



**THOMPSON  
RIVERS  
UNIVERSITY**

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**Nursing**

**PN Student - Faculty Handbook  
Policies and Guidelines  
Williams Lake Campus**

**2020-2021**

*TRU's Williams Lake campus is situated on the traditional lands of the T'exelc (Williams Lake Indian Band) within the traditional territory of the Northern Shuswap people.*

## Welcome Message

Dear Practical Nursing Students

Welcome to Thompson Rivers University Practical Nursing Diploma Program. This is an exciting step in your career within the health care sector and you have much to look forward to. Our faculty and staff will provide you with excellent learning experiences and supports. We use a variety of diverse learning opportunities for you in the classroom, simulation labs and clinical practice.

Thompson Rivers University has a reputation of delivering quality nursing education programs that include the Health Care Assistant, Practical Nursing, Bachelor of Science in Nursing, and a Master of Nursing Program. Our university provides excellent learning opportunities delivered at our Kamloops and Williams Lake campus locations. Our Williams Lake campus has a special relationship with the community and offers unique opportunities to understand health care needs and opportunities in a remote /rural setting. It is nestled on lands owned by 3 Indigenous Nations and over 50 bands. The faculty have strong relationships with the community, and you will have placement opportunities within a variety of agencies and settings.

You are starting your professional journey amid a complex public health situation which offers many new challenges, raises ethical issues, and also creates opportunity for innovation. Professionalism and self-care are essential aspects of Nursing and are needed now more than ever. TRU Williams Lake campus offers many supports for students, please take some time to familiarize yourself. I hope you will also have some opportunity to become involved with student associations and other initiatives on campus, and in the community, where you can enjoy a variety of social, physical, and intellectual activities. Your contributions to the School of Nursing, your University and the community are both enriching and valuable.



Rani Srivastava, RN PhD  
Dean, School of Nursing

### **Welcome from the Williams Lake Faculty**

Welcome to Thompson Rivers University. We are pleased to be able to offer the Practical Nursing Diploma Program here in Williams Lake because of an initial partnership with the College of New Caledonia (CNC) and continued recognition through the British Columbia College of Nursing Professionals (BCCNP).

You are entering an exciting and challenging learning experience, one that will prepare you to begin a fulfilling career in a health profession. The knowledge and skills that you will gain in this program will help you to provide care in the health care field and assist you in your personal development as a respected member of the health care team. We hope that you will enjoy your time as you proceed through the program. It is structured to assist you in learning on your own and as part of a group.

Whether you are a returning student or continuing from post-secondary, this is a big decision and endeavour! There are many responsibilities as a nursing student. The faculty and staff of TRU are available to help and support you as you work toward achieving your goals. The program requires commitment and an ability to be a self-directed learner in order to be successful. This handbook is an attempt to give you information that will make your time in the program worthwhile and successful. It highlights the services available to students at TRU and the policies you need to follow. Please read the information in this handbook carefully and refer to it as questions arise. Being aware of the policies in this handbook will enhance your opportunity for success. You will be required to sign the attached form at the end of this document indicating that you have read and understood this information.

We are looking forward to working with you and wish you every success as you begin your journey towards a new career.

From, Faculty and Staff

Practical Nursing Program

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## Philosophical Approach

A curriculum philosophy describes the beliefs held by faculty about the purpose of education, learners, learning and teaching (Iwasiw, Goldenberg, & Andrusyszyn, 2009). Nursing curriculum philosophy has been closely tied to one or more theoretical or philosophical approaches such as Watson's Theory of Human Caring (1979). Iwasiw et al. (2009) suggest that contemporary nursing curriculum is a blend of philosophy and learning theory, as well as an "intermingling of beliefs, values and teaching learning applications" (p. 175).

Two main philosophical orientations ground the curriculum: the original philosophy of *caring* (on which the 1992 curriculum was built) and *constructivism*. Caring, as described by Bevis (1989), is a "unique plan designed to help the individual or collective client systems find meaning in experiences to foster, adapt, and mature" (p. 128). Watson's Theory of Human Caring (1979) suggests that caring is a science "that encompasses a humanitarian, human science orientation, human caring processes, phenomena, and experiences. Caring science includes arts and humanities as well as science. A caring science perspective is grounded in a relational ontology of being-in-relation, and a world view of unity and connectedness of all" (p. 8). *Constructivism* maintains that knowledge is constructed, and all learning is connected. Constructed knowledge is always open to change as connections are continuously made to previous and new learning experiences. As well, constructivism offers a lens that views culture as being enacted relationally through history, experience, gender and social position. A curriculum based on constructivism focuses on helping learners interpret and make meaning of knowledge and experiences, and encourages self-reflection of that interpretation (Haw, 2006).

## Practical Nurse Curriculum Philosophy

In this curriculum, caring is viewed as a core concept. Practical Nurses foster client empowerment in care planning and clinical decision making, and are cognizant of their unique biological, psychosocial, spiritual, cultural and environmental complexity. Practical Nurses care for clients across the lifespan, providing safe, knowledgeable and integrated care through *critical thinking* and *clinical judgment*.

The curriculum supports a deliberate, client-focused approach and fosters the development of a conscious relationship with the client and the environment in which the learning takes place. Learning occurs through formal and informal study, mentorship, coaching, role modelling and experience. Learning is lifelong and is

facilitated by a learner-owned approach that promotes *cultural safety*, *cultural humility*, caring, independence, *critical inquiry*, and *creativity*. The curriculum uses multiple approaches to encourage learning and embraces concept-based, case-based, skill-based and integrated learning experiences. It builds on the learner's prior learning and life experience, and promotes collaborative learning through *interdisciplinary* understanding and effective team functioning.

## Curriculum Organizing Concepts

The curriculum organizing concepts provide a foundation for program learning outcomes. In developing these concepts, the Curriculum Advisory Group reflected on the CLPNBC (2009) competencies, consulted the CPNRE blueprint and synthesized the available contextual data concerning Practical Nurse education and practice. In addition, each member contributed their own vision of the practical nursing graduate of the future and answered the question: do the proposed organizing concepts encapsulate important ideas that are essential for successful practice now and into the future?

This process resulted in five curriculum organizing concepts being developed: integrative, professional, knowledgeable, competent and client focused.

### **Integrative**

The Practical Nurse is integral in the assessment, planning, implementation, evaluation and documentation of nursing care. The Practical Nurse promotes, supports and *advocates* for client *self-determination* to achieve optimum *health* outcomes. The foundation of practical nursing is defined by relevant law, *scope of practice* as defined by regulation set out in legislation, standards of practice, ethical standards and entry-level competencies.

### **Professional**

Practical Nurses practice engage in *collaborative practice*, showing *respect* for the shared and unique competencies of other members of the health care team. Ethical standards, including CLPNBC's Professional Standard: Ethical Practice, provide direction for the Practical Nurse to uphold the highest standard of care as defined by the scope of practice. The Practical Nurse maintains *autonomy* within the legislated scope of practice and is legally accountable to the client, the employer and the profession. The Practical Nurse demonstrates a self-reflective approach to practice and demonstrates leadership while fostering continued growth of self and others to meet the challenges of the evolving health care system.



**Knowledgeable**

The Practical Nurse uses critical thinking to guide the formulation of *clinical decisions*, based on *evidence-informed practice*. Practical Nurses follow a systematic approach when applying the nursing process and deliver care while respecting *diversity*. Practical Nurses are knowledgeable about trends and issues that impact the client, the health care system and the team. Practical Nurses are active participants in *health promotion, illness prevention, harm reduction* and *risk management* activities.

**Competent**

Practical Nurses integrate knowledge, skills, behaviours, attitudes, critical thinking and clinical judgment expected of an *entry-level practitioner* to provide safe, competent and ethical care. Practical Nurses care for clients throughout the *lifespan* and are responsible for providing care while developing and maintaining a therapeutic nurse-client relationship. Practical Nurses perform holistic, comprehensive and specific nursing assessments to achieve mutually agreed-upon health outcomes. Using evidence informed practice, Practical Nurses select and implement appropriate nursing interventions.

**Client Focused**

Practical Nurses assist clients to identify actual and potential health goals and outcomes, support clients to assume *responsibility* for their health, involve clients in developing and prioritizing their plan of care, and provide information and access to resources. Practical Nurses *collaborate* with clients and other health team members in discharge planning, planning and implementing strategies to evaluate and enhance client learning, revising strategies as necessary. Practical Nurses provide care that affirms, respects and fosters cultural expression by others.

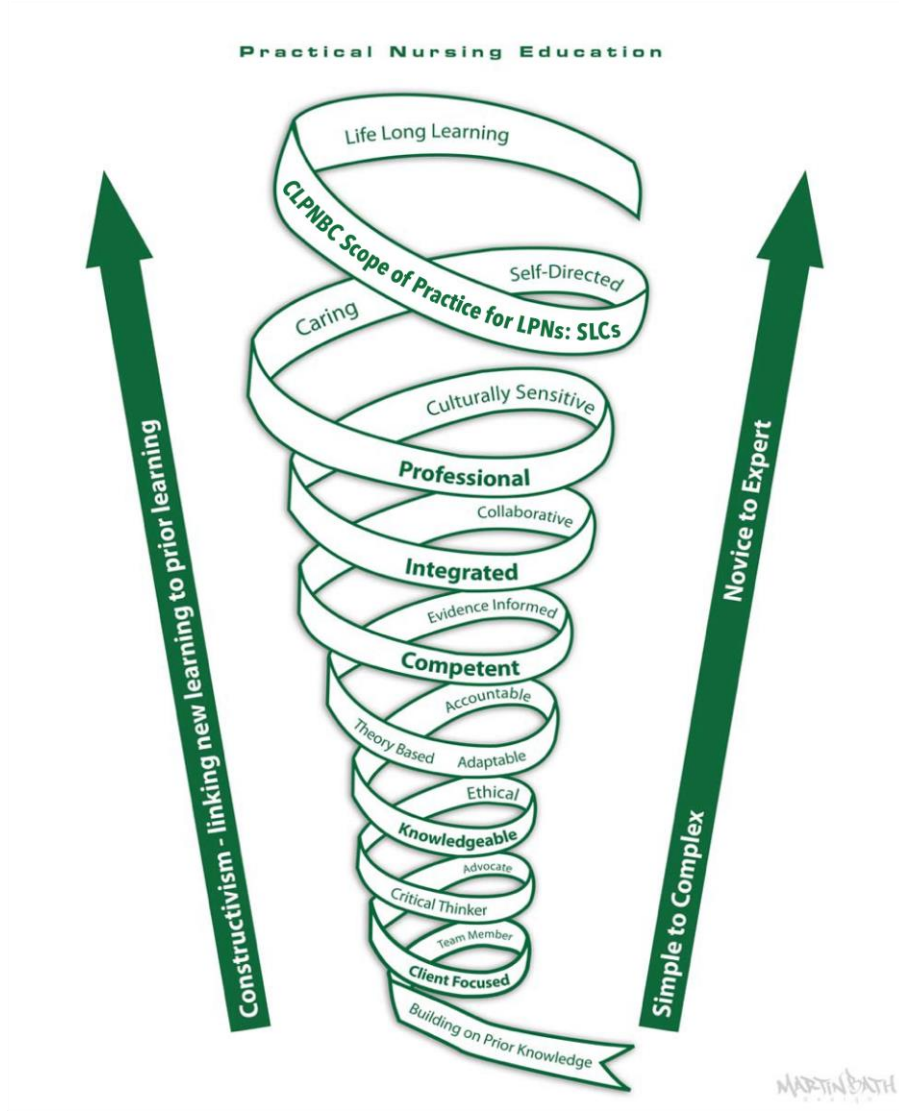
**Important Disclaimer:**

**As of Sept. 4, 2018, the following nursing colleges amalgamated to become the British Columbia College of Nursing Professionals (BCCNP):**

- **College of Licensed Practical Nurses of British Columbia (CLPNBC)**
- **College of Registered Nurses of British Columbia (CRNBC)**
- **College of Registered Psychiatric Nurses of British Columbia (CRPNBC)**

**Some of the content in this document refers to the previous nursing college that published this document prior to Sept. 4, 2018.**

# Learning Spiral



## Program Purpose

The Provincial Practical Nursing Program (PPNP) is designed to provide learners with the knowledge, skills, judgments and attitudes to perform to the full range of *competencies* as identified by the British Columbia College for Nursing Professionals (BCCNP). The curriculum provides a learning experience that is integrated, professional, collaborative and culturally sensitive with an aim to prepare graduates to care for individuals (and by extension, families of individuals) at multiple life stages and in a variety of practice settings. Consistent with the BCCNP LPN Scope of Practice: Standards, Limits and Conditions (2017), the focus for beginner’s practice is “promotion, maintenance and restoration of health, with a focus on clients with stable or predictable states of health” (p. 3). Additionally, upon successful completion of the program, learners will possess the competencies to successfully complete the Canadian Practical Nurse Registration Examination (CPNRE).

## Learning Outcomes

The following program outcomes describe what learners are expected to achieve by the end of their educational program, outline key professional abilities, incorporate the curricular philosophical approach and highlight the core concepts.

**Upon completion of the Provincial Practical Nursing Program (PPNP), graduates will:**

1. Apply the Entry-to-Practice Competencies for Licensed Practical Nurses (2013) to provide safe, competent, culturally safe and ethical care.
2. Practice within relevant legislation, scope of practice, standards of practice, and ethical standards as set out by the Nurses (Licensed Practical) Regulation (2015), and the BCCNP.
3. Value and engage in continuous learning to maintain and enhance competence.
4. Practice in collaboration with other members of the health care team to meet the collective needs of their clients.
5. Participate in interprofessional problem solving and decision making.
6. Advocate for and facilitate change reflecting evidence-informed practice.
7. Make practice decisions that are client specific and consider client acuity, complexity, variability and available resources.
8. Use critical thinking, clinical judgment and knowledge of assessment to plan, implement and evaluate the agreed-upon plan of care.
9. Develop a collaborative relationship with clients by connecting, sharing and exploring with them in a caring environment.

10. Provide culturally safe, person-centered care across the lifespan that recognizes and respects the uniqueness of each individual and is sensitive to cultural safety, cultural humility and diversity.
11. Provide leadership, direction, assignment and supervision of unregulated care providers as appropriate.
12. Identify one's own values, biases and assumptions and the influence of these on interactions with clients and other members of the health care team.

## **Curriculum Framework**

The curriculum framework of the PPNP is guided by the Nurses (Licensed Practical) Regulation (2015), Entry-to-Practice Competencies for Licensed Practical Nurses (CCPNR, 2013), Professional Standards for Licensed Practical Nurses (CLPNBC, 2014), Scope of Practice: Standards, Limits and Conditions (CLPNBC, 2017) and the Canadian Practical Nurse Registration Examination Blueprint (CPNRE, 2017).

The curriculum framework is based on two theoretical constructs: Benner's (1984, 2005) five stages from novice to expert and the concept of a spiral curriculum (Bruner, 1960, 1975). Benner's work supports the notion that proficiency in a particular role is a progressive process and a function of time, experience, influences, encouragement and feedback. She describes the progression one makes in a staged manner from novice to advanced beginner to competent to proficient, and then achieving the expert stage. Progression through each stage is on a continuum, and changes in environment or circumstance may result in a potentially short-lived regression. While commonly used in the context of developing clinical expertise, Benner's theory is interpreted by Evans and Donnelly (2006) who argue that knowledge, skill and judgment acquired by student nurses during their nursing education also passed through the same stages. Skills are not applied context-free, but are always supported by knowledge acquired through education. More recently Benner, Sutphen, Leonard and Day (2010), suggest that improved integration of cognitive learning, skilled know-how and ethical reflection will result in "instruction more consistent with the complexities of nursing practice" (p.39).

A spiral curriculum is one in which there is iterative revisiting of concepts, subjects or themes throughout courses that are part of a program of studies. In effect, this means not simply the repetition of a concept, but rather the requirement to expand learning with each successive encounter in a course or program. Spiral curriculum was first explored by Bruner in 1960, with an approach requiring learners to respond to increasing levels of difficulty, linking new learning to previous learning and increasing competence with each visit. The value of the spiral curriculum lies in reinforcement of topics, the movement from simple to complex, the integration and continuity from one stage to

another, the development of a logical sequence for learners and the application of knowledge and skills (Harden and Stamper, 1999).

The curriculum framework draws a number of horizontal threads through each course: caring, *holism*, nursing collaboration, diversity, *social justice*, evidence-informed practice, *client-focused care*, self-reflection, lifespan, leadership and *safety*. Threads are developed for different health care *work environments* of care and clients. This curriculum also gives enhanced recognition to clients of Indigenous heritage.

The spiral curriculum is divided into four levels. Level 1 provides the foundation for the development of nursing practice and introduces the learner to the healthy adult. Level 2 explores the older adult and concepts related to aging and chronic illness in various settings. Level 3 examines a *continuum of care* in *community care* and applies concepts from Levels 1, 2 and 3 in the management of stable clients across the lifespan. Level 4 integrates knowledge from previous levels and examines concepts related to the care of the client with acute presentation or exacerbation of chronic illness. Each level is supported by a Consolidated Practice Experience (CPE). The program culminates in a final practice experience to prepare the learner as an entry-to-practice graduate.

The five curriculum organizing concepts (professional, knowledgeable, integrative, client focused and competent) provide scaffolding for the development of the course groupings:

- Professional Practice
- Professional *Communication*
- Variations in Health
- Pharmacology
- Health Promotion
- Integrated Nursing Practice
- Practice Courses

In the framework it is assumed that the concepts are continued throughout multiple courses reflecting a spiral curriculum.

Post-secondary educational institutions using the PPNP are required to follow the core structures of the program. The program matrix, minimum course hours, admission requirements, faculty qualifications, program and course learning outcomes, course descriptions and concepts must be adhered to. It is also important that institutions refer to the current versions of all documents listed in the Guide and Supplement.

## Program Matrix

	Course Name	Minimum Hours	credits	Total Semester Hours
<b>LEVEL 1</b>	Professional Practice 1	25	<b>2</b>	<b>385</b>
	Professional Communication 1	35	3	
	Variations in Health 1	40	4	
	Health Promotion 1	30	2	
	Pharmacology 1	30	2	
	Integrated Nursing Practice 1	135	3	
	<i>Consolidated Practice Experience CPE 1</i>	90	3	
<b>LEVEL 2</b>	Course Name	Minimum Hours		Total Semester Hours
	Professional Practice 2	20	<b>2</b>	<b>455</b>
	Professional Communications 2	30	2	
	Variations in Health 2	45	3	
	Health Promotion 2	30	2	
	Pharmacology 2	30	2	
	Integrated Nursing Practice 2	180	4	
<i>Consolidated Practice Experience CPE 2</i>	120	3		
<b>Level 3</b>	Course Name	Minimum Hours		Total semester hours
	Professional Practice 3	20	<b>2</b>	<b>306</b>
	Professional Communications 3	20	2	
	Variations in Health 3	45	3	
	Health Promotion 3	36	3	
	Integrated Nursing Practice 3	120	3	
	<i>Consolidated Practice Experience CPE 3</i>	65	3	
<b>Level 4</b>	Course Name	Minimum Hours		
	Professional Practice 4	20	<b>2</b>	<b>494</b>
	Professional Communications 4	20	2	
	Variations in Health 4	50	3	
	Health Promotion 4	24	2	
	Integrated Nursing Practice 4	180	4	
	<i>Consolidated Practice Experience CPE 4</i>	200	4	
Transition to Preceptorship		30/2		
Preceptorship		180/4		
<b>MINIMUM PROGRAM HOURS</b>		<b>1850 / 75</b>		
<b>THEORY and APPLICATION</b>		1165		
<b>PRACTICE EDUCATION HOURS</b>		685		
<b>TOTAL HOURS</b>		<b>1850</b>		

## TRU-Williams Lake Campus Services

Refer to the campus website: <https://www.tru.ca/williamslake/aboutus.html>

### Services to Consider for Nursing Students:

#### Admissions and Registration

Admissions office is located on Student Street. It provides students with details of fees, forms, timetables and policies, application assistance, course offerings, course/section changes, transcripts and diplomas. This department keeps all admission, post-admission and registration records required during your program.

In the event of a change of name, address or telephone number - it is your responsibility to notify the Office of Admissions and Registration. This is especially important in order to get your transcripts and other university information. A legal change of name requires that the legal document be presented to the registrar.

**Practical Nursing (PN) students are further required to notify Registration and their instructors regarding change of phone numbers and address.** This assists us to contact you in emergency situations and clinical placement. If you do not have a telephone, please make arrangements for a contact person to take messages for you.

Identification Cards - student ID instructions sheets are available through the Bookstore after full payment of fees. PN students are required to wear their ID cards in all health facilities during clinical experiences.

#### Nursing Administrative Assistant

The Nursing and Health Care administrative assistant is currently located in the main reception office and is responsible for tracking student post admission and pre-clinical requirements, setting up required courses and requirements during the program and other nursing liaison duties. Several post-admission forms, courses and processes are required prior to each clinical course. It is the student's responsibility to fill out each form/document and submit a copy to the TRU WL Moodle Orientation course. These requirements can be found under the PN Program website under 'admitted students' at:

<https://www.tru.ca/williamslake/programs/nursingprograms/practicalnursing/acceptedstudents.html>

## **Counseling**

The Counseling Centre is located in the Student Services Office.

Hours: *TBA book appointments through reception.*

A variety of services are offered through the Counseling Centre including academic advising, career counseling, personal counseling, program or information brochures, financial aid, student placement information and wellness information.

The Practical Nursing (PN) Program is an intensive and demanding program, especially to students new to the university, and to those with family responsibilities and obligations. Faculty members do arrange stress management and time management classes throughout the program. If you feel you need individual assistance, do not hesitate to make an appointment. The counselors at TRU are highly qualified professionals providing personal counseling services to TRU students. Students in the regions or with extraordinary needs should see a counselor or coordinator (if counselor not available) for referral to alternate community resources. Counseling can assist students to develop stress management techniques, to cope with academic or social demands, to resolve interpersonal conflicts, to manage a chemical dependency situation, to deal with anxiety and depression, to establish identity and to resolve problems arising from loss or separation. Both male and female counselors are available.

## **Financial Aid**

Information and forms for financial aid are available from the Registrar's office. Financial Aid is available through numerous sources to students at TRU but YOU HAVE TO APPLY for it. Thousands of dollars are awarded in scholarships and bursaries twice per academic year. Information on budgeting, scholarship and bursary applications, government loan applications and EMERGENCY LOANS AND GRANTS is available through the Financial Aid Office located in Kamloops. The registrar's office will help you with this, or go to <http://www.tru.ca/finaid.html> or [www.studentaid.bc.ca](http://www.studentaid.bc.ca) for more information.

## **Gathering Place / Indigenous Student support**

The Gathering Place is located in the roundhouse in the courtyard area behind the campus. Services in this setting include tutoring, academic planning and access to Open Learning facilitation. Indigenous students can access the Indigenous counselor in the counseling office next to the registrar's office or by calling 250-392-8009.

## **Security**

Random checks by security personnel occur throughout the day and evening.



Please report any suspicious behaviour or incident to the Switchboard. If you find something requiring urgent attention please call the switchboard at 392-8000 or if it is an emergency call 911 as appropriate.

Nursing Practice Resource Centre may be available to all nursing students for practice by request only. The safety plan for the nursing lab must be followed at all times. The safety plan will be reviewed with all students during orientation.

Thefts and assaults, should they occur should be reported to the RCMP, and to your instructors. Keep valuable items or money with you at all times. We recommend carrying only small amounts of cash with you at the university and in the clinical area. Lockers are available at TRU and in the clinical setting.

### **First Aid**

A first aid attendant is on duty Monday to Friday. In event of an injury or accident requiring first aid attention, an attendant can be reached by calling switchboard. Should medical aid be required after hours or on weekends, an ambulance should be called by dialing 911. All accidents that might occur to a student, either on campus or in affiliated agencies, must be reported to your instructor and OH&S within 24 hours. An accident report form is available from any of the first aid attendants or directly from the administration office.

*\*\* While students are in health care agencies and require first aid they should go to the instructor or person in charge if the instructor is not available. Agency policy and procedure must be adhered to regarding handling of accidents, injuries, etc. Appropriate forms must be completed as designated, by agency staff or TRU instructors. Where an off-site workplace incident occurs, TRU forms as well as agency forms and Worksafe BC forms must be completed. The instructor must always be notified of any accidents, injuries or unusual events (see section on injuries and unusual occurrence processes in this handbook).*

### **Fire / evacuation procedures**

Each classroom and gathering space in the building has procedures for these events clearly posted beside the doorway.

### **Student Association Services**

General Services – Student liaisons and affiliate representatives will update you as soon as available.

Provincial TRU students are members of the Canadian Federation of Students – BC Component. We work with 90,000 other students across BC on

provincial post-secondary education issues.

National: We are also members of the Canadian Federation of Students, a national organization that organizes national lobbying, campaigns and services for students in post-secondary education. TRU students are Local of the Canadian Federation of Students.

### **Class Representative**

At an early point in your program, you will be asked to select a class representative. The primary responsibility of the class representative is to act as a liaison between the program instructor(s) and students of the class, in order to convey to the instructor(s) any concerns relating to your program as expressed by the majority of the class.

A second function of the class representative is to represent the interests/concerns of your class within the university and participate in any campus or affiliate advisory meetings and councils. (TBA).

### **Health Requirements**

PN students should be aware that they will be practicing in close proximity to ill/contagious individuals. It is the students' responsibility to maintain their own health; therefore, they are cautioned to maintain their individual immunity by eating well and getting adequate rest/sleep. Each student is expected to maintain a program of positive health. If a student's health is interfering with regular attendance of class, labs and clinical, it may be advisable to withdraw due to medical reasons. A counselling service is available through the Counselling Centre for mental health difficulties.

***All immunizations and health statements must be complete prior to the first clinical experience*** as per the BCCDC and BC Practice Guidelines (part of the pre-clinical documentation/requirements). Students are reminded to save immunization records, as they may need to be produced for updating throughout their career. Information regarding immunizations will be provided as needed.

## TRU and SON Policies, Procedures and Guidelines

It is the student's responsibility to be aware of policies, procedures, guidelines, and deadlines in effect during their attendance at the Thompson Rivers University. This includes TRU, SON, and agency policies.

The section on TRU Academic Policies contains excerpts from key TRU policies. Students are referred to the [TRU Policy Manual](#) for more details regarding all TRU policies. Students are also referred to the Williams Lake 2017-18 academic calendar at: <http://www.tru.ca/williamslake/registration/dates.html>

The School of Nursing has additional guidelines and policies that are outlined in this handbook. In addition to the policies and guidelines set out by the SON, students are responsible and accountable for abiding by the policies and regulations of any agency visited for the purpose of educational practice. These policies, regulations and procedures are set out in the various agency (hospital, extended care facilities, and community agencies, etc.) policy and procedure manuals. A copy of agency policy and procedure manuals is available on request at the agency and/or from the School of Nursing at Thompson Rivers University.

For your information and convenience, links to some TRU Education/Student and Program/ Course related policies are included in the following pages.

### TRU Academic Policies

Refer to the [TRU Policy Manual](#) for more details regarding all TRU policies.

<b>Education and Student Related Policies</b>	<b>Policy #</b>
<a href="#">Academic Achievement Awards</a>	<a href="#">ED 9-1</a>
<a href="#">Academic Recognition</a>	<a href="#">ED 3-4</a>
<a href="#">Academic Renewal</a>	<a href="#">ED 3-10</a>
<a href="#">Academic Integrity Policy</a>	<a href="#">ED-5</a>
<a href="#">Admissions</a>	<a href="#">ED 1-0</a>
<a href="#">Attendance Policy</a>	<a href="#">ED 3-1</a>
<a href="#">Alcohol</a>	<a href="#">ADM 5-3</a>
<a href="#">Cancellation of Classes</a>	<a href="#">BRD 14-0</a>

<a href="#">Confidentiality of Student Information</a>	<a href="#">ADM 2-2</a>
<a href="#">Copyright</a>	<a href="#">ADM 3-0</a>
<a href="#">Course Outlines</a>	<a href="#">ED 8-3</a>
<a href="#">Course and Program Repeaters</a>	<a href="#">ED 3-3</a>
<a href="#">Suspension of Students</a>	<a href="#">ED 7-0</a>
<a href="#">Examinations</a>	<a href="#">ED 3-9</a>
<a href="#">Grading Systems</a>	<a href="#">ED 3-5</a>
<a href="#">Information Disclosure</a>	<a href="#">ADM 2-1</a>
<a href="#">Integrity in Research and Scholarship</a>	<a href="#">ED 15-2</a>
<a href="#">International Education</a>	<a href="#">ED 12-0</a>
<a href="#">Issuing Credentials by Thompson Rivers University</a>	<a href="#">ED 2-5</a>
<a href="#">Prior Learning Assessment and Recognition</a>	<a href="#">ED 2-0</a>
<a href="#">Satisfactory Academic Progress</a>	<a href="#">ED 3-2</a>
<a href="#">Services for Students with Disabilities</a>	<a href="#">BRD 10-0</a>
<a href="#">Student Academic Appeals</a>	<a href="#">ED 4-0</a>
<a href="#">Submission of Final Grades</a>	<a href="#">ED 3-11</a>
<a href="#">Transferability of University Credits</a>	<a href="#">ED 2-4</a>
<a href="#">Withdrawals</a>	<a href="#">ED 3-0</a>

**Excerpts from Important TRU Academic Policies:**  
**[Student Academic Integrity Policy ED 5-0](#)**

Thompson Rivers University (TRU) students have an obligation to fulfill the responsibilities of their particular roles as members of an academic community. They are expected to be honest and forthright in their endeavours. Academic integrity is both highly valued and expected.

Apart from the responsibility of the student in not participating in an act of academic dishonesty, it is the responsibility of the TRU staff to take all reasonable steps to educate students regarding academic integrity and to prevent and to detect acts of academic dishonesty. It is the faculty's responsibility to confront a student when such an act is suspected and to take appropriate action if academic dishonesty, in the opinion of the faculty member, has occurred.

Please refer to the [TRU Student Academic Integrity Policy ED 5-0](#) for detailed information regarding:

- Regulations and Procedures
- Procedure flowchart
- Forms of Academic Dishonesty
  - Cheating
  - Academic Misconduct
  - Fabrication
  - Plagiarism
  - Final Exams - Role of the instructor

### **[Grading Systems Policy ED 3-5](#)**

Two different grading systems are used in the Nursing program. The letter Grade System is used for Nursing Theory Courses. The Competency Based System, which is not counted in GPA, is used for Nursing Practice Courses. Students should refer to the current TRU Calendar for a detailed description of each system. Nursing practice courses are graded as Pass/Fail (COM or NCG). Students are expected to complete a practice self-appraisal during each practice course. Failure to complete the self-appraisal may result in an NCG (No Credit Granted) grade. The completed self-appraisal will become part of the student's ongoing practice performance record.

Letter grades do not become official until they appear on the student's transcript. Instructors may notify students of unofficial course grades, but Divisions and Departments reserve the right to correct or adjust unofficial grades in order to maintain equity among sections and ensure conformity with Divisional, Departmental and TRU-wide norms. (TRU Policy ED 3-5)

For more information on the grading system refer to the current [TRU Calendar](#)

### **[Student Academic Appeals Policy ED 4-0](#)**

Thompson Rivers University (TRU) recognizes that although most students experience no concerns regarding their education, some occasionally experience problems with interpretations of TRU policy or procedures by TRU staff. While most differences can be resolved by an open and frank discussion with the people concerned, a process is required whereby students may bring forward for formal review, matters that have not been resolved to their satisfaction.

An appeal is an internal hearing for the purpose of reviewing and resolving matters of concern raised by students.

Students have the right to appeal decisions on grades or application of policies, procedures and regulations, and perceived unethical conduct by TRU staff or other students. Students are referred to the TRU [Student Academic Appeals Policy ED 4-0](#), the current [TRU Calendar](#), and the Student Affairs Department for information on the TRU Appeal Procedures.

### **Student Attendance Policy ED 3-1**

School of Nursing follows the TRU Student Attendance-ED 3-1. This policy should be referred to for more information regarding:

- Attendance at the start of the semester
- General attendance during a course or program

## **School of Nursing Policies**

### **Professional Conduct Policy**

#### ***Ethical and Professional Behaviour***

Students are expected to recognize their own limitations and to take responsibility for ensuring their continued competency and learning.

All students in the Practical Nursing program will be subject to the provisions of the *Code of Ethics for LPNs in Canada* and the *BCCNP LPN standards framework*. In addition, a student may be required to withdraw from a practicum, and from the program, for unethical and/or unsafe conduct.

Ethical and professional behaviour includes respectful communication (verbal, non-verbal, electronic, written, etc.) with peers, faculty member, health care providers, and clients. Students are expected to display both ethical and professional behaviour in the classroom as well as the practice settings.

Refer to:

- Code of Ethics for LPNs in Canada at: <https://www.ccpnr.ca/wp-content/uploads/2013/09/IJLPN-CE-Final.pdf>
- BCCNP Nursing Standards at: <https://www.bccnp.ca/Standards/LPN/Pages/Default.aspx>

Students, who in the opinion of the faculty member, are under the influence of alcohol or drugs will be requested to leave the nursing practice setting immediately and will be referred to the Chairperson.

Agency property must not be removed from the premises without the permission of the person in charge of the area and must be used in accordance with agency policies and procedures.

***Professional Conduct (Classroom and Clinical Setting)***

Students are expected to demonstrate professional conduct at all times instructional settings. Instructional settings include: classroom, laboratory, and clinical areas. Professional conduct is defined by the BCCNP as, “behaving in a way that upholds the profession.” This includes, but is not limited to, practising in accordance with relevant legislation to BCCNP *Standards of Practice* and Canadian Council for PN Regulators *Code of Ethics for Licenced Practical Nurses*.

The SON provides some general guidelines. As a faculty, we feel very strongly that disruptive behaviour, defined as student behaviour that interferes with instruction and learning, will not be tolerated. Examples include, though are not limited to, the following:

1. Failure to respect the rights of other students to express their viewpoints by behaviours such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and any behaviours that demean others;
2. Excessive talking to other students or lack of attention while the faculty member or other students are presenting information or expressing their viewpoints, and
3. The misuse of electronic devices (i.e. not for classroom purposes).

It is assumed that students take ownership of their responsibility to meet all professional and educational expectations. Students who behave in a manner that disrupts educational activities and/or fails to abide by the classroom code of conduct will be:

- Directed to leave the classroom or instructional setting immediately;
- Directed to meet with the SON chairperson, and
- Referred to TRU Student Affairs and the Behavior Intervention Team and contribute to a behavioral/learning contract outlining their responsibility for behavioral change. The aforementioned will align with the Code of Ethics and BCCNP LPN Standards.

## Responsible Use of Technology, Social Media, and Sexualized Violence Policies

This document serves as the official policy for the responsible use of technology, social media, and sexualized violence for all programs within the School of Nursing (SON) at Thompson Rivers University (TRU).

For more information, refer to the following:

- [Respectful Workplace and Harassment Policy](#)
- [Responsible Use of Information Technology](#)
- [Sexualized Violence Policy](#)

The following policy guidelines apply to all students creating or contributing to any kind of social media affiliated with the SON, or their role as a TRU nursing student.

The Canadian Nurses' Association (CNA) defines the term social media as:

*“a group of Internet-based applications and technologies that allow users to have the same kind of “real-time” conversation that they might have with friends or neighbours with virtual friends around the globe. Social media technologies allow users to interact and collaborate with each other online in the creation and sharing of information, ideas, and opinions” (CNA, 2012, p.1).*

The TRU SON policy encompasses all forms of current and emerging social media platforms, as well as other technology-based conversations.

All SON students are preparing for a profession/health care role, which provides services to a public that expects and requires high standards of behavior. Social media often spans traditional boundaries between professional and personal relationships, and thus it takes additional vigilance to make sure one is protecting personal, professional, and university reputations.

Social media behaviors of students in the SON must be consistent at all times with the following BCCNP and CNA documents:

- <https://www.bccnp.ca/Standards/LPN/Pages/Default.aspx>
- [https://www.inrc.com/INCR\\_Social\\_Media\\_Use.pdf](https://www.inrc.com/INCR_Social_Media_Use.pdf)
- [http://cna-aiic.ca/~media/cna/page-content/pdf-en/ethics\\_in\\_practice\\_feb\\_2012\\_e.pdf](http://cna-aiic.ca/~media/cna/page-content/pdf-en/ethics_in_practice_feb_2012_e.pdf)

### Guidelines

All SON students must represent TRU, the SON, and the nursing/health care professions in a professional and respectful manner online. Be aware that there are no private sites, comments can be forwarded, copied and printed, and systems can save information even if you delete a post.



**Professionalism** - SON students must meet all applicable ethical standards, professional standards, and SON policies. Making disrespectful or disparaging comments, or comments which may be interpreted as disrespectful or disparaging, about clinical sites, co-workers, faculty members, and/or students on social media sites, all violate the above standards and policies. This includes any comments that are bullying, threatening, harassing, obscene, sexually explicit, which target individuals based on human rights protected grounds, or otherwise deemed offensive.

**Association with TRU SON** - If you are identifying yourself as a student, consider how you wish to present yourself. Do not claim nor imply you are speaking on TRU SON's or your classmates' behalf unless you are authorized to do so in writing in advance. When you post or otherwise participate on a TRU SON Class social media site, you are identifying yourself as a TRU SON student.

**Confidentiality-** Posting any confidential content about clients, including client health information or images on social media, is strictly forbidden even if client identifiers are removed. This prohibition also applies to posting information that may appear to have been based on confidential content. The use of images that refer to clients or images of agencies requires prior written permission and written consent from the client and/or agency.

**Referencing, Copyright, and Branding-** When posting, be aware of the requirements of copyrights and referencing. Use of the TRU and SON logos and graphics for SON sanctioned events must be approved by administration. See the following site: <http://www.tru.ca/marcom.html>

**In Practice** - It is expected that during practice rotations use of devices will be only used as authorized by the SON faculty member while following facility guidelines. It is prohibited to take photographs of charts or any other patient information, even if there are no patient identifiers in the photo. At no time shall patients/clients be videotaped or photographed without prior written permission of the patient/client, and the facility.

**In Class-** Use of technology during class is restricted to notetaking and classroom activities. Do not videotape/audiotape or photograph faculty members or fellow students for any use without prior written permission. This includes taking pictures of material created in class by others. Students must obtain prior consent from the creator of a PowerPoint presentation prior to taking a photograph of in-class materials.

### **Consequences:**

Violation of this policy may result in the recommendation of suspension or dismissal from the program to the University President. Violation of the policy during a practicum will result in removal of the student from the practice area. If an incident occurs, you

must bring it to the attention of the SON immediately. It is your responsibility to know and follow this and all policies of the SON and practice agency policies as well as your duty to report any violation to the SON should you or another student violate this, or any other policy.

## School of Nursing Requirements

Regulation, policies, and guidelines are intended to provide clarity for students in their role as learners in various agencies they are visiting / working during their educational experience.

When abided by, they contribute to the safety of students and the people students work with / care for in the process of learning.

Students in the PN program are responsible for abiding by the regulation, policies and guidelines from various bodies including: the professional regulator (BCCNP), TRU, the School of Nursing, and provincial bodies such as [Practice Education Guidelines of BC](#). In addition, individual agencies will have policies and guidelines which the student must abide by <https://hspcanada.net/features/>

When a student is orienting themselves to a new practice area, they need to familiarize themselves with particular policies and guidelines of that area. When policies of an agency and the school are different, the stricter of the two must be followed.

***It is the students responsibility to complete the SON requirements and upload proof/ documentation / certificates for ALL prerequisites to the appropriate folder on the Williams Lake School of Nursing 2020-21 Moodle practice orientation site: <https://moodle.tru.ca/course/view.php?id=29945>***

\*ALL COURSE / PREREQUISITE INFORMATION – INCLUDING WHICH COURSE AND HOW TO REGISTER - IS LOCATED ON THE WILLIAMS LAKE SCHOOL OF NURSING 2020-21 MOODLE SHELL.

## Workplace Hazardous Material Information System (WHMIS)

All nursing students are required to obtain WHMIS certification, which they will complete in the first semester of the program.

## **Criminal Record Check**

The PN program requires a clear criminal record check (CRC) in order to participate in practice courses. All students must have a clear Criminal Record Check for admission into the PN program. As student progress into each year, you will be required to sign the TRU Statutory Declaration to declare that you are a person of good character and that you have not been charged or convicted of any criminal offence since completion of your original criminal record check.

## **CPR – C Certification**

A current CPR-C level classroom-based certification (internet or on-line course not accepted) is required for all students upon entrance into the nursing program (or prior to the first clinical course). Failure to do so may result in a student being denied entry into a practice course or receiving a No Credited Granted (NCG) grade for the practice course.

**It is the student's responsibility to maintain re-certification every two years (TRU SON policy)** and to submit a copy of the certificate to the WL SON Moodle shell prior to the expiration of the prior certificate. Students cannot be in practice if CPR has expired. If students cannot be in practice, they risk their ability to be successful in the course.

## **Respiratory Mask Fit Testing**

All students are required by Interior Health to have **annual** respiratory mask fit testing completed prior to entering the practice area. This is a provincial mandate with the purpose to ensure all persons providing care to clients with known or suspected airborne pathogens have properly fitting masks and know how to use them correctly. Respiratory mask fit testing must be completed just prior to entering semester 2.

**It is the student's responsibility to maintain updated respiratory mask fit testing every year** and to submit a copy of the certificate to the WL SON Moodle shell prior to the expiration of the prior certificate. Students cannot be in practice if their mask fit testing has expired. If students cannot be in practice, they risk success in the course.

## **Nursing Student Practice Orientation Modules**

The School of Nursing has compiled a number of learning modules for students to complete prior to entering practice. These learning modules are determined by the School of Nursing, by Interior Health (IH) and by the province and are updated yearly. Information can be found on the WL SON 2020-21 Moodle. For the most part, students complete these prior to the start of each clinical course. Information about how to access the modules will be sent to students (usually the first few weeks of classes/labs). Details of which modules to complete are also on the practice course outlines. Modules may include:

- Student Practice Education Core Orientation (SPECO) includes WHIMIS
- Ilearn modules as necessary for specific practice placements
- Review of select SPECO modules throughout the program

Students who have not completed the required nursing student practice orientation modules can not be in practice. If students cannot be in practice, they risk success in the course.

## **Provincial Violence Prevention Curriculum (PVPC)**

The Provincial Violence Prevention Curriculum (PVPC) is a provincial mandated course for health care workers. Its goal is to provide effective violence prevention (VP) education through knowledge and activities to prevent and protect against workplace violence. It is mandatory for all students.

## **Electronic Mail**

Students will be issued a TRU email account. Electronic communication between faculty and students will occur through the TRU email account. Students are expected to check their TRU account on a regular basis. In preparation for entrance into a profession, students are strongly encouraged to ensure that all email correspondence is respectful and courteous.

## **Student Records**

It is the student's responsibility to maintain an updated address and / or phone number through [myTRU](#). We ask that students also notify the Nursing office of changes in address and/or phone number. Phone numbers will be circulated to appropriate nursing faculty and may be given to agencies where students are completing Nursing Practice Courses.

# **Practical Nursing Promotion and Progression Policies**

## **Program Completion Requirements**

Generic PN students must complete all program requirements within 7 years of the date of entry.

Prior to graduation, students should ensure all Official Transcripts from courses for which a Letter of Permission was approved are submitted directly to the Admissions Department and are documented on their TRU transcript. Failure to provide an Official Transcript for transfer credit courses by **APRIL 30<sup>th</sup> may** result in an inability for TRU to grant the degree for that year's date of convocation.

## **Diploma Credit Requirements:**

- 50% of credits may be transferred in from an accredited institution e.g. post secondary or credentialing organization.

**Residency Requirements:**

- 50% of post-diploma course work must be done at TRU (including TRU-Open Learning)
- PLAR courses through TRU count towards residency requirements
- PLAR courses through other institutions count as 'transfer' credits

**Progression Requirements:**

- Maintain a 2.33 grade point average throughout the program
- Complete diploma requirements in 7 years
- Maintain updated required certificates

**Progression Policy**

Students must achieve at least a C grade (minimum 60%) in each required course and maintain a cumulative Grade Point Average (GPA) of 2.33 (minimum 65%) in order to progress to the next semester of the program. Students must also successfully complete all nursing practice courses in order to progress to the next semester of the program. If a student falls below a GPA of 2.33 or obtains less than a C (60%) in a required course, the Chairperson may assess the progress of the student on an individual basis. The student will normally be required to repeat the course to achieve a C or better grade or repeat the practice course to obtain a complete (COM). Students who have a GPA below 2.33 may be placed on academic probation.

Because of the importance of safety in nursing, students who fail to achieve a C or COM in any course will not be permitted to advance in either theory or clinical courses until they have successfully repeated the course(s). This usually means waiting until the course is offered again the following year and **is subject to a seat being available**.

A student may repeat a given course (theory or practice) one time. (Exceptions for special circumstances require written approval of Chairperson, School of Nursing for PNUR courses.

A student who fails a practice course cannot progress in the program until the course is passed. If in repeating the practice course the student passes, then the student will re-enter the program at a subsequent offering of the same semester in which the failure occurred **provided there is an available seat**. If in repeating the practice course the student fails again, then the student will be removed entirely from the program and can only re-enter by going through the admission process and beginning at Semester 1.

**A student who has already failed a practice course, repeated it and passed, re-entered the program and then fails another practice course will be removed entirely from the program.**

Nursing practice course failures are considered across the whole program. Students who have failed 2 practice courses in the PN program, including failures prior to transferring to TRU School of Nursing will be removed entirely from the program. The student can only re-enter by going through the admission process and beginning at Semester 1.

Refer to TRU Satisfactory Academic Progress Policy ED 3-2

[http://www.tru.ca/\\_shared/assets/Satisfactory\\_Academic\\_Progress5642.pdf](http://www.tru.ca/_shared/assets/Satisfactory_Academic_Progress5642.pdf)

Refer to TRU Course & Program Repeaters Policy ED 3-3

[http://www.tru.ca/\\_shared/assets/ed03-35644.pdf](http://www.tru.ca/_shared/assets/ed03-35644.pdf)

## **Withdrawal from PN Program**

There are a variety of reasons why a student may need to leave and re-enter the nursing program. The student may need to take withdrawal from one or more courses, due to illness, or due to domestic affliction, and/or course failure.

Students who take a medical withdrawal from the nursing program may be required to submit a doctor's note which states that they are physically/mental fit to return to the nursing program.

Students withdrawing from the Program are expected to:

- inform the appropriate nurse educator
- have an interview with the Chairperson
- complete the appropriate withdrawal forms
- meet with a counsellor from Student Services
- deliver the signed withdrawal form to the Records Office
- terminate relationships with client families

### **TRU Withdrawal Policy ED 3-0**

- [http://www.tru.ca/\\_shared/assets/Withdrawals5640.pdf](http://www.tru.ca/_shared/assets/Withdrawals5640.pdf)
- The Thompson Rivers University Board recognizes that students may withdraw from their courses for a wide variety of reasons. Because of the possible impact on their educational future, students are urged to seek counselling before making a decision to withdraw from a course or program. Refer to the [TRU](#)

[Withdrawals Policy ED 3-0](#) for detailed information regarding procedure and deadlines for withdrawal.

## General Procedures/Policies for Re-entry

Due to the competition for seats in the School of Nursing, several students may be wishing to re-enter into the same semester. If there are insufficient seats to accommodate all students, a ranking will be done to determine which student(s) are readmitted to the program. This ranking will be based on the student's reason for re-entry, cumulative GPA, number of courses that need to be repeated and the student's letter of intent.

***Students who take a medical withdrawal from the nursing program will be required to submit a doctor's note which states that they are physically/mentally fit to return to the nursing program.***

### Process for Re-Entry:

1. At least four (4) months prior to the date of intended re-entry, submit a Letter of Intent, to the Chairperson of Practical Nursing. The Letter of Intent should indicate the date that the student wishes to re-enter and include steps that the student has taken to ensure their success in the program (if applicable).
2. Make an appointment to see the Chairperson of Practical Nursing for the purpose of advising. This interview should ideally be during the month of April for the September re-entry, month of August for January re-entry, month of November for May re-entry. Students should prepare an academic re-entry plan.
  - Students are reminded of the program completion requirements and the policies regarding failures and re-entry, as stated in the Thompson Rivers University Calendar.
  - Students who fail a nursing theory course may be required to repeat the co-requisite nursing practice course.
  - Students who fail a nursing practice course may be required to repeat the pre-requisite theory course(s) and may also be required to take a lab assessment course.
  - A student who withdraws from or
  - receives a failing grade in any Nursing Practice course may be required to re-enter the program at an earlier level.
  - Re-admission to the program may be denied if the student does not provide evidence of the re-entry requirements. Refer to re-entry requirements for each Semester in the previous section.

## **Transfer Credit Policy**

To receive transfer credits for any of the required courses in the Nursing Program, students must have a C (60%) minimum grade in that course. Students must request an Official Transcript be sent directly to the Registrar's Department when applying for transfer credit.

Most courses are eligible for a Transfer Credit from an Accredited Institution. A TRU Letter of Permission (LOP) MUST be approved by the SON Advisor and submitted to Admissions before you register for a course. (TRU-OL courses do not require a LOP)

Failure to provide an official transcript of transfer credit courses by 5 weeks prior to convocation may result in an inability for TRU to grant the degree for that year's date of convocation.

Transfer Credit for courses in Human Anatomy and Physiology courses (PNUR 1300 or equivalent) may not be granted if course(s) are more than 5 years prior to admission to the PN program. Please consult with the SON Advisor re: transferability of Human Anatomy and Physiology Courses.

## **Learning Contract Policy**

When a practice faculty member has concerns regarding a student's ability to meet the course competencies and domains, a learning contract **may** be initiated. In conjunction with the practice faculty member, the Program Chairperson and the student, strategies will be developed to support the student in meeting the expected domains and competencies as outlined in the learning contract. If performance is unsatisfactory at the end of the contract period the student will fail the course, receive a grade of No Credit Granted (NCG), and will be required to withdraw from all nursing courses. If there are significant safety concerns prior to the end of the practice rotation, a student may be removed from the practice area, and the student will fail the course. Refer to [TRU SON Progression Policy and TRU Progression policy](#):

- For more information see Appendix D Learning Contracts: Guidelines for Implementation

## **Prior Learning Assessment and Recognition**

TRU recognizes that adult learners acquire knowledge and skills through life and work experience. Through Prior Learning Assessment and Recognition (PLAR), TRU will assess this knowledge and skills and grant credit/recognition for the learning that has



taken place. PLAR is the assessment by some valid and reliable means, of what has been learned through formal and non-formal education, training or experience that is worthy of credit in a course or program offered by TRU. PLAR is used to evaluate knowledge, skills and competencies which may have been acquired through, but not limited to, work experience, independent reading, hobbies, volunteer work, non-formal learning, travel and artistic pursuits. The assessment and evaluation of prior learning and the determination of competency and credit awarded will be done by instructional or faculty staff who have the appropriate subject matter expertise but other staff in an institution may have a supporting role in the process. Information on the TRU [PLAR Policy ED 2-0](http://www.tru.ca/_shared/assets/PLAR5678.pdf) [http://www.tru.ca/\\_shared/assets/PLAR5678.pdf](http://www.tru.ca/_shared/assets/PLAR5678.pdf)

## Evaluation Requirements

### Conduct During Examinations

Preamble:

The School of Nursing is committed to maintaining a high standard of academic integrity during examinations in accordance with both TRU ([Student Academic Integrity Policy ED 5-0](#)) and BCCNP. BCCNP's Professional Standards (Professional Responsibility and Accountability) state that a nurse:

*Is accountable and takes responsibility for own nursing actions and professional conduct.*

The School of Nursing has developed the following guidelines to maintain academic integrity during examinations.

- The SON follows the TRU Exam Policy: [Examinations Policy ED 3-9](#)
- Students **MUST NOT** make arrangements to be away from TRU until the examination schedule is finalized.
- You may not disclose or discuss with anyone, including faculty, information about the items or answers seen in your examination (this includes posting or discussing questions on the Internet and/or any social media platform)
- Personal items are **not allowed** at the desk during the examination. Personal items not allowed include, but are not limited to:
  - Any electronic devices – cell, mobile, smart phones, tablets, smart watches, MP3 players, fitness bands, jump drives, cameras, PDA, etc.
  - Calculators
  - Bags/purses/wallets
  - Books/study materials
  - Medical aides/devices
  - Coats/hats/scarves/gloves/hoodies

- Food, drink, gum, or candy
- Lip balm
- Watches
- Sunglasses
- No food or drink at the desk (except with a medical certificate)
- All personal items must be stored where directed by the exam invigilator
- No bathroom breaks unless you have a note from physician or nurse practitioner
- Faculty may provide you with scrap paper. You may not write on the scrap paper until the exam begins.
- Students may bring and wear earplugs
- Students will not be able to enter the room until the invigilator has completed the setup of the room
- Students will display TRU photo ID on desk and sit in assigned seat (if seats are assigned)
- Once seated, students cannot leave seat until the examination is completed. If you have a question, raise your hand.
- Students cannot open examination booklet until told to do so
- Students cannot leave the room within the first 30 minutes
- A student who arrives late is admitted without question during the first 30 minutes of the examination session. Students who arrive late for an examination are not allowed additional time.
- At the end of the examination, students must hand in all booklets and scrap paper with their name and student ID on it to the invigilator and sign that they have done so
- In the case of a fire alarm sounding, students take examination out of room with them
  - Students are to hold the examination close to their chest and leave building single file
  - Students cannot talk to each other and should move to an area away from other individuals
  - Any student caught talking will be dismissed at that time

### **Midterm Examination Accommodations**

Students who will miss or have missed a midterm examination due to illness or domestic affliction must contact their faculty member as soon as possible.

In extraordinary circumstances, outside of illness or domestic affliction, students are to email both the faculty member and Chairperson immediately with the understanding that midterm exams will not be rescheduled for vacations or personal situations.

### **Final Examination Accommodations**

Students who will miss or have missed a final examination due to illness or domestic affliction will be directed to TRU [Examinations Policy ED 3-9](#). Section IV outlines the steps to be taken, that is, students **MUST** apply to seek remedy through the WL TRU admission/registration office.

**\*Final exams will not be rescheduled for vacations or personal situations.**

## **Criteria for Written Papers/Assignments**

### **Marking Criteria for Scholarly Papers**

See Appendix A for information regarding the marking criteria used by TRU SON faculty members.

### **Format and Style**

A scholarly format is to be followed for written papers/assignments based on accepted convention for grammar, punctuation, style, and format. A required reference for format is:

- American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.
- See Appendix B for TRU SON Expectations and Guidelines Relating to APA Style for Student Scholarly Papers.

### **Submission of Papers**

- Assignments must be submitted prior to 4:30 p.m. on the due date unless otherwise directed by the faculty member.
- Due dates are set by individual faculty members and requests for extensions must be made at least 48 hours prior to the due date.
- For every day or portion of a day a paper is late, 5% will be deducted. A weekend is considered to be 2 days.
- Students who require an extension due to domestic affliction or illness **may** be accommodated. Extensions in these extenuating circumstances are at the discretion of the faculty member and should not extend beyond the semester end date unless approved by the chairperson. Please email your faculty member as soon as possible. \*Please email your faculty member as soon as possible. Students should know that the educator will inform the Chair who will keep track of potential ongoing patterns, to be able to identify students that might be at risk and in need of support beyond a particular course.
- When submitting papers, use student number, unless otherwise directed by the faculty member.
- Students should retain copies of all papers submitted as well as retain all graded papers until final transcripts have been issued.

## School of Nursing Guidelines

### Clarifying and Resolving Concerns

#### Student Concerns Involving Faculty and Courses

Students are expected to follow the process below should they have concerns with individual faculty members and/or a course. Examples of concerns may be about the content of the course, teaching methods, assignments, issues of fairness, or marking processes.

The following steps are intended to assist and support students in managing or resolving these perceived issues.

- Step 1:** The student should express concern directly to the faculty member by face-to-face discussions, letter, or email.
- Step 2:** If the student perceives that the issue is unresolved or if the student feels unable to approach the faculty then the student should consult the Chairperson for assistance:
- Chairperson will examine the claim and evidence to explore the issue to determine if further action is warranted.
  - Chairperson examines options with the student(s) on how to proceed or advise student(s) of other resources.
- Step 3:** Refer issue/student to the Dean of School of Nursing

**At any point in the process:** during or following discussions with the faculty member or Chairperson, the student may wish to:

- Seek further consultation with the Chairperson
- Consult with the Dean
- Consult with Manager of Student and Judicial Affairs
- Consult with TRU Student Union (Members Advocate)

#### Feedback Processes

The School of Nursing has several processes designed to capture, evaluate, and act on student, faculty, and other stakeholder feedback about the program. These processes include, but are not limited to:

- Course evaluations by students
- Faculty evaluation of courses
- Feedback loop documents (Program Evaluation)

- Program Completion Questionnaires from graduates
- Graduate Follow-up Questionnaires
- Practice Site Questionnaires
- Surveys from the Program Evaluation Committee (faculty and students)
- PN Curriculum Committee (faculty and students)

### **Student opportunities to provide feedback**

Faculty in the School of Nursing value student feedback. We use it to inform our own professional development and curriculum change. Faculty anticipate thoughtful comments that provide constructive ideas. The following information is intended to provide some clarity about evaluation.

- Student course evaluations are an opportunity for the student to give the faculty member feedback on their experience of learning in the course. For theory courses, students receive a link to the course evaluation in their myTRU account. The evaluation is password protected; faculty member will provide students with the password at the end of the term. Once the first student opens the evaluation form, the evaluation remains open for 48 hours only. The faculty member and the chairperson will review the student feedback after all course grades have been submitted. For more information the Centre for Excellence in Teaching and Learning provides [information for students](#).
- **Semester evaluations** are completed by the program evaluation committee to help direct curriculum changes, including the re-positioning of courses and levelling of content across courses, semesters and years, and to determine how well courses link with one another. The feedback is reviewed after all course grades for the semester have been submitted. The feedback is organized by theme and the information is shared with faculty in that semester and with the Program Evaluation and curriculum committees.

### **Gift Giving / Receiving Guidelines**

The [BCCNP Practice Standard: Nurse-Client Relationships](#) (document provides the School of Nursing with principles that may be applied to the relationships that exist between faculty member and students. The faculty member-student relationship is “based on trust, respect... and it requires the appropriate use of power” (BCCNP Practice Standard Nurse-Client Relationships [Pub #432], 2013, p. 1). When gifts are exchanged, there is a risk for professional boundary issues and the inappropriate use of power to arise. Therefore, faculty member and students are discouraged from either giving or accepting gifts in the student/faculty member relationship.

## Confidentiality of Client Information

Confidentiality is an integral part of the professional Code of Ethics for LPNs and the BCCNP Standards of Practice. The principle of confidentiality flows from a belief in the worth of an individual and the right to privacy.

Students and faculty members must take all reasonable steps to protect all confidential information from inadvertent disclosure to others not authorized to this information. This includes not discussing clients and clinical events in any public areas (e.g., cafeterias, elevators, public transportation, social gatherings, etc.) and using utmost discretion when discussing events within a clinical group for learning purposes. Details of a client's history may be shared discretely when required by the health care team or for educational purposes on a need to know basis only.

Students must use utmost care when collecting and submitting client information for purposes of learning. Students must remove as many personal identifiers as possible to protect client confidentiality. Students cannot take photos of charts or client information.

Saving assignments that contain client information to the hard drive on any public or university computer is a breach of confidentiality.

User IDs and passwords to practice agency databases must not be shared.

Students that make home visits and have health records or other confidential documents in their possession must return these documents immediately to the practice agency. Students must comply with agency policies at all times.

Confidentiality and/or privacy breaches are taken very seriously and can result in significant consequences including: the withdrawal of all student privileges; the termination of a clinical placement; other consequences as determined by the agency, the University, and the SON. Breaches of privacy and confidentiality can also result in legal action.

For more information please refer to the Practice Education Guidelines for BC, [Confidentiality of Receiving Agency and Patient Information](#).

## Confidentiality of Student Information

In a program of studies such as the nursing program, student performance in academic and/or practice courses may be discussed among particular faculty members under certain conditions. These conditions include situations when:

- Student performance is a concern in relation to maintaining the standards of the nursing program and the nursing profession (e.g. a safety to practice issue)

- Faculty members are monitoring student performance to promote success in achieving the program goals (e.g. discussing strategies to facilitate student learning)

Discussions of confidential information will relate to the specific context of student performance and learning needs in the program. Nursing faculty are bound by the same CNA and BCCNP ethical and practice standards to which students must adhere.

### **Authorization to Disclose Personal Information (Reference)**

Students who request references from faculty members for prospective employers, education institutions, and/or Award Adjudicator Panels are required to complete the Authorization to Disclose Personal Information (Reference) consent form (See Appendix E: Authorization to disclose student information). Students are not obligated in any way to provide consent and may withdraw their authorization to disclose personal information at any time. The consent form will be kept in the student's file.

### **Requesting Information from Community Agencies**

Many student papers and projects can benefit from the information and expertise available at community agencies. Most people are willing to provide students with information; however, these agencies have busy schedules and need to carry on their business while at the same time assisting students. If you are going to approach a community agency for information or resources for a project or research the following guidelines are provided to facilitate the process for both students and agencies.

Research the topic **FIRST** at the TRU and/or public library - ask the librarians for help. Be specific and know the library basics about your topic - outside agencies do not appreciate students who are vague and unprepared.

1. Phone to set up an appointment, do not just drop in.
2. Before phoning to enquire, prepare the following information:
  - Who you are and your program of study
  - What specific information you are looking for and what it will be used for
  - Flexible dates and times you are available for a meeting
  - A phone number for the contact person to get back to you
3. Phone the agency and ask who could assist you in finding the desired information, and request a meeting. If the person is too busy to meet with you, ask if there is someone else or somewhere else to obtain the information.

4. If time permits, an initial letter, email or fax, including all of the above information is also an appreciated method of professional contact, and may avoid the common problem of telephone tag.
5. **Never miss a scheduled meeting.** Phone and cancel or rebook if possible.
6. Develop a list of questions for the meeting and do not overextend your welcome by taking more time than originally determined.
7. Promptly return any materials that you borrowed.
8. Ways to thank others for contributing to your education:
  - Offer to provide a copy of your assignment
  - Send a thank you card or a small memento with a TRU logo
  - Invite the agency contact person to your class or presentation (if applicable)

## **Dress Code and Personal Appearance in Nursing Practice**

Students are expected to maintain an appropriate and professional image and a high standard of personal hygiene and grooming at all times when acting in the capacity of a representative of the TRU SON. Students are required to follow the TRU SON dress code and appearance standards as well as the agency policy in the area in which they are practicing. The dress code and appearance standards are always to be followed when students are presenting to practice areas including researching clients prior to clinical experiences. If students, in the opinion of the faculty member, violate TRU SON standards or agency dress code/appearance policies they will be asked to leave the practice setting.

### **Dress Code and Appearance Standards**

#### **Clothing / Uniforms**

For consistency and clarity, a uniform policy has been implemented in the SON. This change will demonstrate professional appearance and uniformity. Additionally, TRU students and faculty will be recognizable and distinct in practice placements.

Approved TRU SON PN uniforms are [Caribbean blue](#) for tops and black pants. Information on where to purchase these is posted to your WL SON 2020-21 Moodle shell. Uniforms should be clean and pressed with scrub ties tucked inside. The top of the uniform allows TRU SON identification to be clearly visible and is always to be worn as per the policy outlined in the handbook.

In addition:

- **NO** long-sleeved apparel (e. g. shirts, sweaters, lab coat, hoodies), when providing care
- Uniforms to be changed following practice (not worn in public)
- Uniforms should be hemmed and wrinkle free



- When uniforms are not required, such as in community agencies, mental health practice, or when you are obtaining practice assignments from hospitals/agencies, clothing:
  - Must be washable
  - Casual business attire is acceptable
  - No jeans, yoga pants, leggings/tights, low cut tops, halter tops, or backless dresses

### Footwear

- As per [WorkSafe BC Section 8.22 of the OHS Regulation](#): “A worker's footwear must be of a design, construction, and material appropriate to the protection required.”
- Closed toes and closed heels with non-slip soles are recommended
- Shoes are to be carried to and from the hospital or agency

### Hair

- Cranial hair must be confined (kept off collar and face). Hair in pony tails or secured otherwise must ensure that the hair is off the collar and secured.
- Facial hair should be of a length that can be completely controlled/contained by a mask

### Jewellery

- Wrist watches are permitted (non-digital) if they can be pushed up to mid-forearm. No wrist watches allowed in Maternal Health practice placements.
- Dangling or hooped jewelry (neckwear, earrings, bracelets, watches, rings or similar articles) **must NOT be worn** except for medical alert bracelets
- Facial piercings including ears are to be small studs only, with no bars, rings, etc.
- No rings allowed, including wedding bands

### Tattoos

- Some practice agencies may request that you cover a visible tattoo(s)

### Fingernails

- Short, clean nails, no polish
- **No** acrylic or gel nails (implicated in the transfer of microorganisms)

### Scents

- Perfumes, colognes, after-shave, and other strongly scented personal care products are not permitted in practice or on TRU campus
- Third hand smoke is smoke that is trapped in hair and on clothes; third hand smoke is recognized as containing the same chemicals as second-hand smoke. It is important for students and faculty to recognize the potential dangers of third hand smoke and to reduce exposure to clients, particularly more vulnerable

clients such as babies. This includes good hand washing and changing clothes to reduce exposure (as per The Canadian Lung Association).

*For students working in Interior Health sites, please see [Interior Health AU0800 – Dress Code/Personal Appearance](#).*

## **Student Identification during Nursing Practice Experiences**

All nursing students and faculty are required to wear current TRU SON photo identification (ID) while attending any practice experience (e.g. hospitals, health care agencies, homes visits, community agencies, etc.). The photo ID is to be visible on their person (*above the waist*) at all times.

The TRU SON photo ID cards will serve as security identification during SON authorized practice activities (client research prior to practicums, home visits, agency practice, etc.).

Agency security or relevant employees (e.g. nursing personnel) have the right to refuse TRU Nursing students access to the agency or client confidential documents if the student is not wearing the TRU SON Photo ID.

Refer to IHA policy [AU1100 – Student Placements](#) and [Practice Education Guidelines for BC – Student/PSI Educator Identification](#).

## **Consent for Student Involvement in Care**

Clients and/or their substitute decision makers have the right to refuse care provided by a student. Students must always introduce themselves as a student. During the first interaction with a client the student should inform the client of who they are, the level of the program to date, and how they are supervised.

For example,

***“I’m Chris, a 2<sup>nd</sup> year practical nursing student at TRU, my instructor is Leigh, and Kerry is the nurse who is assigned to you. You can call on Leigh or Kerry at any time if you like. Both will be looking over my work throughout the day.”***

Please note that students are not required to use their last names however may do so at their discretion. Please see [Practice Education Guidelines for BC – Consent for Student Involvement in Care](#)

# **School of Nursing Practice Policy Requirements**

## **Practice Placements**

Students may be required to travel for clinical practice placements due to the number of programs and requests that Healthcare agencies must accommodate. There are five

clinical practice courses in the PN program. The first year focuses on care of the older adult and TRU uses facilities in the Williams Lake and 100 Mile region for these two placements. Year two focuses on community and acute care. Placements for these two clinical settings can happen in WL, 100 Mile as well as the Cariboo Regions and Communities out west. Travel and accommodation to these clinical placements is the responsibility of the student, unless otherwise identified by your instructors. The final clinical placement may be anywhere in BC if you obtain consent from the Chair and Practice Lead AND the placement site agrees to the request. More information will be given to you regarding this final practicum in year 2 during CPE 3.

***\*Students are NOT to contact practice sites directly to request placements!  
This is done via the practice placement team.***

## Missed Practice Time

Attendance in nursing practice courses must be a priority for nursing students. The planned total numbers of hours in the nursing program is viewed as being the minimum number of hours required to become a competent beginning nurse. Some employers may ask for a record of time missed from nursing practice. Students are expected to attend, and be on time for, all scheduled practice, laboratory, and seminar learning experiences.

Hours absent from Nursing Practice courses (including seminars) will be recorded and documented on the final Performance Summary. See [TRU Student Attendance Policy ED 3-1](#) for additional information.

1. Students scheduled for a nursing practice experience who become ill and are unable to attend are expected to telephone the appropriate agency and /or instructor at least one hour prior to the scheduled starting time. Specific instructions will be given by individual faculty.
2. All missed time will be critically analyzed on an individual basis. The student will be assessed and documentation on the student's performance appraisal will include the following criteria:
  - a. amount of time missed from the nursing practice area, seminars, labs and classroom
  - b. the reason(s) for missed time and / or physician/ NP note
  - c. presence or absence of a pattern of missed time
  - d. level of performance.
3. Missed nursing practice, lab and seminar time is recorded and will be included on performance summaries.

4. Practice absenteeism may result in faculty recommending withdrawal from the program. Students may be required to submit a statement from a physician or other professional. Recommendations will be based on an evaluation of the student's circumstances, nursing practice performance and academic records.

### **Attendance at a Conference as Practice Time**

A written request to attend conferences must be submitted to the faculty member and Chairperson prior to committing to attending the conference (booking travel, paying for conference fees, etc.). The request needs to include learning objectives – how does this conference connect to learning in your current practice area and the relevance of the conference, workshop, etc., to nursing practice. The discussion with the faculty member regarding how to “count” time for practice hours needs to be included. Decisions about permission and practice hours will be made as a team, with faculty, chairperson, and semester leads. Time may not be granted for all requests.

The practice faculty member will base his/her decision on consideration of the following:

- The student's current practice performance
- The potential for missed practice time to threaten the student's ability to successfully complete the practice course/rotation.
- The willingness of the student to share or present their learning from the conference peers.
- The relationship of conference to student's professional activities (e.g., Nursing Undergraduate Society, Canadian Nursing Students' Association, BCCNP, ARNBC)
- The number of previous requests and attendance at conferences or similar activities during the nursing program.
- The current year of the program or practice area the student is in.

### **Transportation and Liability**

Travel is a necessary component of the nursing program, particularly in community practicum placements.

- Each student must take individual responsibility for decisions regarding his/her own safety when required to travel in inclement weather.
- Students must provide their own transportation to the agencies and client homes involved in nursing practice courses.
- Students may travel with their field guide unless prohibited by agency policy.
- Students are not permitted to drive agency vehicles.
- Students are not permitted to transport clients in their own cars.

For more information refer to the Practice Education Guidelines for BC: Vehicle Ride-

Along/Use [http://hspscanada.net/docs/PEG/2\\_6\\_Vehicle\\_Ride\\_Along-Use.pdf](http://hspscanada.net/docs/PEG/2_6_Vehicle_Ride_Along-Use.pdf)

## **Liability**

Thompson Rivers University carries liability insurance that covers students engaged in required nursing practice under the supervision of a faculty member. This coverage **does not** include vehicles. If students use a car during practicum, any accidents must be handled under the student's insurance policy.

Students are not permitted to transport clients in their own cars. If a student were involved in an accident causing injury to a passenger who was a client, the driver might be held liable, notwithstanding any insurance coverage that TRU might have.

TRU Student Accident Insurance covers accidental death and dismemberment (AD&D) and some other expenses for the student only; it does not replace medical insurance or vehicle insurance. Coverage is in effect while the student is on TRU property or participating in a TRU approved activity such as a practicum, or while travelling from TRU or a practicum office to another TRU/practicum site. Daily commuting between the student's home and TRU campus or practicum site is NOT covered.

## **Practice Guidelines, limits, and conditions**

The following guidelines inform practice as students' progress through the program. The guidelines are in place to support the safety of students and clients. Nursing students are required to familiarize themselves with the necessary policies for each agency they are assigned to during their nursing practicum experiences. Nursing students are required to adhere to the guidelines and policies in this handbook.

## **Provincial Practice Education Guidelines and Interior Health Authority Policies**

The following provincial practice education guidelines are developed with input from health authorities, government, and post-secondary institutions. In addition, each health authority has policies that the student must abide by.

At TRU many of the student's practice sites are within the Interior Health Authority (IHA), as such the student should become familiar with practice policies and guidelines from IHA. The IHA Policy AU1100 Clinical & Practice Education (Student Placements) is available on the IHA Intranet site under the Policies and Procedures Section (search by title of policy).

The Provincial Practice Education Guidelines are available online at

<http://www.hspscanada.net/managing/content-management.asp#Guidelines> or can be accessed via direct link below

<b>Guidelines</b>
<b>Pre-Placement</b>
<a href="#">Placement Process</a>
<a href="#">Criminal Record Search (Criminal Record Check)</a>
<a href="#">Immunization</a>
<a href="#">Respiratory Protection</a>
<a href="#">Orientation - On Site Faculty</a>
<a href="#">Orientation - Students</a>
<b>On Site – General</b>
<a href="#">Confidentiality of Receiving Agency and Patient Information</a>
<a href="#">Identification</a>
<a href="#">Copyright/Intellectual Property</a>
<a href="#">Contract Vendor Placements</a>
<a href="#">Remuneration/Reimbursement</a>
<a href="#">Vehicle Ride-Along/Use</a>
<a href="#">Strike/Job Action</a>
<a href="#">Student Practice Issues</a>
<a href="#">Supervision of Students by Staff</a>
<b>On Site – Safety</b>
<a href="#">Negative Behaviour in the Practice Setting</a>
<a href="#">Adverse Event Reporting</a>
<a href="#">Communicable Diseases Outbreak -</a>
<a href="#">Injury and exposure to Blood/Body Fluids</a>
<b>On Site - Direct Care</b>
<a href="#">Consent for Student Involvement in Care</a>
<a href="#">Student Scope of Practice</a>
<a href="#">Documentation by Students</a>

## Immunizations

All TRU nursing students and faculty visiting health care service delivery sites are considered health care providers and should be protected against vaccine preventable diseases. They must follow provincial and practice agency immunizations guidelines. Such policies are based on the Communicable Diseases and Immunization Guidelines from the BC Centre for Disease Control and the Canadian Public Health Agency.

- All TRU nursing students are expected to have a complete immunization record.
- Proof of immunity status must be available; the practice agency may request it from students/faculty at any time in preparation for or during a clinical placement.
- It is strongly recommended that students follow the Health Authority guidelines for required immunizations. If students choose not to follow the set out then they may not be fit for practice at certain agencies

For more information, refer to the [Practice Education Guidelines for BC Immunizations](#)

### Influenza Vaccination

Annual vaccination against influenza is strongly recommended for all health care providers.

Free influenza vaccinations are provided annually at various clinics in the community. Proof of vaccination must be shown to student's current practice faculty. Students are strongly encouraged to keep a copy of their immunization record with them in practice in the event they are asked for proof. In the event of an influenza outbreak, students and faculty who cannot provide proof of vaccination to the agency may be denied access to the facility.

Students and faculty who are not immunized are required to abide by the agency policy for non-immunized health care workers. In the event of an influenza outbreak and / or if a student has a known allergy to eggs, the student may be required to take an antiviral medication. Arrangements for this antiviral medication are to be made on an individual basis between the student and their health care provider.

### Blood-borne Communicable Diseases

TRU nursing students and faculty who have tested positive for a blood-borne communicable disease (i.e. Hepatitis B, C, D, HIV) are responsible to be aware of protective measures and for taking all measures necessary to protect themselves and others.

Students should be aware of the BCCNP practice standard Communicable Diseases: Preventing Nurse – to – client Transmission.



### Practice requirements

\*students must complete the following before going into practice.

When	What	What to do with evidence of completion:
<p><u>Before</u> CPE 1</p>	<p>TRU School of Nursing Student Practice Orientation (on Moodle).                      Student Practice Education Core Orientation. (SPECO). Accessed via:  <a href="http://learninghub.phsa.ca/Learner/Home">http://learninghub.phsa.ca/Learner/Home</a></p> <ul style="list-style-type: none"> <li>• Introduction to Student Practice</li> <li>• Violence Prevention 1: Introduction to Violence Prevention</li> <li>• Violence Prevention 2: Recognize Risks and Behaviours</li> <li>• Violence Prevention 3: Assess and Plan: Part 1 - Complete Point-of-Care Risk Assessment</li> <li>• Violence Prevention 4: Assess and Plan: Part 2 - Develop Behavioural Care Plans</li> <li>• Violence Prevention 5: Respond to the Risk: Part 1 - Perform De-escalation Communication</li> <li>• Violence Prevention 6: Respond to the Risk: Part 2 - Perform De-escalation Strategies</li> <li>• Violence Prevention 7: Respond to the Risk: Part 3 - Determine When and How to Get Help</li> <li>• Violence Prevention 8: Report and Communicate Post-Incident</li> <li>• Infection Prevention and Control Practices for Direct / Professional Clinical Care Providers</li> <li>• Provincial Code Red - Fire Safety Training (Acute &amp; Residential Facilities)</li> <li>• Waste Management Basics</li> <li>• WHMIS 2015 - Provincial Course</li> <li>• Provincial /Hand Hygiene Basics</li> </ul>	<p>Submit certificate(s) to drop box on the Moodle site AND verify completion with your practice instructor.</p> <p>**a copy of the ‘learning history’ showing courses and completion dates from Learning Hub will suffice</p>
	<p>Current CPR C (face to face) certification                      Criminal record check                      Personal Safety course – will be organized for the class on a weekend. All-day,</p>	<p>Submit certificate(s) to drop box on the Moodle site AND verify completion with your practice instructor</p>

When	What	What to do with evidence of completion:
	face to face workshop costs approximately \$90  Current respiratory mask fit testing ** renewed annually** - this will be organized for you during the semester.	
<u>Before</u> CPE 2	TRU School of Nursing Student Practice Orientation (Moodle) Basics for Practice <ul style="list-style-type: none"> <li>• Safe Medication Administration</li> <li>• Blood Glucose Competency</li> <li>• Omnicell iLearns (IHA)</li> </ul>	Submit certificate(s) to drop box on the Moodle site AND verify completion with your practice instructor
<u>Before</u> CPE 3	Review of select SPECO modules accessed via <a href="https://learninghub.phsa.ca/Learner/Home">https://learninghub.phsa.ca/Learner/Home</a> <ul style="list-style-type: none"> <li>• Infection Control refresher (Infection Prevention and Control Practices for Direct/Professional Clinical Care Providers)</li> <li>• Violence Prevention modules (recomplete all 8 modules)</li> </ul>	Verify completion with your practice instructor with a 'learning history' from Learning Hub (completion date within the last 6 months)
	<ul style="list-style-type: none"> <li>• Naloxone training certificate (link via Practice Orientation on Moodle)</li> <li>• Current CPR C (face to face) **note: the SON requires CPR updating q2years**</li> <li>• Current mask fit testing ** renewed annually**</li> </ul>	Submit certificate(s) to drop box on the Moodle site AND verify completion with your practice instructor
	Criminal record check statutory disclosure	The SON will provide this document to students.
<u>Before</u> CPE 4	TRU School of Nursing Student Practice Orientation (Moodle) Basics for Practice (REFRESHER) <ul style="list-style-type: none"> <li>• Safe Medication Administration</li> <li>• Blood Glucose Competency</li> </ul>	Submit certificate(s) to drop box on the Moodle site AND verify completion with your practice instructor
<u>Before</u> Preceptorship	Current CPR C (face to face) certification **note: the SON requires CPR updating q2years** Current mask fit testing** renewed annually**	Submit certificate(s) to drop box on the Moodle site AND verify completion with your practice instructor

\*\* Due to COVID 19 and following directives from the Provincial Health Services Authority, the School of Nursing has **temporarily** adjusted the requirements for upcoming practice courses in the following ways:

1. Mask fit testing is required every two years (instead of annually)
2. CPR – C online course is required before clinical followed by the face-to-face course as soon as it is available.
3. TB testing – TRU is in the process of arranging on campus testing for students in September

## Safety to Practice

Nursing students are responsible and accountable for abiding to the guidelines and polices of this handbook, the profession (BCCNP), and the health authority/institution visited for the purpose of educational practice. Agency policies, guidelines and regulations are available, often online, through the Health Authority/agency's website.

It is the students' ethical and legal responsibility to obtain supervision from their assigned nurse educator or designate when carrying out any nursing intervention for which they have not been previously supervised or in which they are not competent. In addition, in any new practice setting and/or course, nurse educators may require students to demonstrate skills previously performed. A student who at any time throughout the educational experience feels uncertain of his/her ability to practice skills effectively and safely must ask the TRU nurse educator for supervision/guidance. If the nurse educator is not available, the responsible RN/LPN is to be consulted and the situation reported to the TRU nurse educator.

Psychomotor skills testing of selected skills must be successfully completed in the Clinical Simulation Lab before performing the skill in the nursing practice setting. Skills requiring return demonstration must be supervised when performed for the first time in the practice setting.

Unsafe practice can include things like frequent unusual occurrences / unusual incidents (i.e. medication errors, failure to follow policies and procedures, etc.), inadequate preparation for practice, being under the influence of substances, personal health situations that affect one's ability to practice safely

Students in nursing practice courses who are deemed to be unsafe in the practice area may:

- be asked to leave the practice area immediately

- be required to report to the SON Chairperson
- be required to withdraw from the Nursing Program before the end of the course
- receive a failing grade for the course

## PANDEMIC SAFE PRACTICE REQUIREMENTS

***Illness Occurring During a Practice Education Shift:*** If students or faculty should become symptomatic with COVID-19, cold or influenza symptoms while on-site, they must leave the practice setting immediately and promptly seek COVID-19 testing and care. Students with cold, influenza or COVID-19- like symptoms are advised to seek COVID-19 testing and care. Should the student or faculty test positive for COVID-19, public health will direct appropriate contact notification including notification of patients, health-care workers, other students and faculty.

***Pandemic Related Dress Code Requirements:*** students/ faculty should plan to have a change of clothes and shoes to travel to and from the placement site and clothes to work in. They must wash placement clothes daily between shifts.

***Physical Distancing:*** Where possible during practice education, education or work experience, students and faculty should follow physical distancing recommendations i.e. maintaining a distance of two metres between people. This includes adhering to distancing guidelines while on shift break, before and after a shift to decrease transmission risk. Students and on-site faculty are advised to wear appropriate PPE as per the PPE Framework.

### **BCCNP Scope of Practice for Practical Nurses:**

[https://www.bccnp.ca/Standards/LPN/LPN\\_ScopePractice/Pages/Default.aspx](https://www.bccnp.ca/Standards/LPN/LPN_ScopePractice/Pages/Default.aspx)

Scope of practice refers to activities that licensed practical nurses (LPNs) are educated and authorized to perform. Within the scope of LPN practice there are restricted and non-restricted activities as well as standards, limits and conditions set by BCCNP.

Restricted activities are clinical activities that present significant risk of harm to the public. As such they are reserved for specific health professions only. Designation of these activities to certain health professions and the presence of limits and conditions help to ensure public safety. Limits and conditions can apply to both restricted activities that require an order and to restricted activities that do not require an order.

In relation to restricted activities for LPNs that **do not require an order**, students can only perform these if:

- they have some understanding of their intended action
- they have the guidance of their nurse educator and / or preceptor and
- if the action falls within the school and agency policy

In relation to restricted activities that **do require orders**, students may only perform these if:

- They have **completed** the required theory and psychomotor skill practice (i.e. Intramuscular Injections, blood administration, insertion of Foley catheter)
  - They have the guidance of their nurse educator and / or preceptor and
  - If the action falls within the school and agency policy
- \*For example: students can use preprinted insulin orders if they are made client specific by the health professional ordering them, if the order seems to be evidence based, if the order takes into consideration the individual client characteristics and wishes and if the client has given consent.

## Schedule of Skill Theory and Practice

Students are expected to complete theory and practice of psychomotor skills prior to performing the skill in the nursing practice setting. The following table illustrates which semester the selected psychomotor skills theory and practice are taught.

Skill	Sem 1	Sem 2	Sem 3	Sem 4	Sem 5
Personal hygiene	*				
Range of motion	*				
Lifts, Transfers, Positioning	*				
Physical assessment	*	*			
Elimination needs	*	*			
TPR & BP	*				
Principles of Medication Administration	*	*			
<b><i>PO/SL meds, topical agents and suppositories can be given once the student has completed the theory</i></b>					

<b><i>and practice components for medication administration</i></b>					
Medical Asepsis	*				
Standard Precautions	*				
Introduction to Oxygen Administration	*				
Ostomy Care		*			
PO Medication Administration		*			
SC, <b>IM**</b> Medication Administration		*			
Principles of Surgical Asepsis		*			
<b>Simple dressing change **</b> , sterile gloving		*			
Intravenous Infusion – maintenance			*		
Naloxone injections (Community settings only)			*		
NG insertion (maintenance only in IHA)		*	*		
Enteral feeds – maintenance & medication administration		*			
Suture and staple removal			*		
Drain Shortening and removal			*		
Isolation precautions			*		
Oxygenation (delivery methods)		*			
Suctioning – Oral, pharyngeal		*			
IV medication (minibag, push, saline locks, IV infusion pumps)			*		
<b>Urinary catheterization **</b>			*		
Complex wounds – ( packing, irrigation, VAC dressing)			*		

Chest tubes (care & maintenance)				*	
Code drill				*	
Blood transfusions			*	*	
Basic ECG interpretation				*	
Tracheostomy care and suctioning				*	
Intravenous insertions (short-line peripheral) students receive theory and introductory practice IN LAB ONLY				*	*

### Students are Not Permitted to:

- Obtain, confirm, or verify surgical or procedural consents.
- Verify the dosage or witness a medication administered by a RN, LPN, student nurse, or other health care provider.
- Witness narcotic wastage.
- Do an official narcotic count.
- Give immunizations.
- Pick up controlled drugs from the pharmacy.
- Administer any medications ordered “STAT” including PO, S/C, IM or IV
- Give medications via epidural.
- Remove epidural catheters.
- Set up, change syringe /bag, or adjust PCA or Epidural infusion pumps.
- Remove chest tubes.
- Interpret obstetrical non stress tests.
- Administer anti-neoplastic medications intravenously.
- **Initiate IVs for children age 5 and under. (Under review)**
- **Access renal dialysis ports/shunts/lines. (Under review)**
- Access CVADs

### Documentation

- Students are required to document their care according to the practice agency’s documentation standards and BCCNP Standards of Practice.
- Students are to use **only** abbreviations listed in the practice agency’s policy.
- For paper-based documentation student signatures will include their Given name (initial), Surname, SN/PN, TRU (for example: D. Smith, SN/PN, TRU). In agencies that require a “Chart Signature Record”, the student will
  - Print their full given name and surname

- Indicate SN/PN and year of study (e.g. SN/PN -Yr2)
- Provide a sample signature and sample initials, and 4) the date the form was completed.
- For electronic based documentation, students must use their own user ID and access code.
- For more information refer to the Practice Education Guidelines for Students: [http://hspscanada.net/docs/PEG/4\\_4\\_Documentation\\_by\\_Students\\_Feb272013.pdf](http://hspscanada.net/docs/PEG/4_4_Documentation_by_Students_Feb272013.pdf)
- BCCNP LPN standards at [https://www.bccnp.ca/Standards/LPN/PracticeStandards/Lists/GeneralResources/LPN\\_PS\\_Documentation.pdf](https://www.bccnp.ca/Standards/LPN/PracticeStandards/Lists/GeneralResources/LPN_PS_Documentation.pdf)

## Medication Administration Limits and Conditions

- Prior to administering the initial dose (ID) of a medication, students are expected to check the original physician's order against the client's Medication Administration Record (MAR) for accuracy and RN /LPN verification (verification dependent on agency policy). ID - is the initial dose the client receives of a particular medication in a hospital/agency, not the first time the student gives a medication.
- Nursing faculty or RN/RPN/LPN preceptors must supervise the preparation and administration of all medications, fractional doses, narcotic or controlled drugs until the nurse educator or RN/RPN/LPN preceptor feels the student has successfully demonstrated competency and consistently follows the 7 rights of medication administration. (IHA Policy AU1100 and Practice Education Guidelines for BC)
- Medications dependent on laboratory values must have the dose verified by nursing faculty, a Licensed Practical Nurse or a Registered Nurse. (IHA Policy AU1100)
- The preparation and administration of the following medications **require direct nurse educator or RN/RPN/LPN preceptor supervision each time the medication is given.** The medication administration record is to be co-signed by the nurse educator or RN/RPN/LPN preceptor who has verified that the drug and dose is correct.
  - oral and parenteral anticoagulants
  - insulin
  - digoxin in pediatrics
  - fentanyl patches
  - IV therapy / blood products



- For more information refer to the Practice Education Guidelines for BC “[Medication Administration](http://www.hspcanada.net/docs/peg/4_5_medicationadministration.pdf)”  
[http://www.hspcanada.net/docs/peg/4\\_5\\_medicationadministration.pdf](http://www.hspcanada.net/docs/peg/4_5_medicationadministration.pdf)

## Narcotic Administration Limits and Conditions

- When a fractional dose of a controlled drug is prepared by a student, the discarded portion must be witnessed by a RN/RPN/LPN or nurse educator. Students are not permitted to be the co-signer.
- ‘Unofficial’ narcotic counts may be done by students, but must be followed by regular end-of-shift narcotic counts by agency employees (usually RN, RPN or LPN).

## Naloxone Administration

Please be advised that in response to the current opioid overdose public health emergency, all School of Nursing students have had the following change in their scope of practice:

***All School of Nursing students are permitted to administer STAT naloxone in community practice settings to clients with suspected opioid overdose. Students must have completed the SON approved training and follow practice agency policy and protocol in order to administer naloxone.***

### **Of Note:**

- This policy has been designed primarily to address student practice in community settings and is therefore ***not applicable to the acute care setting***
- Students in practice settings are to administer naloxone provided by the practice agency ***only***
- Students wishing to obtain a personal THN kit can present their certificate of completion to the Practice Lead, however, ***are not*** to use this kit in the practice area
- SON approved training can be found at: <http://www.naloxonetraining.com/training>
- Students have opportunities to practice in the lab in semester 3.
- Training takes approximately 15-20 minutes to complete and is to be done on student’s own time (clinical time is not granted for this). Please print a certificate of completion at the end.

### **Student Responsibilities:**

- Complete the SON approved training and print off certificate of completion (all current semester 3 students)

- Present your certificate of completion to your clinical instructor on your first day of orientation
- ***Be informed of all practice agency policies and protocols related to naloxone administration and operate within these policies***

#### Faculty Responsibilities:

- Complete the SON approved training
- Check all students' certificates of completion on the first day of orientation
- ***Be aware of all practice agency policies and protocols related to naloxone administration and communicate this to students***

### **Intravenous Therapy Limits and Conditions**

- PN Students may perform IV maintenance after they have completed the appropriate theory and lab practice and have nurse educator supervision in the practice setting.
- IV medications and venipuncture are considered within the scope of LPN practice according to the BCCNP, however, individual health authorities may not have a current practice policy for this skill (see BCCNP Scope of Practice document at [www.bccnp.ca](http://www.bccnp.ca))

### **Blood Component Administration – Limits and Conditions**

Beginning in Semester 3, PN students may participate in transfusion practices (i.e. provide general care, monitor vital signs) if they:

- Have completed the theory in their education program
- Have previously practiced the skill in the lab or clinical setting
- Are deemed competent by the RN/LPN responsible for regulatory supervision

Student PNs: provided the above conditions are met are permitted to:

- Transport blood components / blood products
- Monitor a stable patient during transfusion

Limitation: student PNs cannot be the 2<sup>nd</sup> person verifier or INITIATE the transfusion.

### **Immunizations Given by Student Nurses (BCCNP PN restriction)**

PN students CANNOT give any immunizations to clients until they have successfully completed their programs and licensure as an LPN in BC AND have successfully completed the CDC Immunization program.

## Miscellaneous Practice Policies and Guidelines

- Students may witness Admission to Hospital Consents, Privacy of Information Consents as well as Patient Effects and Valuables documents.
- Verbal or Telephone Orders from authorized professionals\* may be accepted beginning in CPE 4 and only in the following circumstances:
  - The situation and patient circumstances necessitate it (i.e. there is no other option)
  - The nurse educator or LPN preceptor/field guide hears the order directly as well (via speaker phone, 3-way teleconferencing, or in person).
  - The LPN/RN verifying the order co-signs the order.

\* Health professionals listed to give orders to registered nurses under the Health Professions Act are dentists, midwives, naturopaths, physicians, podiatrists, pharmacists, certified practice Registered Nurses and Nurse Practitioners.

- Beginning in CPE4, students may transcribe and/or check orders when:
  - they are directly supervised by a nurse educator or LPN/RN preceptor/field guide
  - the work is checked for accuracy by the nurse educator or LPN/RN preceptor/field guide.
  - the orders and/or MAR's are checked and initialed as correct by the nurse educator or RN preceptor / field guide.

## Library/Resources of Practice Agencies

Students must have the expressed permission of the agency in order to borrow resources and/or use photocopiers.

## Consolidated Practice and Preceptorship Placements

Students in the PN program will have clinical placements in a variety of settings in Williams Lake, and surrounding areas. **Students may be expected to travel to locations other than Williams Lake, usually starting in Semester 2 of the program at their expense.** Students in semesters 1 to 4 are in instructor-led practice groups in particular agencies as predetermined by nursing faculty in order to engage students in nursing in a variety of contexts to facilitate graduate ability to meet the *Entry to Practice Competencies outlined by the BCCNP*: ([https://clpnbc.org/Documents/Practice-Support-Documents/Entry-to-Practice-Competencies-\(EPTC\)-LPNs.aspx](https://clpnbc.org/Documents/Practice-Support-Documents/Entry-to-Practice-Competencies-(EPTC)-LPNs.aspx)).

Practice placements are organized by the instructors according to the needs of student learning and facility/agency availability. Occasionally, agencies are overbooked with students and agencies in other regions, towns and cities are sought. Instructors will do

their best to assist placement options that present the least amount of financial burden on the students. Additionally, students may also be expected to attend practice shifts in the evening, weekends, 12-hour shifts, and they must adjust their schedules accordingly.

***All students who are expected to travel to locations other than Williams Lake throughout the program are responsible for accommodation and travel expenses. Students can expect to be placed in agencies outside their campus of origin at least once (Preceptorship).***

#### **Preceptorship Placement request process:**

- ***STUDENT MUST NOT CONTACT FACILITIES DIRECTLY***
- Students will be asked to provide a placement request for Preceptorship at the end of CPE 3 to the Preceptorship faculty.
- This request will include the top three (3) choices for that student, including:
  - City or town, facility name and specific unit (if relevant).
  - Eg. “*Williams Lake, Cariboo Memorial Hospital, Emergency dept*”

#### **NOTE:**

**Placement requests within BC** are normally submitted 4-6 months ahead of practicum start date

**Placement requests beyond BC** are normally submitted 8-12 months in advance of practicum start date to ensure legal contracts are in place between TRU and the agency

## **Health and Safety Policies**

### **Fire Emergency**

In the event of an emergency evacuation/fire alarm DO NOT PANIC. Evacuate the building, following the instructions given by the designated fire warden and/or alternate.

More information is available at [TRU Fire Emergency Procedures](#)

## **TRU Respectful Workplace and Harassment Policy – ADM 06-0**

At Thompson Rivers University (TRU) we believe that all employees and students have a right to work and study in an environment that asserts and supports their fundamental rights, personal worth, and human dignity. Under the B.C. Human Rights Act, every person has the right to freedom from harassment, and TRU acknowledges its responsibility in protecting this freedom. TRU will not tolerate harassment in any form, and considers it to be a serious offence subject to a range of disciplinary measures.

If students, faculty, or staff believe they are being harassed, contact the TRU Harassment Advisor (Local 5800).

More information is available at [TRU Respectful Workplace and Harassment Prevention Policy](#)

## **WorkSafe BC**

Students enrolled in Nursing Practice courses are covered by WorkSafeBC in British Columbia under the *Worker's Compensation Act*.

Students in practice at agencies located outside of BC are NOT covered by WorkSafeBC. However, each province has the *Worker's Compensation Act* that covers accidents to workers. TRU has a Student Accident Insurance Plan plus you should make arrangements for additional insurance independently when you have a practicum outside of BC.

## **Injury or Incident during Practice or in the Nursing Resource Centre**

A **work-related injury, incident/disease** is one that arises out of and in the course of employment (students in practice courses) or is due to the nature of employment. For a disease, this means that the disease contracted must be caused by the work or the work environment in order to be covered by *WorkSafeBC*. This includes blood borne pathogen or body fluid exposure.

### **Reporting an Injury, Incident, Blood Borne, or Communicable Disease Exposure:**

Any injury, incident, blood borne pathogen, or communicable disease exposure that results in a worker (student or faculty) receiving medical attention or time-loss from work must also be reported to *WorkSafeBC*.

If a worker (student) is injured on the job (in practice), the worker (student), employer (TRU), and the worker's treating physician MUST report the injury or incident to *WorkSafeBC* and TRU Occupational Health & Safety (OHS) within 3 business days.

1. An injury, incident, blood borne, or communicable disease exposure needs to be reported to the faculty member immediately
2. Seek immediate treatment if necessary. The student can go to the Emergency Department or a physician's office/clinic. Inform the physician that this is a work-related injury, incident, or exposure.

\*\*\* A needle stick or blood splash incident must be reported to the Emergency Department ASAP. If there is a high risk of being infected with a blood borne pathogen, treatment must be started within 2 HOURS of exposure\*\*\*

3. The faculty is to inform the PN Chairperson of the incident as soon as possible.
4. Forms need to be completed within a specific time frame and submitted to specific personnel. Copies of all forms need to be included in the student's file and forwarded to the PN Chairperson

### **Blood Body Fluid Exposures (BBFE)**

**Definition:** An employee or student/faculty with:

- A parenteral exposure (e.g., needle stick or cut) or mucous membrane exposure (e.g., splash to eye or mouth) to blood or other body fluids.
- A cutaneous exposure to blood or body fluids when the exposed skin is broken, cracked, abraded or afflicted with weeping or open dermatitis.

In the event of a BBFE students/faculty working in Interior Health facilities are to follow the following steps immediately. Students working outside of IH must consult the agency policy and procedure for exposure to blood borne pathogens. The following guidelines reflect the Center for Disease Control and IH Workplace Health and Safety Policy and guidelines

### **TRU Reporting:**

[http://www.tru.ca/hsafety/incident\\_reporting.html](http://www.tru.ca/hsafety/incident_reporting.html)

If a student injures themselves and / or is exposed (i.e. BBFE, TB etc.), the student (with help from faculty) must:

1. Complete [Worksafe BC Form 7- Apprenticeship/ Practicum Report of Injury or Occupational Disease](#).
2. Complete the [TRU Incident Report form](#)
3. Complete the SON Unusual Occurrence Form (Appendix H)
4. Scan & send copies of Worksafe BC Form 7 & TRU incident form to:
  - Gord Maurits, OH&S [gmaurits@tru.ca](mailto:gmaurits@tru.ca). **Within 3 days**. He will report any student injury / incidents to the Ministry of Advanced Education who will send to *Worksafe BC*. This will allow any follow up costs to be covered for the student in the event further treatment needs to happen

- Scan & send copies of all 3 forms to the PN Chairperson, Michelle Borgland [mborgland@tru.ca](mailto:mborgland@tru.ca)
5. Ensure a copy of the unusual occurrence form is included in the student's file.
  6. Provide the student with a copy of any documents sent on their behalf
  7. Inform any care providers that this is a work-related injury/ incident/exposure

If a faculty member injures themselves and / or is exposed (i.e. BBFE, TB etc.), they must:

1. Complete [Worksafe BC Form 6A: Report the injury/incident/exposure](#) (in addition to the above)
2. Complete the [TRU Incident Report form](#)
3. Forward these forms to [gmaurits@tru.ca](mailto:gmaurits@tru.ca) within 3 days.
4. Inform any care providers that this is a work-related injury/ incident/exposure
5. Inform the PN chairperson Michelle Borgland [mborgland@tru.ca](mailto:mborgland@tru.ca)

## Immediate First Aid and Management

1. Seek assistance from fellow staff member if necessary.
2. Apply immediate first aid:
  - a. Reduce contamination by washing the wound with soap and water or flushing blood from eyes, mouth or nose with large amounts of clear water.
  - b. If blood gets on the skin but there is no cut / puncture / abrasion, just wash thoroughly with soap and water. This is not considered an exposure and no report or follow-up is necessary.
3. Immediately report the incident to your faculty (or unit manager/preceptor if appropriate)
4. Report to Emergency. *You will need the client's full name, patient's PHN and birth date.*  
In the ER, the student may have bloodwork drawn and / or be counselled regarding post exposure prophylaxis / anti-retroviral therapy. **Please note: To be most effective this therapy must be started within 2 hours of exposure.**
5. The nurse in charge / case manager will:
  - Complete a source risk assessment (In IH, the form is available on InsideNet (also see appendix)
  - Obtain source consent for blood work (if source is known and / or available)
  - Document the source's consent for bloodwork / completion of bloodwork
  - Forward the risk assessment to the Emergency department where the student is reporting.

Sources:

<http://insidenet.interiorhealth.ca/infoResources/forms/Documents/807471.pdf>

[Practice Education Guidelines for BC: Workplace health and safety](#)

## **Reporting/Recording Unusual Occurrences Involving Client Safety**

Any student who is responsible for, witnesses, discovers an unusual occurrence involving client safety, including medication errors or unsafe practice on any unit, is required to complete an agency unusual occurrence form (sometimes called an incident report or patient safety learning event) as well as any required TRU forms. To ensure that learning happens, the student along with the nurse educators, are to:

- explore potential causes of error and its relevance to current educational practice
- explore strategies in order to prevent a reoccurrence of the error, if applicable

### **In the Event of an Unusual Occurrence / Incident in a Health Agency (Including Medication Errors)**

#### **The Student will:**

- Ensure client safety (Examples: assess vital signs/neuro signs, physical well-being, etc., assess for medication adverse reactions, assess client for any untoward outcomes as a result of the unusual occurrence) and follow agency policy for reporting and follow up of events
- Notify the nurse educator and the responsible RN / LPN as soon as possible
- Notify the physician responsible for the involved client.
- With the assistance of faculty complete the necessary agency forms:
  - In IH this is referred to as a 'Safety Event Report'. It is part of the provincial Patient Safety & Learning System (PSLS).
  - TRU School of Nursing Unusual Occurrence Report form. (See Appendix G). Include the PSLS report number
- Ensure that the appropriate agency personnel are aware of any follow-up.

#### **The Nurse Educator will:**

- Assist the student to ensure client safety and to follow agency policy for reporting and follow up of events
- Support the student to notify the RN/ LPN / PCC / manager and/or physician, as necessary.
- if necessary direct students to TRU counselling services
- Assist the student in filling out forms
  - In IH this is referred to as a 'Safety Event Report'. It is part of the provincial Patient Safety & Learning System (PSLS).
  - TRU School of Nursing Unusual Occurrence Report form. (See Appendix G). Include the PSLS report number
- Sign / witness the agency & SON forms indicating awareness of unusual occurrence. There is space in the PSLS reporting system for the faculty member's name



- Report any serious incidences / multiple medication errors to the Chairperson, Nursing.

***Students who have safety concerns while in the community are encouraged to leave the situation immediately, and to follow up with their preceptor and nurse educator.***

## **SON Student Activities and Organizations**

### **Class Representative**

**A class rep is chosen by the class student group to represent them on the various committees listed below in addition to being an active voice in the day to day educational experiences of campus life. Reps can be chosen in multiple roles or for specific duties as per the class wishes.**

### **School of Nursing Committees**

Student participation is welcomed and encouraged on SON Committees. Requests for formal representation on SON Committees will be notified of vacancies in September and as positions become available. Examples of committees are:

- *Program Evaluation Committee* - The mandate of this committee is to collect information about the PN program at various points in the program from a variety of sources. This includes students, employers, preceptors, clients, graduates. This data is analyzed and used to inform changes to the curriculum and it is used to guide us in achieving the standards for program recognition by BCCNP.

### **Williams Lake Campus committees**

The Williams Lake Campus has a number of local committees dedicated to reviewing, maintaining and improving our programs. Student input and feedback is essential in this process. The following committees include the main decision-making bodies on the campus that students have active voices on:

- *Health Education Advisory Committee* - This committee is made up of stakeholders (employers, nurses, and students) and serves to provide the School with information about societal and health trends that shape the offering of the TRU Williams Lake Nursing Programs.
- *Williams Lake Campus Council* – This committee reports on activities, events and

issues on campus.

- *Wellness & Diversity Committee* – Campus wellness activities with a view of diversity and cultural safety.
- *Occupational Health & Safety Committee* – monitors, implements and evaluates our health and safety issues and processes.

## Appendices

### Appendix A: TRU SON General Marking Criteria for Scholarly Papers

**A Paper:** In summary, an **A paper** is work of exceptional quality that demonstrates excellent comprehension of topic, sound critical thinking, and considerable effort and personal involvement with the topic. An A paper demonstrates the following qualities:

- The paper is very well organized.
- Topic is clearly defined and the writing flows easily with logical sequencing of points/issues.
- The content is tightly focused on the topic.
- The content includes clearly defined and accurately used relevant definitions.
- Excellent use of relevant literature is included and there is evidence of initiative and industry in reading background (original sources, recent and relevant research, critical essays).
- The topic is broadly perceived in relation to the nature of the assignment; manifests that the writer is well informed; reflects intellectual curiosity.
- Theoretical data/material is clearly used and effectively presents viewpoint.
- Conclusions and inferences are clearly established, appropriate and justified by data presented or reference used.
- Format is consistent and appropriate throughout.
- Writing is tightly constructed, clear, with not pretentious phrasing, is non-repetitive, well-edited, with pertinent examples.
- Correct APA style with good integration and accurate documentation of references.
- Punctuation, spelling and grammar is problem-free.

**B Paper:** In summary, a **B paper** reflects good quality work with no major weaknesses. There is evidence of critical thinking, adequate comprehension, and personal involvement in the work. The following qualities represent a B paper.

- The paper is quite well organized.
- The topic is adequately defined, and the writing generally flows easily with logical sequencing of points and issues.
- Content is focused on topic.
- Critical definitions are included.
- There is good use of relevant resource materials.
- Topic is more narrowly perceived, but the subject/topic is adequately covered.

- Generally, uses theoretical data appropriately in developing the paper; somewhat less scope in theoretical and/or conceptual support.
- Conclusions/inferences generally supported by appropriate data.
- Format is generally appropriate.
- The paper is generally well constructed.
- Correct use of APA style with reasonably good integration and accurate documentation of references, and Punctuation, grammar and spelling are generally good.

**C Paper:** In summary, a **C paper** reflects adequate or average work, a fair level of comprehension of the topic but some weaknesses in content. There is minimal evidence of critical thinking, personal involvement with the topic, and use of the literature. The following qualities represent a C Paper:

- There are some problems with the organization of the paper.
- There are weaknesses in the sequencing of points/issues with missing linkages between and within paragraphs.
- Some of the content is off topic but in general remains focused.
- Some relevant definitions are missing.
- There is either limited use of relevant literature or over-use of references.
- There is evidence of a more superficial approach to the assignment, with a fair coverage of the topic but a tendency to only touch on some ideas (detail lacking).
- There is evidence of the use of theoretical data, but application is unclear or inaccurate in some areas.
- Some conclusions and inferences are inadequately supported by the data/references.
- Format is generally adequate with some inconsistencies.
- Problems with over-repetition of ideas, inadequate examples, some areas lack clarity.
- Occasional problems with APA style and integration/documentation of references.
- A few problems in punctuation, spelling, and/or grammar.

### **D and F papers:**

In summary, D or F papers are seriously flawed and have no evidence of critical thinking or understanding of the topic. There is usually incorrect or absent information, little evidence of research and/or adequate use of the literature, multiple punctuation, grammar, APA, and spelling errors, as well as poor overall structure.

## Appendix B: TRU SON Expectations and Guidelines Relating to APA Style for Student Scholarly Papers

TRU School of Nursing requires the use of the American Psychological Association (APA) style for written assignments. Students are to refer to the [Publication Manual of the American Psychological Association](#) (APA) for information regarding how to organize a scholarly paper, express ideas, reduce bias in writing, use correct grammar and punctuation, how to cite references within the text of a paper, and how to create a reference list.

The information found in this handout identifies TRU SON acceptable modifications to **7<sup>th</sup> edition** of the APA Manual and a few pointers to get students started. Students should refer to specific Course assignments for specific APA requirements. Students should know that APA information is available through a text book and many free on line abbreviated resources including some from the [TRU library](#). Below are some general instructions to get you started.

### 1. [General Instructions](#)

- Papers must be typed with a consistent font throughout the paper. Font can include any of the following: 11 pt. Calibri, 11 pt. Arial, 10 pt. Lucinda Sans Unicode, 11 pt. Georgia, 12 pt. Times New Roman, or 10 pt. Computer Modern.
- 2.5 cm (1 inch) margins on all sides.
- Double-space throughout the paper including the title page and reference list
- The title page should seven pieces of information: title of the paper (bolded), author(s) full name(s) and / or student identification number, institutional affiliation, course name and number, instructor's name, assignment due date. Refer to title page example in this Appendix.
- Page numbering begins on the title page in the upper right-hand corner.
- APA Style and grammar guidelines can help you figure out how to use commas, hyphenation, spacing after a period
- See [sample student paper](#)

### 2. Headings, Abstracts and Table of Contents

- If [headings](#) are required in your paper, remember they serve as an outline for the reader. The length and complexity of your paper will determine the number of headings used.
- All topics of equal importance have the same level heading throughout the paper.
- The introduction section of the paper does not require a heading as the title of the paper is assumed to be the introductory heading.
- a. Abstracts are not required unless they are specifically asked for in the in assignment criteria.
- Table of Contents are not required unless specifically asked for in the assignment criteria. The APA Manual does not include formatting for Table of Contents. Refer to the example in this Appendix for formatting.

- Thompson Rivers University Library. APA 7<sup>th</sup> Edition in Nutshell  
[https://libguides.tru.ca/ld.php?content\\_id=35139598](https://libguides.tru.ca/ld.php?content_id=35139598)

### 3. In-text Citations

- An easy way to decide if you need to provide a citation is: If its not your idea, it needs referencing.
- When directly quoting another source, use double quotation marks around the text, and include the author, year, and page or paragraph number in parenthesis at the end.
- If the quote is 40 words or more, block the quote and omit the quotation marks.
- If paraphrasing an individual's work, quotation marks are not required, however the author and year are necessary.
- When there are 2 authors, use "and" in text and "&" inside parentheses. For example: Kerry and Jones (2007) noted... but ... The results indicated a significant relationship (Kerry & Jones, 2007).
- If there are 3-5 authors, name all of the authors the first time the reference is used. Subsequent citations only require the first author followed by "et al." and a year.
- If there are 6 or more authors cite only the last name of the first author followed by "et al." and the year.
- When a publication date is not available, write n. d. in parenthesis after the author(s).

### 4. Reference List

- a. Order references alphabetically by authors surname
- b. The first line of the reference source is aligned with the left margin. The second and subsequent lines of the reference source are indented 2.5 cm.
- c. All sources cited within the paper must be included in the reference list.
- d. If you are using multiple works from the same author, the date of publication determines the order in the reference list. The earliest publication is listed first.
- e. electronic sources each require specific referencing and is different from print sources.

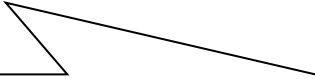
### 5. Appendices:

- If using an appendix, it must be correctly cited and discussed in the body of the paper.
- Page numbering continues throughout the appendices.
- See Sample Table of Contents re format for listing Appendices in the Table of Contents page.

### Reference

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

RUNNING HEAD: Title of paper



You should have a running head and page number on every page of your paper. **Only write “Running head” on the title page.** The running head is an abbreviated version of your paper’s title (or the whole title). The running head should not be longer than 50 characters, counting letters, punctuation, and spaces between words. It should all be in caps.

### Formatted Title Page Example

Student Name


T00010001

NURS 3500 Section 2

Thompson Rivers University

Faculty Member Name

March 10, 2018



Roughly 1/3 of the way down include, on separate lines, double spaced and centered, the title of your paper, your name, your student number, the course and section number, the institution where you are taking the course, the name of the faculty member, and the date you submitted the paper. **Do not** include an “author’s note” or any other information on the title page.

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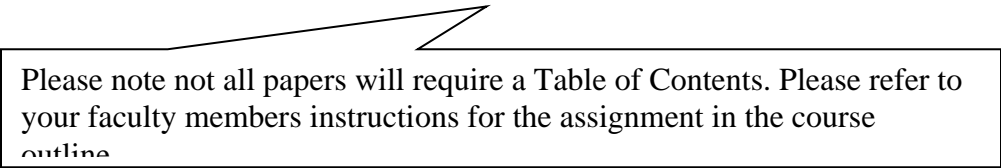
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Please note not all papers will require a Table of Contents. Please refer to your faculty members instructions for the assignment in the course outline

**Appendix C: Learning Contracts - Guidelines for Implementation**

Written evaluations, in the form of practice appraisals, are the primary method of recording students' progression towards professional practice. However, from time to time, learning contracts are considered necessary by a faculty member to clearly



communicate competencies of concern and clearly identify strategies to achieve quality indicators indicative of practice expectations for the course. The learning contract is one method designed to focus student and faculty member attention on practice competencies of concern and specific strategies to promote student achievement of the competencies.

### **Process Guidelines**

1. At the discretion of the faculty member, upon assessing student progress in practice, a learning contract (LC) **may** be initiated. The following are examples of reasons faculty may initiate a learning contract:
  - a. a high-risk or several low-risk incident(s) indicative of student performances that places clients at actual or potential risk;
  - b. a recurring pattern of unacceptable practice identified in previous practice appraisals;
  - c. below minimum student practice performance, or inconsistent performance, in one or several areas;
  - d. unprofessional behavior or actions that create either an unsafe or unsupportive learning environment.
2. Learning contracts may be initiated by the faculty member during a practice rotation or at the end of a practice rotation.
3. The faculty member will consult with the Chairperson prior to initiating a learning contract.
4. In writing the contract, the faculty member will identify the practice area(s), competency(ies) and associated quality indicator(s) of concern from the CPE evaluation form. It is advisable to list the BCCNP LPN standards of practice or code of ethics indications involved as appropriate.
5. Students have the right to invite a support person to be present during any formal practice appraisal sessions (end of practice appraisal interview, meetings to discuss learning contract) between students and the faculty member. Students are required to inform the faculty in advance of the meeting when the support person will be present.
6. Faculty members should make every effort to inform a student of the decision to initiate a learning contract prior to meeting to discuss learning contract competencies and strategies.
7. The faculty member and student develop strategies, in writing, intended to assist the student to become successful in practice during the allotted time frame.
8. The faculty member, in consultation with Program Chairperson, determines a timeframe in which the student ought to demonstrate competent practice.

9. The learning contract is signed and dated by both the student and faculty member and then placed in the student file. The student's signature on the learning contract indicates that the student is aware of the concerns. The student has an opportunity to provide written feedback regarding the contract, if desired.
10. A copy of the learning contract is given to the student and the Chairperson.
11. In rare circumstances a learning contract may be carried over into the next semester at the discretion of the Chair. The chair will notify the next semester faculty member.
12. If the learning contract is in place and the student is, or will be, with a nurse preceptor, the student along with the faculty member will discuss with the preceptor, the specific learning contract strategies to promote student success.
13. Students may appeal a failing grade through the office of Student Affairs. [Appeals Policy ED 4-0](http://www.tru.ca/assets/policy/ed/ed04-0.pdf) <http://www.tru.ca/assets/policy/ed/ed04-0.pdf>

## **Appendix D: TRU School of Nursing Unusual Occurrence Report**

\*This form must be completed by both the student and faculty member

1. Describe the nature of the incident (e.g., med error; safety concerns for yourself or client; physical, verbal, bullying, harassment, discrimination, or sexual assault).
2. Describe the circumstances surrounding the events as noted on the hospital or agency unusual occurrence form. Include factors identified as being possible causes for the error/incident, i.e., mitigating circumstances. If this is a harassment, bullying or discrimination please refer to: <https://www.tru.ca/careers/hr/respectful-workplace/resources.html>

3. Faculty member's comments (e.g., student's attitude, anxiety level, acceptance of responsibility and access of resources: reporting, counselling etc.).
  
4. Has the student been involved in previous unusual occurrences? If so, were the factors that contributed to the incident similar? Please describe.
  
5. Suggested follow up action (e.g., counselling, further education, referral to TRU health services).
  
6. Student's comments:

Date of incident:

Student's signature:

Date:

Faculty Member's signature:

Date:

N.B.: If available, attach a copy of the agency report form to the TRU SON Unusual Occurrence form.

## Appendix E: Authorization to Disclose Personal Information



# THOMPSON RIVERS UNIVERSITY

### School of Nursing

**NB:** The intent of this consent form is to facilitate timely responses to requests for references. You are not obligated in any way to provide your consent and may withdraw your authorization to disclose personal information at any time.

#### Authorization to Disclose Personal Information (Reference)

I, \_\_\_\_\_ voluntarily consent to the School of Nursing at Thompson Rivers University disclosing personal information regarding my academic and practice performance, my attendance record, and my Grade Point Average in the nursing program, including recognition of service and information from letters in my file, to prospective employers, education institutions and/or Award Adjudicator Panels (who advise you that I have made an application to them) in the following formats:

- a. in a written Nursing Program Performance Summary
- b. in a verbal reference or on a written reference form, from faculty members who have agreed to provide a reference on my behalf

This consent remains in effect until revoked by me in writing.

Student Name (print):

\_\_\_\_\_

TRU Student Number:

\_\_\_\_\_

Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

Form approved by Nursing Council on January 19, 2009

M\Nursing\forms\Authorization to Disclose

## Appendix F: Student Acknowledgement Form



**THOMPSON RIVERS UNIVERSITY**

**THOMPSON RIVERS UNIVERSITY**

**Practical Nursing Program**

I, \_\_\_\_\_, have received a copy of THOMPSON RIVERS UNIVERSITY Practical Nursing Program Student Guidelines.

I, \_\_\_\_\_, have read and understand the guidelines as presented in the THOMPSON RIVERS UNIVERSITY Practical Nursing Student Guidelines.

I further understand that this memorandum of receipt and understanding will be placed on my student file.

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_