PoR (e.g., afternoon labs).

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

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

#### Students in Preceptorship Placements:

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

*Updated January 2024*

## IT Services

This is a non-exhaustive list of IT Services that are available to you. For more information, please see UNB's IT Services SharePoint site - which can be accessed at [IT Services - Home](#) for guidance on accessing other IT Services or finding more information about some of the services listed below.

### 1. Account Activation

IT services can be activated by navigating to [Set up your UNB IT account | UNB | UNB](#), and following the on-screen prompts. You will need: (1) your employee/student number, (2) your login id (Nursing IT or the helpdesk can give you this information), and (3) your date of birth.

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

### 2. MyUNB Intranet

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

<https://unbcloud.sharepoint.com/sites/MyUNB>

### 3. Email

Email can be accessed by navigating to *outlook.office365.com* in your browser. It can also be accessed through the "waffle menu" in the top-right of the MyUNB portal.

### 4. Microsoft Teams

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

### 5. D2L Brightspace (formerly Desire2Learn)

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

### 6. Typhon Clinical Assessment Platform

Students will use the Typhon online platform for clinical assessment and documentation. Once added to the system, you will receive an auto-generated email from Typhon containing a login link. Click the link to set your password and complete your initial login.

For all future access, please visit:

<https://www.typhongroup.net/nsst/data/login.asp?facility=8367>.

The UNB Nursing Undergraduate account number is 8367.

## Library

The Harriet Irving Library (HIL) is the main library on UNB's Fredericton campus.

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

Richelle Witherspoon, Librarian, has also created a Nursing Guide which provides a wide range of resources for nursing students including access to up-to-date Drug Guides, physical assessment videos, and more: <https://guides.lib.unb.ca/guide/48#section-689>

One-on-one or group instructional sessions are available; contact Richelle Witherspoon, to book an appointment or request a session.

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

## Student Initiatives and International Experiences

### International Experiences

There are an increasing number of students from all Faculties who wish to travel abroad as part of their program of study at UNB.

Any students looking for more information regarding study abroad and international internship opportunities should contact the Centre for Property Studies.

(<http://www.unb.ca/fredericton/cps/involved/opportunities/international.html>) or email [global@unb.ca](mailto:global@unb.ca)

## 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. 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.

<https://www.bkstr.com/newbrunswickstore/shop/textbooks-and-course-materials>

Other materials as required will be outlined in course Syllabi and are subject to change annually (e.g., Elsevier products, simulation activities); these materials are the responsibility of the student to purchase.

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