



School of Nursing

**TRU OL Nursing
Student Handbook**

2017 - 2018

This Nursing Student Handbook provides students with information regarding TRU Open Division and School of Nursing Policies and Guidelines, as well as information regarding the Curriculum. Students should refer to this handbook throughout the program. The handbook is updated regularly and may be accessed through the learning management system on the RRNP home page and individual course home pages.

Welcome Messages

The Dean, Associate Dean, Nursing Student Advisor, OL Nursing faculty and staff of Thompson Rivers University School of Nursing Open Learning Division, welcome you. We look forward to getting to know you as you spend time studying nursing at TRU OL. Staff and faculty are here to support you in your goal of returning to professional nursing practice.

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TRU School of Nursing

Program Profiles

Return to Registered Nurse Practice Certificate Program

Program Profile:

The Return to Registered Nurse Practice Certificate is a program designed to facilitate non-practicing nurse access to education and supported re-entry to professional practice. Candidates for this program include individuals required by the College of Registered Nurses of British Columbia (CRNBC) to complete courses for re-instatement of licensure or initial registration in British Columbia having been previously registered by a Canadian provincial regulatory authority. The courses (theoretical, laboratory and practice) are intended to reacquaint participants with substantive knowledge, values and skills to support nursing practice decisions and actions within the context of an evolving Canadian health care system and to inspire and support professional growth foundational to maintaining continuing competency. Through active engagement in course learning activities, combined with the self-directed learning activities, this program of study is grounded in the Collaboration for Academic Education in Nursing philosophy, acknowledges the Professional Standards for Registered Nurses and Nurse Practitioners (CRNBC), the Competencies in the Context of Entry-level Registered Nurse Practice in BC (CRNBC) and the individual participants' situatedness and continuing competency plan to promote their readiness to return to practice.

The target audience for this program will have previously held active registration through one of the provincial nursing regulatory bodies and have not been engaged in registered nursing practice for five to ten years. Persons interested in the program that do not have Canadian RN experience or those who have been away from Canadian nursing practice for more than ten years will have an individual assessment by a nursing student advisor. Prior to admission to the program, these potential candidates may be required to complete additional course work or individualized pre-requisites before registering into a course. In such cases an individual learning plan is to be developed in consultation with the Student Advisor in order to support student advising and success.

Curriculum Themes

(adapted from the CAEN Brochure retrieved February, 2008 from <http://www.caen.ca/>)

The curriculum philosophy and the meta and foundational concepts are integral to each course within the RRNP program. Four themes have been identified by the Collaboration for Academic Education in Nursing (CAEN) to serve to organize the curriculum:

- People's Experience with Health
- People's Experience with Healing
- People's Experience with Self & Others
- People's Experience with Professional Growth

To assist students to develop an understanding of the philosophies and concepts in this program that are the Foundational Perspectives by which the CAEN curriculum is informed, and to begin to incorporate this knowledge into their view of nursing and nursing practice, students may wish to complete the Collaboration for Academic Education in Nursing (CAEN) Learning Activity which is available on the RRNP Program Blackboard Site. Please contact TRU_OL_nursing@tru.ca if you have not been provided with your password to access this website.

Qualifying Courses

Profile:

The qualifying courses are designed to facilitate nurses who have obtained their nursing education in countries other than Canada and require additional preparation to meet registration requirements in British Columbia. Candidates for these courses include individuals required by the College of Registered Nurses of British Columbia (CRNBC) to complete courses for licensure in British Columbia. The courses may also be taken by BScN students as transfer credit upon the recommendation and prior assessment by a School of Nursing (SON) Student advisor. The courses include both theory and practice courses and are designed to provide participants with the foundational knowledge, values and skills of an area of practice within an evolving Canadian health care system.

Through active engagement in course learning activities, combined with the self-directed learning activities, this program of study is grounded in the Professional Standards for Registered Nurses and Nurse Practitioners (CRNBC), the Competencies in the Context of Entry-level Registered Nurse Practice in BC (CRNBC) and the individual participants' situatedness and continuing competency plan to promote their readiness to practice.

Candidates for the courses will have a letter of assessment from the College of Registered Nurses of British Columbia or another provincial Registered Nurse association indicating eligibility for registration in British Columbia or Canada upon completion of a qualifying course(s) in practice, or permission of the TRU School of Nursing Associate Dean or delegate. BScN students will have permission from their School of Nursing Student Advisor.

Introduction to TRU – Open School of Nursing Policies, Procedures and Guidelines

It is the student's responsibility to be aware of policies, procedures, guidelines and deadlines in effect during their enrolment in a Thompson Rivers University School of Nursing Open Learning program.

The educational practice policies and procedures for the TRU-OL School of Nursing (SON) Programs include both academic and practice standards and guidelines. These are included in:
TRU-OL Calendar http://www.tru.ca/distance/services/course_calendar.html
TRU-OL Student Handbook <http://www.tru.ca/distance/services/ol-student-handbook.html>
TRU-OL School of Nursing Student Handbook

The section on TRU Academic Policies contains excerpts from key TRU policies. Students are also referred to the TRU OL Student Regulations and Policies
<http://www.tru.ca/distance/services/policies.html>

Students are encouraged to read the most current TRU-OL Calendar and TRU-OL Student Handbook for additional details regarding TRU student academic policies, regulations and procedures.

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. Copies of agency policy and procedure manuals are available on site at agencies.

TRU-OL School of Nursing Admission, Promotion and Progression Policies

Return to Registered Nursing Practice Certificate Program

Program Admission Criteria – RRNP Certificate Program

- A letter of assessment from College of Registered Nurses of British Columbia (CRNBC) for applicants seeking initial registration with or applying for CRNBC reinstatement
- Documented evidence of RN practice / employment history in Canada or elsewhere
- Post-Secondary transcripts sent direct from institution (or a copy requested by student and sent directly from CRNBC)
- A current Criminal Record Check indicating no relevant record
- Requisite skills and Abilities form
- A telephone interview with the Student Advisor

Progression Policy - RRNP Certificate Program

- http://www.tru.ca/_shared/assets/Grading_Systems5647.pdf
- Academic/Career/Development Grading System. In addition, School of Nursing policy requires 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%). See also TRU OL Grading policy:
<http://www.tru.ca/distance/services/policies/newgrading.html>
- Current Criminal Record Check - within 1 year prior to enrolling into NURS 3651
- All Immunizations required for practice placement before enrolment in NURS 3651
<http://www.healthlinkbc.ca/healthfiles/hfile66.stm>
- Current WHMIS and CPR-HPC (or level C) prior to enrolling in NURS 3651
- N95 Mask Fit Testing. Individual students will need to arrange and pay for this expert consultation service if required by placement area prior to enrolling in NURS 3651.
- Complete RRNP Certificate requirements within 3 years of initial course enrolment.

In the event the student requires additional time to complete their program, it is the student's responsibility to maintain the currency of all submitted documentation including, but not exclusive to, the Criminal Record Review and immunization records. Course cancellation and withdrawal dates are advised at time of registration.

Refer to: <http://www.tru.ca/distance/register/info.html> for complete registration policies.

Program Completion Requirements – RRNP Certificate Program

Students are required to complete the program within 3 years of the initial course enrolment.

To obtain their certificate, students must apply for graduation. See:

<http://www.tru.ca/convocation.html>

Qualifying Courses

Admission Criteria – Qualifying Courses

A letter of assessment from College of Registered Nurses of British Columbia (CRNBC) for applicants seeking initial registration with CRNBC

Permission of BSN faculty for BSN students taking the courses as electives/transfer credit.

Progression Policy - Qualifying Courses

- http://www.tru.ca/_shared/assets/Grading_Systems5647.pdf
- using Academic/Career/Development Grading System. In addition, School of Nursing policy requires 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%).
- Current Criminal Record Check - within 1 year prior to enrolling into NURS 2921 or NURS 2941
- All Immunizations required for practice placement before enrolment in NURS 2921/NURS 2941 <http://www.healthlinkbc.ca/healthfiles/hfile66.stm>
- Requisite skills and Abilities form
- Current CPR-HPC (or level C) prior to enrolling in NURS 2921/NURS 2941
- N95 Mask Fit Testing. Individual students will need to arrange and pay for this expert consultation service if required by placement area prior to enrolling in NURS 2921/NURS 2941.
- Complete course requirements within 3 years of initial course enrolment.

Criminal Record Check

Individuals (students) with criminal convictions may not be eligible to take a Nursing Practice Courses since hospitals and other practice agencies have the right to bar individuals with criminal records from practicing nursing in their agencies. The College of Registered Nurses of BC (CRNBC) may deny RN registration to candidates with criminal convictions.

The Criminal Records Review Act (CRRA, 1996) protects children from physical and sexual abuse by making criminal record checks mandatory for people (including nurses and nursing students) in B.C. who work with children under 19 years of age. The CRC process is currently under transition and students will be advised of their responsibilities. If a criminal record is found that possibly relates to physical or sexual abuse of children or vulnerable adults, then CRNBC is informed and the member/applicant provides fingerprints to the RCMP so that an

adjudicator can verify the record and determine risk to children. A relevant record necessitates fingerprinting and this costs an applicant approximately \$50.00.

In addition to the University CRC, some health, social and community agencies require an 'over-the-counter' criminal record check at the local RCMP or police station prior to hiring of new graduates or accepting students for practicum placement.. It is the student's responsibility to meet the requirements of practice agencies with regard to criminal record checks.

The issue of criminal record checks for students in nursing and related programs is a complex one as policies and procedures are being developed. If students have questions related to the information provided, please contact your Student Advisor.

CPR – HPC or C Certification

All students in the nursing program are required to have current **CPR-HPC or C** certification. It is the student's responsibility to maintain re-certification every two years. Maintaining current certification is required prior to enrolling in any in any practice based course. Failure to provide evidence of current certification may result in failure to meet competencies required to progress in the program and result in a NCG grade for the practice course in which evidence of currency was requested.

Prior Learning Assessment and Recognition (PLAR)

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 http://www.tru.ca/_shared/assets/PLAR5678.pdf and the application process is available online at: <http://www.tru.ca/distance/plar-ol.html>

TRU-OL Withdrawal and Cancellation Policies

Thompson Rivers University (TRU) Board recognizes that students may cancel or 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. In the event of a student deciding to cancel or withdraw

from a course or program, the student is to be aware of dates, regulations and policies when registering for a course.

Detailed procedure:

Details regarding the procedures for cancellation and withdrawal is found at:
<http://www.tru.ca/distance/services/policies/registration.html#4.2>

Students cancelling or withdrawing from a course or the program are expected to:

1. Contact student services at <http://www.tru.ca/distance/services.html>
2. Inform the Open Learning Faculty Member
3. Inform/terminate with any agency personnel they may have been engaged with.

TRU-OL Academic Policies

Student Attendance Policy ED 3-1

Some courses may have a teleconference component. Attendance at the scheduled teleconference(s) is required and will be marked either with Satisfactory or Unsatisfactory (S/U). The Return to Registered Nurse Practice Certificate Program course, NURS 3643 Principles and Skilfulness, is a Four-day lab-workshop. Attendance is mandatory.

Academic Integrity Policy ED 5-0 http://www.tru.ca/_shared/assets/ed05-05657.pdf

And

<http://www.tru.ca/distance/services/policies/conduct.html>

See Appendix A for Examples of Academic Dishonesty

Policy

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 an instructor'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 instructor, has occurred.

Please refer to the http://www.tru.ca/_shared/assets/ed05-05657.pdf for detailed information regarding:

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

Student Academic Appeals Policy

ED 4-0 <http://www.tru.ca/distance/services/policies/appeals.html> Policy 7. Academic Appeals

7.1 Student Complaints

If a student has a complaint about a particular course, assignment mark, or OL Faculty Member (OFM), the student should discuss the problem with the OFM as the first step.

If the problem is not resolved or the problem is such that the student does not wish to

approach the OFM, the student should discuss the problem with the director of delivery or designate. If the student is still dissatisfied, she/he should consult with the associate vice-president of Open Learning or the Office of Student Affairs.

7.2 Policy

After going through the student complaints process, students may request a review of a TRU-OL academic decision.

7.3 Procedures: Formal Reviews (Academic Appeals)

- A. Students may request a formal review of a TRU-OL academic decision. Requests for formal reviews (academic appeals) are accepted only after the student complaint process is complete and final letter grades have been assigned. The first step is to discuss it with the manager of Student Affairs. The student will be given a form to complete if she/he chooses to proceed. A request for a formal review of an academic decision must be submitted in writing, together with relevant information and the appropriate fee, to the TRU Office of Student Affairs within thirty (30) calendar days of the date on which the decision was mailed. The fee is refunded if the student's appeal is successful.

The request must include:

1. A clear and concise statement of the decision that is being appealed.
 2. A chronology of events involved in the appeal, including details of attempts to resolve the issue informally.
 3. The desired outcome being sought.
 4. All documentation the applicant wants to be reviewed. Students requesting a review of a decision on work that has been returned to them must submit the original work with their request.
- B. The Office of Student Affairs reviews the request for a formal review and supporting information provided. If the manager of Student Affairs decides there is a reasonable basis for a formal review, she/he forwards the request to the Standing Committee on Academic Reviews.
- C. The manager of Student Affairs does not proceed with a request made more than thirty (30) calendar days after the date on which the decision was mailed, unless the student explains in writing why she/he was unable to submit the request within the time limit.
- D. The manager of Student Affairs may, at her/his discretion, extend the time limit to request a review on any terms the manager of Student Affairs considers appropriate in the circumstances, or may refuse an extension of time and dismiss the request for a review.
- E. The manager of Student Affairs appoints a committee chair and two members, one of whom is an OFM, to serve on the Standing Committee on Academic Reviews.
- F. The committee reviews the information submitted by the student and any other information provided.

- G. The committee, at its discretion, may hold a meeting with the student. If such a meeting is held, the committee may invite any other person(s) it considers appropriate to attend, other than counsel, and the student may attend with a representative of her/ his choosing, other than legal counsel.
- H. After its review, the committee informs the manager of Student Affairs in writing of the decision within thirty (30) calendar days. The committee may rescind or vary any previous academic decisions made.
- I. The manager of Student Affairs informs the student of the decision in writing.
- J. No further reviews are permitted.

Grading System Policy ED 3-5

TRU-OL Grading Policy: <http://www.tru.ca/distance/services/policies/newgrading.html>

Two different grading systems are used in the Nursing programs. 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 with a transcript notation of Complete (COM) or No Credit Granted (NCG). Students are expected to complete a practice self-appraisal during each practice course. Failure to complete the self-appraisal may result in a "NCG" (No Credit Granted) transcript notation. The completed self-appraisal will become part of the student's ongoing practice performance record.

Grades are unofficial until they are entered on the student's transcripts.

For more information on the grading system refer to the current [TRU Calendar](#) or [TRU Grading System Policy ED 3-5](#)

TRU-OL School of Nursing Academic Policies and Guidelines

Student Records

It is the student's responsibility to notify the TRU-OL Student Services Department of changes in address and/or phone number and email. Student services can be telephoned at 1.800.663.9711 (toll-free in Canada) or 250.852.7000 (Kamloops and International) or through email at student@tru.ca See <http://www.tru.ca/distance/about/contact.html> for details.

Electronic Mail

Students will be issued a TRU email account and are expected to maintain an email account. Open Learning Faculty Members and program staff will communicate with students via this method as well as by telephone. Students are expected to check their email on a regular basis and to reply in a timely manner.

Criteria for Written Assignments / Assignments

Marking Criteria for Scholarly Assignments

- See Appendix C for information regarding the marking criteria used by TRU – Open Division Nursing Open Learning Faculty Members.

Format and Style

- A scholarly format is to be followed for all written assignments/ assignments based on accepted convention for grammar, punctuation, style and format. A required reference for format is: American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- See Appendix C for TRU –OL School of Nursing Expectations and Guidelines Relating to APA Style for Student Scholarly Assignments

Submission of Assignments

Assignments must be submitted prior to 5:00 p.m. on the due date unless otherwise noted by the instructor.

When submitting assignments, use student number, unless otherwise directed by the OLFM.

Due dates are set by individual OLFMs and requests for extensions must be made 48 hours prior to the due date.

For every day or portion of a day an assignment is late, one letter grade will be deducted (e.g., "B" to a "B-"). A weekend is considered to be 2 days.

Exceptions include incidents of illness, accidents, or family affliction.

Students should retain copies of all assignments submitted and should also retain graded assignments until final transcripts have been issued.

Reflective Journaling

- Reflective journaling is a required component of nursing practice courses. See Appendix D for additional information regarding Journaling (Reflective Writing) and an example of the Clinical Practice Log.

Examinations

Practice Exams

Some courses may offer a practice exam that will provide a model of what you may expect when the final exam is written for the course. There are different ways you can use the practice exam, but the recommended way is to simulate the experience of the final exam. Once you have completed all the units and have reviewed the course material, set aside a two-hour period to write the practice exam. Do not refer to any textbooks or other resources when you write the exam. Write the entire exam and keep yourself to the two-hour time limit. This method allows you to write the practice exam as if it were the final exam.

After you have completed the practice exam, use the answer key provided to assess your performance. Using this approach will allow you to determine your readiness to write the final exam. If you have any questions about the practice exam or about the answers provided, consult the faculty member.

Final Exams

All regulations and standards governing examinations are contained on the website <http://www.tru.ca/distance/services/resources/exams.html> or in the TRU-OL calendar.

Almost all courses include a final examination as part of the evaluation process and students are required to successfully pass the final examination to receive a passing grade in the course. It is strongly recommended that students complete all course assignments to receive faculty member feedback prior to and in preparation for writing the final examination.

If students choose to write the final examination before completing assignments and receiving Open Learning Faculty Member feedback, and then fail the examination, the course is terminated. Additional assignments will not be graded, and Open Learning Faculty Member support will not be available.

Courses without final examinations may have other evaluation tools that require successful completion for students to receive a passing grade in the course.

The final examination for a TRU-OL self-paced, independent study course may be a supervised written examination or a project examination. Supervised written examinations are held in TRU-OL examination centres in B.C., Canadian Invigilator Network centres in Canada or in other supervised locations arranged by the student. Examination information is provided in the course package and in the course descriptions on the TRU-OL website. Instructions for applying to write examinations are included in a student's confirmation of registration package.

TRU-OL School of Nursing Professional Conduct Guidelines

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 Nursing program will be subject to the provisions of the *Canadian Nurse's Association Code of Ethics for Registered Nurses (2008, June)*, the *CRNBC Professional Standards for Registered Nurses and Nurse Practitioners (2008, June)*, *CRNBC Practice Standards* and the *CRNBC Scope of Practice for Registered Nurse, Standards, Limits, & Conditions (2009, February)*. A student may be required to withdraw from a practicum and from the program, for unethical and/or unsafe conduct.

Refer to:

[Canadian Nurses Association - Code of Ethics](https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/code_of_ethics_2008_e.pdf?la=en) at
https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/code_of_ethics_2008_e.pdf?la=en

[CRNBC Nursing Practice Requirements](https://crnbc.ca/Standards/ProfessionalStandards/Pages/Default.aspx) at
<https://crnbc.ca/Standards/ProfessionalStandards/Pages/Default.aspx>

Students, who in the opinion of the Open Learning 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 School of Nursing Student Advisor.

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.

Ethical and professional behaviour includes respectful communication (verbal, non verbal, electronic, written, etc.) with peers, faculty, health care providers and clients. Ethical and professional behaviour is expected in classroom as well as practice settings.

Professional Conduct

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

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: Failure to respect the rights of other students to express their viewpoints by behaviours such as using profanity and/or disrespectful names or labels for others and ridiculing others for their viewpoints.

Gift Giving/Receiving Guidelines

The CRNBC Practice Standard Nurse- Client Relationships (Dec. 2006, Pub. # 432), provides the School of Nursing with principles that may be applied to the relationships that exist between Open Learning Faculty Members and students. See:

<https://www.crnbc.ca/Standards/PracticeStandards/Lists/GeneralResources/432NurseClientRelationshipsPracStd.pdf>

The Open Learning Faculty Member-student relationship is “based on trust, respect, ... and it requires the appropriate use of power” (CRNBC Practice Standard Nurse-Client Relationships [Pub #432], 2006, p. 1). Professional boundary issues and the inappropriate use of power may arise when gifts are exchanged; therefore faculty and students are discouraged from accepting or giving gifts in the student/faculty relationship.

Confidentiality of Client Information

Confidentiality is an integral part of the professional Code of Ethics and the 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 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 public areas e.g., cafeterias, elevators, public transportation, social gatherings, etc) and using utmost discretion when discussing events within the smaller 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.

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

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

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.

Confidentiality / privacy breaches are taken very seriously and can result in the withdrawal of student privileges, termination of a clinical placement, consequences to the placing agency (TRU SON) and legal action.

For more information refer to the Practice Education Guidelines for BC “Confidentiality of Receiving Agency and Patient Information” available online at:

http://www.hspscanada.net/docs/PEG/2_1_Confidentiality_Guideline_Final.pdf

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 Open Learning 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).
- Open Learning 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 their performance and learning needs in the program.

Authorization to Disclose Personal Information (Reference)

Students who request references from faculty 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 B for the consent form). 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.

Dress Code in Nursing Practice

Students are required to maintain a professional well-groomed appearance in all agency, community and client home settings. Students are required to follow the dress code according to the agency policy in the area in which they are practicing. If students, in the opinion of the OLFM, violate TRU SON or agency dress code policies they will be asked to leave the practice setting.

The following standards are to be followed:

Grooming

- special care is required for personal hygiene, e.g., body odour, halitosis (bad breath)
- do not wear perfume or perfumed products in practice settings (homes, hospitals, agencies, etc.)
- hair must be well controlled and, if necessary, pinned up with a plain clip
- moustaches, beards, and side burns should be of a length that can be completely controlled/contained by a mask.
- Nail care: short, manicured nails, clear nail polish only, false/gel nails are not allowed due to infection control concerns
- No hooped nose or eye brow piercings or stud tongue piercings allowed

Jewellery

- wrist watches are permitted (watch with a second hand is required e.g. non digital)
- plain wedding band is allowed
- plain stud earrings are allowed
- neck chains are not to be worn (safety reasons)
- visible body piercing should be small studs only and kept to a minimum

Where uniforms are not required (e.g., community agencies, client homes, obtaining client assignments from hospitals/agencies):

- all clothing must be washable
- casual business attire is acceptable
- no jeans, low cut tops, halter tops, or backless dresses
- footwear must meet WCB standards for safety – closed heel/toe

Where uniforms are required:

- Uniforms:
 - clean dress or pant suits that are hemmed and wrinkle free
 - uniform fabric must be opaque (not see through)
 - plain style without elaborate frills or embroidery
 - no sleeveless dresses or shirts, no low cut tops
 - length of dresses should be mid-knee or longer
 - no white jeans
 - no long sleeved apparel (e. g. shirts, sweaters, lab coat, hoodies) when providing care to clients (due to infection control) This includes long sleeved tops under one's scrub top
- Footwear:
 - white stockings or socks are recommended
 - shoes of conservative colour, meeting WCB Standards (Closed heels and toes)
 - shoes are to be carried to and from the hospital or agency

Student Identification during Nursing Practice Experiences

All nursing students will be required to have School of Nursing sanctioned identification (ID) (e.g., TRU-OL School of Nursing Identification Badge) while attending any practice experience (Examples: hospitals, health care agencies, homes visits, community agencies). Students will be required to produce their identification as requested by agency security, nursing staff, relevant agency employees or faculty. Agency security or relevant employees (e.g., nursing personnel) have the right to refuse TRU Nursing students access to agency or client confidential documents without School of Nursing sanctioned identification.

A Health Authority may require the student to obtain identification from the Health Authority practice site.

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.

Reference: Practice Education Guidelines for BC “Student/Faculty Identification” available online at: http://www.hspscanada.net/docs/peg/4_1_consent_involve_care.pdf

Guidelines for Clarifying and Resolving Issues

Building Bridges

TRU is currently developing policies related to Student Code of Conduct and Student Complaint Procedure.

Within the School of Nursing, it is recognized that students need to know what avenues exist within the School and the University that serve to promote clarification and resolution of issues. There are a variety of processes available to students within the School of Nursing. The processes identified here serve as guidelines for students with respect to clarifying and resolving course, nurse educator, or program issues.

Student Issues Involving Open Learning Faculty Members and Courses

There is a process students are advised/expected to follow should they have ‘issues’ with individual Open Learning Faculty Members and/or courses. Issues may be concerns about the content of the course, teaching methods, assignments, issues of fairness, or marking processes.

Student Complaints (as per TRU-OL Student Handbook, p. 13)

If you have a complaint about a particular course, assignment mark or Open Learning Faculty Member, the first step should be to discuss the problem with the Open Learning Faculty Member. If the problem is not resolved or the problem is such that you do not wish to approach the Open Learning Faculty Member, you should discuss the problem with the director of delivery or designate.

If you are still dissatisfied, you should consult with the Open Learning, Director of Program Delivery of the Office of Student Affairs.

Academic Appeals: Courses Delivered by TRU-OL (as per TRU-OL Student Handbook, p. 13)

<http://www.tru.ca/shared/assets/formal-academic-appeals-form-26261.pdf>

The first step students should take is to express (speak with, write a letter, send an e-mail) the concern to the Open Learning Faculty Member involved. Communication with the Open Learning Faculty Member is seen as the key to issue clarification and resolution with respect to courses and/or OLFMs.

When the student(s) perceive an issue as unresolved at this first 'level' of intervention, the student is advised to consult with the Student Advisor of the school/department of course origin. The Student Advisor will examine the claim and evidence and, in consultation with the student, may:

1. Explore the issue further with the Open Learning Faculty Member(s) and/or student(s) to determine whether or not action, is warranted
2. Examine options with student(s) on how to proceed –or- advise student(s) of other resources to assist student.
3. Listen to student and take NO action at the request or desire of the student(s).
4. Refer the issue to the Associate Dean.

Following discussion with the Open Learning Faculty Member or Student Advisor, if in the opinion of the student the issue remains unresolved, the student may wish to:

1. Seek further consultation with the Associate Dean

While students occasionally 'talk' to other Open Learning Faculty Members about courses most Open Learning Faculty Members agree that individual students should approach the Open Learning Faculty Member with whom they perceive an issue with respect to course or teaching style. The direct approach (student to Open Learning Faculty Member, Open Learning Faculty Member to student), while challenging, may be a very effective and respectful way of initiating the change process.

- In circumstances where students feel unable to approach individual Open Learning Faculty Members, students may consult (speak with, write a letter, send an e-mail) with the Student Advisor. The Student Advisor may work with the student(s) to explore and further define the issue. Following this exploration, the Program Requisite skills and Abilities form

r and the student may come to a mutually agree upon a plan of action. Various methods exist to foster resolution of the issues to mutual (Open Learning Faculty Member/student) satisfaction: Student Advisor can speak with the Open Learning Faculty Member on behalf of the student, Student Advisor can participate in a mediated conversation between the Open Learning Faculty Member and student, Student Advisor may advise another committee on TRU campus to assist in the resolution of the issue (e.g., Appeals Committee, Harassment Committee).

Student Issues Concerning Program/Curriculum

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

- Course evaluations by students
- Open Learning Faculty Member evaluation of courses
- Program completion questionnaires
- Graduate follow-up questionnaires
- Practice-Place Representative follow-up questionnaires
- Program Advisory Committee

TRU-OL School of Nursing Practice Policies and Guidelines

TRU-OL Learning Contracts

When an Open Learning 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 Open Learning Faculty Member, the student will develop strategies to meet the expected domains and competencies as outlined in the contract. If performance is unsatisfactory at the end of the contract period the student will receive a grade of No Credit Granted (NCG) and the student will be required to withdraw from all Nursing courses.

For more information see Appendix E Learning Contracts: Guidelines for Implementation

TRU-OL Missed Practice Time

Faculty believe 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 nurse. Future employers also place a high value on regular attendance at work. As a result, many employers ask for a record of time missed from nursing practicum courses. Students are expected to attend, and be on time for, all scheduled practice, laboratory, and similar scheduled learning experiences.

1. Students scheduled for a nursing practice experience who become ill and are unable to attend are expected to telephone the appropriate agency **at least one hour** prior to the scheduled starting time.
2. Practice absenteeism may result in a re-evaluation or extension of practicum hours
OR
3. In the event of continued or unexcused absenteeism, the student may receive a NCG (no credit granted) grade for the course.

TRU-OL Attendance at a Conference/Workshop as Practice Time

Conferences and workshops can provide valuable learning experiences for students as opportunities are provided to explore new ideas and create opportunities for knowledge development and skill building within the preceptorship area of practice. It is intended that these experience enhance the student's practice and not compromise successful completion of the practice course.

Students who wish to attend an external agency conference, workshop or other educational events and receive credit for practice time must first negotiate these learning experiences with their Open Learning Faculty Member (OLFM) and agency personnel. The final decision to replace practice hours for attendance at an alternate learning experience will be made at the discretion of the OLFM.

It is the student's responsibility to:

- Discuss the rationale for the alternate learning experience with the OLFM prior to its occurrence.
- Link attendance at the event as a strategy to meet specific goals in the student's learning plan.
- Negotiate with the OLFM possibilities for a post-session discussion or demonstration of learning.
- Be registered in the preceptorship course at the time the alternate learning experience is taking place.

This type of alternative practice hour credit should not exceed 10% of the total number of required hours for the preceptorship.

Adapted from:

Thompson Rivers University School of Nursing *BSN Student/Faculty Handbook 2010-2011*.

Kamloops: Author

The University of Victoria School of Nursing BSN Handbook (2010). Victoria: Author

TRU-OL Transportation and Liability Policy

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 generally not permitted to drive agency vehicles.
- Students are not permitted to transport clients in their own cars.

Liability

Thompson Rivers University carries liability insurance which covers students engaged in required nursing practice under the supervision of an Open Learning 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, not withstanding any insurance coverage which 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.

TRU-OL Policy Student Use of Own Vehicle

Students using their own vehicles for practice activities must be fully aware of the implications for using a personal vehicle for such activities. Students should check with their insurance carriers about the extent of their coverage (e.g., rate class, legal liability and defense insurance).

TRU-OL Policy Student as Passenger

Receiving Agency Staff, medical staff or contracted personnel who have students accompany them in a vehicle, as part of the workday, must be **appropriately licensed** and insured to do so.

When students are passengers in a Receiving Agency vehicle, written authorization from the Receiving Agency and/or Placing Agency **must** be obtained prior to travel.

TRU-OL Student as Operator of Receiving Agency Vehicle

Students are not permitted to operate Receiving Agency vehicles unless authorized **in writing** by a designated manager.

If students are asked to operate a Receiving Agency vehicle as part of their practice responsibilities, both the student and the Open Learning Faculty Member need to ask for clarification of the insurance coverage provided by the Receiving Agency.

Generally, students should not be allowed to operate Receiving Agency vehicles. All potential risks and sound judgment need to be considered in any given situation prior to agreeing to allow the student to operate a Receiving Agency vehicle.

In the event of an incident, accident, or damage to property, staff and students must report the event accordingly.

Adapted from:

Thompson Rivers University School of Nursing *BSN Student/Faculty Handbook 2010-2011*

Kamloops: Author

BC Academic Health Council (2007). *Practice Education Guidelines. Vehicle ride-along/use GL 2-6*. Vancouver: Author.

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.

TRU-OL Immunizations

All TRU nursing students and faculty visiting health care service delivery sites for clinical placements are considered health care staff and should be protected against vaccine preventable diseases. They must follow provincial and Practice Agency immunizations guidelines and policies. 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 schedule on admission to the program.

Proof of immunity status must be available and the practice agency may request it from students and faculty at any time in preparation for or during a clinical placement.

For more information refer to the Practice Education Guidelines for BC “Immunizations” available online at: http://www.hspscanada.net/docs/peg/1_3_immunization.pdf

Influenza Vaccination

Many practice agencies frequently used by the TRU School of Nursing require students to obtain an influenza vaccination annually prior to attending practice experiences.

Failure to provide proof of flu vaccination (upon request and in the event of an influenza outbreak) may result in missed practice time and progression in the program may be compromised.

In the event of an influenza outbreak, 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 physician. Written documentation from the physician is requested when a student cannot be vaccinated because of an allergy.

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.

Provincial Practice Education Guidelines and Health Authority Policies

Practice Education Guidelines for BC have been developed by the Practice Education Collaborative of BC (PECbc), with representation from BC health authorities, BC post-secondary education institutions, and HSPnet.

Many of the TRU-OL SON Practice policies are based on the Practice Education Guidelines of BC.

All of the Practice Education Guidelines of BC are available online at <http://hspcanada.net/managing/content-management.php> (You will need a login) and some can be accessed via direct link below

Guidelines	
Pre-Placement	Evaluation of Placement Experiences
Placement Process - <i>Draft</i>	Professional Behaviour of Students
Criminal Record Search (Criminal Record Check)	Student Practice Issues
Immunization	Usage of Library Services and Resources
Respiratory Protection	Supervision of Students by Staff
Orientation - On Site Faculty	On Site – Safety
Orientation - Students	Personal Conflict & Human Rights
On Site – General	Workplace Health and Safety
Confidentiality of Receiving Agency and Patient Information - <i>Final</i>	Incident Reporting
Identification	Communicable Diseases Outbreak -
Copyright/Intellectual Property - <i>Draft</i>	On Site - Direct Care
Contract Vendor Placements	Consent for Student Involvement in Care - <i>Final</i>
Remuneration/Reimbursement	Autopsy Viewing
Vehicle Ride-Along/Use	Student Scope of Practice
Strike/Job Action	Documentation by Students - <i>Final</i>
	Medication Administration
	Orders - verbal/written

TRU-OL Specific Limitations and Policies for Students in Nursing Practice

The following policies guide practice as students progress through the program. Nursing students and returning RNs are required to familiarize themselves with the medication, psychomotor skill theory and other related policies for each agency to which they are assigned for nursing practicum experience. Nursing students are required to adhere to the guidelines and policies in this handbook.

Students must complete the required theory and psychomotor skill practice prior to performing psychomotor skills in the practice setting.

CRNBC Scope of Practice for Registered Nurses

<https://www.crnbc.ca/Standards/Lists/StandardResources/433ScopeforRegisteredNurses.pdf>

Restricted activities are clinical activities that present significant risk of harm to the public. As such they are reserved for specific health professions only. In terms of Registered Nursing practice this means that some of these activities fall within our practice and we can perform them independently (without orders) using our knowledge and decision making processes. Some of these activities will have limits and conditions applied to them. Some restricted activities require orders from authorized professionals before nurses can carry out the action.

Limits and conditions can also apply to restricted activities that require an order. Designation of these activities to certain health professions and whether or not limits and conditions apply are in place to ensure public safety.

Students should be aware that there are restricted activities for registered nurses 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 instructor and / or preceptor and
- if the action falls within the school and agency policy.
- For example: applying and maintaining restraints does not require an order but the student will have consulted their instructor / preceptor, have some understanding of the implications of restraint use and confirm the agency policy about use of restraints

Some restricted activities do require orders. Again students may only perform these if:

- they have some understanding (and in some cases the theory...blood administration, insertion of foley catheter) of their intended action
- they have the guidance of their 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 and if the order seems to be evidence based and takes into consideration the individual client characteristics and wishes and the client has given consent.

TRU-OL Safety to Practice

All nursing students are advised that it is their ethical and legal responsibility to obtain supervision from their assigned nurse 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, nurses may require students to demonstrate skills previously performed.

The guidelines for practice in all Hospitals and Community Agencies are the policy and procedure manuals of the facility or agency. The student is responsible and accountable for abiding by the policies and regulations of any institution visited for the purpose of educational practice.

Psychomotor skills testing of selected skills must be successfully completed in the Nursing Learning Resource Centre 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.

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 Open Learning Faculty Member/preceptor for supervision/guidance. If the Open Learning Faculty Member/preceptor is not available, a responsible RN is to be consulted and the situation reported to the Open Learning Faculty Member.

Students in nursing practice courses who are deemed to be unsafe in the practice area may be asked to leave the practice area and must report to the Student Advisor.

Refer to the CRNBC Web site: <https://crnbc.ca/Standards/Pages/Default.aspx> for the CRNBC Standards of Practice Documents:

1. CRNBC Professional Standards for Registered Nurses and Nurse Practitioners
2. CRNBC Practice Standards
3. CRNBC Scope of Practice Standards

Refer to the CRNBC Web site for the CRNBC Fitness to Practice (2008, May) document. <https://crnbc.ca/Standards/Lists/StandardResources/329FitnessToPractice.pdf>

The following policies guide practice as students progress through a program. Student nurses are required to familiarize themselves with the medication, psychomotor skills and other related policies for each agency to which they are assigned for nursing practicum experience. All students are required to adhere to the guidelines and policies in this handbook. Students also must follow agency policies when administering medications.

- Throughout the program, students must be supervised by their nurse preceptor/mentor or delegated/assigned RN when preparing and giving the following drugs. The medication administration record is to be initialled by the nurse educator/preceptor who has verified that the drug and dose is correct.
 - a. oral and parenteral anticoagulants
 - b. insulin
 - c. digoxin in paediatrics
 - d. medications in labour and delivery
 - e. I.V. bolus or push medications
- 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 verification. ID - is the initial dose the client receives of a particular medication or a change in dose in a hospital/agency, **not** the first time the student gives a medication.

- Throughout the program , students are **NOT** permitted to:
 - a. Verify the dosage or witness a medication administered by a RN.
 - b. Witness narcotic wastage
 - c. Administer I.V. push medications ordered STAT or for urgent and emergent situations.
 - d. Irrigate intravenous lines
 - e. Administer anti-neoplastic medications intravenously
 - f. Do an official narcotic count
 - g. Pick up controlled drugs from the pharmacy
 - h. Witness surgical or procedural consent forms
 - i. Perform “Transfer of Function Skills” - Examples of transfer of function activities include: obstetrical non-stress testing, removal of chest tubes, giving medications via epidural, etc. Only RN’s who have been authorized may perform specialized skills of practice.

Administering Blood Products TRU SON Policy

- Students can assist in the Transfusionist tasks only if they are supervised directly by the Transfusionist. The Transfusionist is ultimately the responsible provider and must be physically present and must co-sign on the client records. Students cannot be the 2nd person verifier. Students should familiarize themselves with the Transfusion Practice Standards available on the ward and their role limitations as a student.

Community Practice Policy TRU-OL SON

The question is frequently raised by nurses in community settings about how much independence they can give a student, particularly around complex aspects of work such as monitoring IVs and medications in the home, advanced wound management, health and lifestyle teaching, health assessments, and pain management, for example. As a broad guideline, preceptors can refer to the TRU-OL Policy on Specialized Skills which is based on BC Academic Health Council’s *Practice Education Guideline on Student’s Scope of practice GL #4-3* found elsewhere in this document.

Specialized Skills Policy TRU-OL SON

Return to Registered Nursing Practice (RRNP) students in Nurs 3651 Preceptorship course may carry out specialized skills after completing/meeting the following criteria:

Some hospitals/agencies require certification for certain skills, such as starting IVs, tending central line dressings, Peripherally Inserted Central Lines and so forth. These skills are sometimes taught in courses outside of the TRU-OL RRNP curriculum. Only students who have met the hospital or agency requirements can negotiate practice of these skills in the clinical/practice setting. Students must be aware of, and abide by, all hospital/agency policies with regard to certification and their own practice. For students to learn and practice specialized skills, the following must be negotiated with the Open Learning Faculty Member and preceptor/unit manager:

Thompson Rivers University – Open Learning
School of Nursing

Students may perform activities only if:

- the performing of the activity in that practice setting is permitted by Receiving Agency policy and practice standards
- the activity is within the scope of practice of the profession
- the supervisor's profession or position is authorized to perform the activity
- the staff/physician/faculty supervising the student in the performance of the activity is competent and qualified to perform the activity
- the student's performance of the activity is under the direct supervision of qualified staff/physician/faculty until judged to be able to safely and effectively perform the activity with a consistent level of competence
- the supervision of the student's performance of the activity continues at a level appropriate to the risk of harm thereafter.

The student may not perform the activity if:

- the performing of the activity in that practice setting is not permitted by Receiving Agency policy and practice standards or
- the student has not had the theory or practice in a lab setting and the supervisor is not available to teach or directly supervise the activity or
- the student's supervisor is not qualified/permitted to perform the activity or
- the student's supervisor does not feel comfortable with the student performing the activity or
- the student's supervisor judges the student is not ready to perform the activity.

NOTE: Some activities must be performed under direct and continuous supervision each and every time as determined by either the Placing or Receiving agencies policies.

In cases where there is a discrepancy between Placing Agency policy and Receiving Agency policy, the more restrictive of the two policies apply.

In the absence of onsite faculty, the final responsibility for the decision as to whether or not the student performs an activity lies with the Receiving Agency staff within policy guidelines.

BC Academic Health Council (2008) *Practice Education Guidelines for BC Student Scope of Practice GL#4-3* Vancouver: Author

TRU-OL Library/Resources of Practice Agencies

Due to the large number of students in a variety of health care programs and the limited resources in agencies, students are reminded to consider the impact of their request for information.

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

TRU-OL Practice Placement Processes and HSPnet

<https://hspnetc.bcit.ca/HSPnet/default.aspx>

Normally practice placements are arranged by the Student Advisor in consultation with the student, OLFMs and the receiving practice agency personnel. Requests for practice placements are generally done by the Student Advisor through the Health Sciences Placement Network (HSPnet), a comprehensive, online practice education management system within a framework of quality improvement and risk management designed to facilitate agency/student achievement of practice-education guidelines, ensure student pre-requisites to practice placements, process affiliation agreements and enhance placement coordination and communication.

To begin the practice placement process students must sign the HSPnet Consent for Use and Disclosure of Student Information. All progression documentation must be received prior to initiation of the practice placement process.

Requesting Information from Community Agencies

Many student assignments and projects can benefit from the information and expertise available at community agencies. Most people are willing to provide learners with information; however, these agencies have busy schedules and need to carry on their business while at the same time assisting students in an organized fashion. The following guidelines will facilitate this process for both students and agencies.

1. 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.)
2. Phone to set up an appointment. Do not just drop in. Before phoning to enquire, prepare the following information:
 - who you are and your program of studies
 - 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)

TRO-OL Reporting / Recording Unusual Occurrences Involving Client Safety

Any student who is responsible for, witnesses, or 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). In collaboration with the Open Learning Faculty Members, students 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

On the recommendation of the Open Learning Faculty Member and Student Advisor, any student considered to be unsafe in the practice area because of frequent occurrences of unusual incidents, such as medication errors, failure to follow policies and procedures, etc., may be:

- assessed for safety to continue practice
- interviewed by the Open Learning Faculty Member and or Student Advisor and/or
- required to withdraw from the Program before the end of the course due to potential safety risk to clients

In the Event of an Unusual Occurrence in a Health Agency

Once the unusual occurrence has been identified:

A. The Student will:

1. 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/or follow agency policy
2. Notify the Preceptor, responsible RN as soon as possible
3. Notify the physician responsible for the involved client. Note physician notification on unusual occurrence form.
4. Complete an online or hard copy of the agency Unusual Occurrence or Medication Error form according to the agency policy and send it to the OLFM (remove client identifiers).
5. Complete the student comment section on TRU-OL Unusual Occurrence Report form (Appendix F).
6. Ensure that the appropriate agency personnel are aware of any follow-up.

NB: Students who have safety concerns while in the community are encouraged to leave the situation immediately, and follow up with their preceptor and Open Learning Faculty Member.

B. The Open Learning Faculty Member will:

1. Assist the student in filling out forms if necessary.
2. Provide the student with necessary counselling and suggested actions for improvement.
3. If a hard copy is available, block out the client's name and photocopy the form and place this copy along with the TRU Unusual Occurrence form in the student's PAF file
4. If applicable, Sign the agency form indicating awareness of unusual occurrence
5. Submit practice agency forms to appropriate people, according to agency policy.
6. Report any serious medication errors or multiple (3 or more) medication errors to the Student Advisor.

The School of Nursing Unusual Occurrence Report can be found in Appendix F.

TRU and School of Nursing Health and Safety Policies

Personal Health and Public Protection

Workplace Hazardous Material Information System (WHMIS)

All RRNP students are required to obtain WHMIS certification prior to entering the program. An online course is available through TRU. For information on enrolling in OCHS 086 contact the TRU Continuing Studies at <http://www.tru.ca/contstudies/courses/healthsafety.html>

TRU Harassment Policy – ADM 06-0

https://www.tru.ca/_shared/assets/respectful_workplace_harrasment_prevention_policy28967.pdf

It is the policy of The Thompson Rivers University (TRU) 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.

WorkSafeBC

Students enrolled in BScN Nursing Practice courses are covered by *WorkSafeBC* in British Columbia under the *Worker's Compensation Act*. Refer to:
http://www.worksafebc.com/claims/claims_faqs/default.asp#Claims%20basics

Students in practice at agencies located outside of B.C. are **NOT** covered by *WorkSafeBC*. However, each province has a *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 out-of-province (BC).

Injury or Incident during Practice or in the Nursing Resource Centre

Work-related injury, incident/disease is one that arises of and in the course of employment (students or faculty 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 injury, incident or blood borne pathogen/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 & Services (OH & S) **within 3 business days.**

Health Authority Agency Reporting

A student or faculty **DOES NOT** report an incident or injury to the health authority as you are considered a as you are a TRU employee.

*******EXCEPTION** If there is a blood borne pathogen exposure to a student/faculty while practicing in IHA, a report needs to be phoned into the IHA Incident Report Line. Please follow the guidelines for students in other health authorities.

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

1. An injury, incident, blood borne or communicable disease exposure needs to be reported to the OL Faculty Member immediately.
2. Seek immediate treatment if necessary. The student can go to the Emergency Department or else 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 report to the Emergency Department within 2 HOURS of exposure****

3. The OL Faculty is to inform the SON Associate Dean of the incident as soon as possible.
4. Forms need to be completed within a specific time frame and submitted to specific personal. Copies of all forms need to be included in the students file and forwarded to SON Associate Dean and the Student Advisor.

Thompson Rivers University Forms

1. OLFM and student complete a TRU SON Unusual Occurrence Report (Appendix F). Put the original form to student's file (include with PAF); provide copies to the student, SON Associate Dean and the Student Advisor.

2. OLFM completes a TRU Hazard/Incident Report Form for all injuries, incidents (exposures) and near miss incidents. Employee Name: TRU-OLFM, Supervisor Name: SON Associate Dean **Send the original form to TRU OH&S OM1475 within 3 days.**

http://www.tru.ca/_shared/assets/hazardandincidentreportform9149.pdf

WorkSafeBC Forms

Only if the student/faculty seeks medical attention (**Emergency or physician, not a First Aider**) then complete the following forms: TWO **WorkSafeBC** Forms need to be completed.

3. Report the injury/incident/exposure to *WorkSafeBC* use Form 6A: Worker's Report of Injury or Occupation Disease This form must be completed on-line by the injured person (**STUDENT or Faculty**) **within 3 days.**
<http://www.worksafebc.com/forms/assets/PDF/6a.pdf>
4. Report the injury/ incident/ /exposure to *WorkSafe BC*, using Form 7: Employers Report of Injury or Occupational Disease This form must be completed by the student's **OL Faculty Member** (employer of TRU-OL), submit to **TRU OH&S within 3 days.**
(Do not submit Form 7 to *WorkSafeBC* as TRU OH&S will forward)

[http://www.tru.ca/_shared/assets/Form_7 -
Apprentice Practicum Report of Injury or Occupational Disease25693.pdf](http://www.tru.ca/_shared/assets/Form_7_-_Apprentice_Practicum_Report_of_Injury_or_Occupational_Disease25693.pdf)

Inform the physician that this is a work related injury/ incident/exposure as they must complete Form 811 for *WorkSafeBC*

Blood Borne Pathogen Exposures (IHA Employee Health and Safety)

Definition of Exposure

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 exposure to a blood borne pathogen students/faculty working in Interior Health Authority facilities are to follow the following steps immediately. Students working outside of IHA must consult the agency policy and procedure for exposure to blood borne pathogens. The following guidelines reflect IHA Workplace Health and Safety procedures.

Immediate First Aid and Management

An employee or student who has experienced a needle stick or blood splash must:

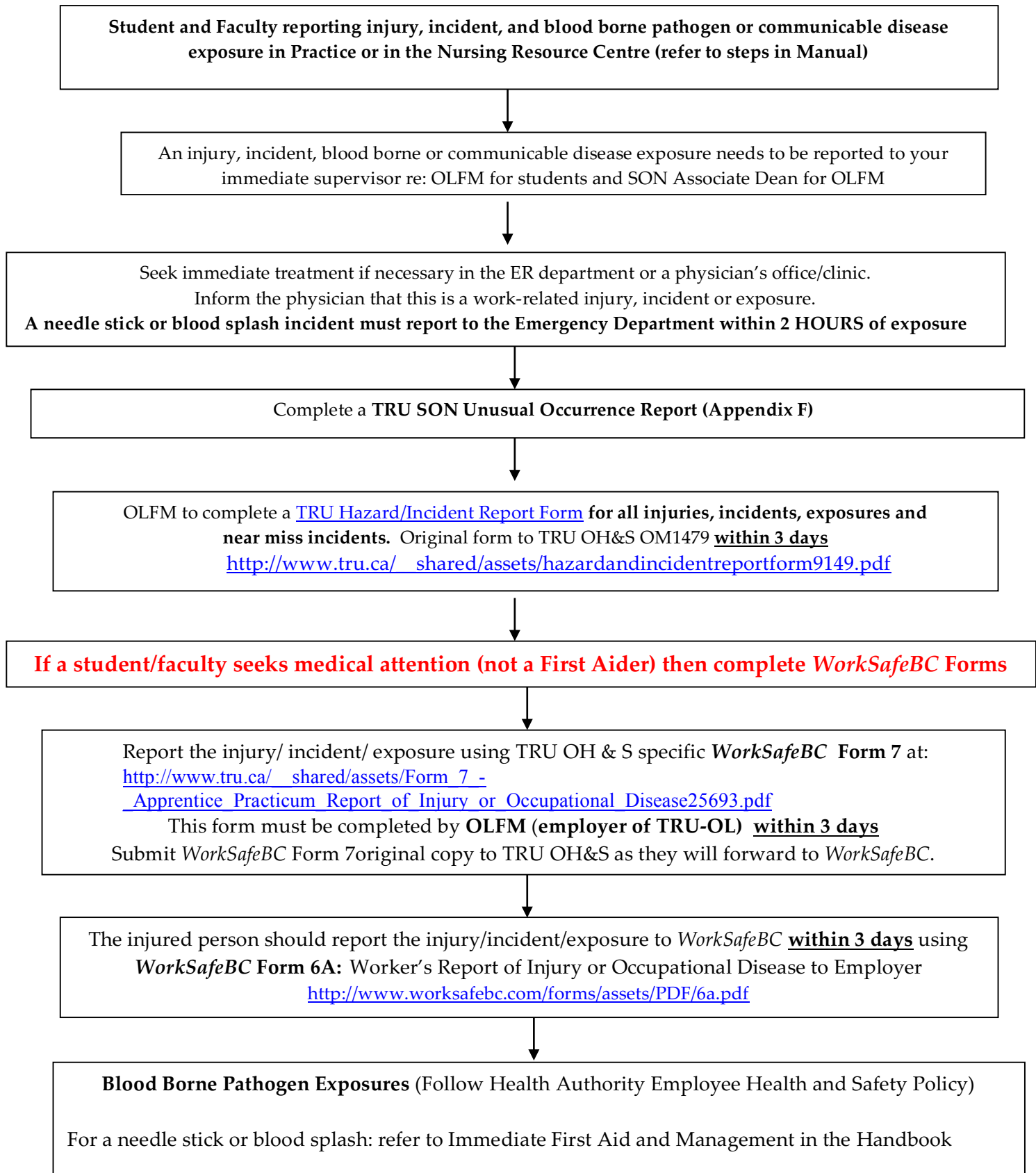
1. Seek assistance from fellow staff member if necessary.
2. Apply immediate first aid:
 - a. Reduce contamination by washing the wound with soap and water or flushing blood from eyes, mouth or nose with large amounts of clear water.
 - b. If blood gets on the skin but there is no cut or puncture, just wash thoroughly with soap and water. This is not considered an exposure and no report or follow-up is necessary.
3. Report the incident to your faculty (or unit manager/preceptor if appropriate) immediately.
4. Report to Emergency. *You will need the client's full name, patient's PHN and birth date.* A source risk assessment will be completed. If the risk is high, someone must arrange consent from the involved client for HIV / hepatitis testing. This may be the physician, your instructor or the Infection Control Nurse or the Patient Care Coordinator on the unit. If necessary you will be offered counselling regarding the use of antiretroviral therapy. **Please note: To be most effective this therapy must be started within 2 hours of exposure.**
5. The student must call the Interior Health Employee incident report line 1-866-899-7999. The Occupational Health Nurse will ensure that all protocols have been followed and the follow up with you if needed. If you are calling after hours leave a message and someone with IHA Workplace Health and Safety will contact you the following day. *They will also need the correct spelling of the involved client, PHN, birthdate.* Again please be clear that you are a student at TRU.

Sources:

IHA inside Net / employee health & safety / occupational health / blood borne pathogen exposures

[Practice Education Guidelines for BC: Workplace health and safety
http://www.hspanada.net/docs/peg/3_2_workplace_health_safety.pdf](http://www.hspanada.net/docs/peg/3_2_workplace_health_safety.pdf)

Injury or Incident during Practice or in the Nursing Resource Centre Quick Reference



N95 Mask Fit Testing

Individual students will need to arrange and pay for this expert consultation service if required by placement area prior to enrolling in NURS 3651 Return to Registered Nurse Practice.

Appendix A

Examples of Academic Dishonesty

Examples of Academic Dishonesty

Cheating

Cheating is an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that the student has not mastered.

Examples:

- a. Copying from another student's test assignment or assignment.
- b. Allowing another student to copy from a test assignment.
- c. Using the course textbook, electronic devices, or other material such as a notebook not authorized for use during a test.
- d. Collaborating during a test with any other person by receiving information without authority.
- e. Using specifically prepared materials during a test (e.g., notes, formula lists, etc.).

Academic Misconduct

Academic misconduct is the intentional violation of TRU academic policies and procedures by tampering with grades, taking part in obtaining or distributing any part of an unadministered test, or by other means of academic deception not explicitly identified in other sections of this policy.

Examples:

- a. Stealing, buying, or otherwise obtaining all or part of an unadministered test or document through the internet.
- b. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
- c. Bribing any other person to obtain an unadministered test or any information about the test.
- d. Entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
- e. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, or other official academic records of TRU which relate to grades.
- f. Entering a building or office or otherwise viewing a test for the purpose of obtaining or examining an unadministered test.

Fabrication

Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples:

- a. Listing sources in a bibliography not used in the academic exercise
- b. Inventing data or source of information for research or other academic exercise.
- c. Submitting as one's own any academic exercise (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.
- d. Citing information not taken from the source indicated.

- e. Taking a test for someone, or permitting someone to take a test for the registered student.

Plagiarism

Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate, and specific footnote references, and, if verbatim statements are included, through quotation marks or block format. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness:

- a. Whenever one quotes another person's actual words;
- b. Whenever one uses another person's idea, opinion or theory, even if it is completely paraphrased in one's own words; and
- c. Whenever one cites facts, statistics, or other illustrative materials from a published source or a lecture when that material is not considered common knowledge.
- d. Citing facts, statistics or other illustrative materials considered to be common knowledge is not considered plagiarism.

Appendix B

Authorization to Disclose Personal Information (Reference)



School of Nursing

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

Authorization to Disclose Personal Information (Reference)

I, _____ voluntarily authorize the School of Nursing at Thompson Rivers University – Open Division to disclose personal information regarding my academic and clinical performance in the nursing program to prospective employers and/or education institutions in the following formats:

- a) in a written 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

Student Name (print): _____

TRU Student Number: _____

Signature: _____

Date: _____

Appendix C

TRU School of Nursing General Marking Criteria for Scholarly Assignments

TRU School of Nursing

General Marking Criteria for Scholarly Assignments

A Assignment:

In summary, an **A assignment** 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 assignment demonstrates the following qualities:

- The assignment is 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, and 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 are problem-free.

B Assignment:

In summary, a **B assignment** 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 assignment.

- The assignment 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 assignment; somewhat less scope in theoretical and/or conceptual support.

- Conclusions/inferences generally supported by appropriate data.
- Format is generally appropriate.
- The assignment is generally well constructed.
- Correct use of APA style with reasonably good integration and accurate documentation of references.
- Punctuation, grammar and spelling are generally good.

C Assignment:

In summary, a **C assignment** 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 Assignment:

- There are some problems with the organization of the assignment.
- 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, and 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 assignments:

Assignments at these levels are seriously flawed and generally reflect poor comprehension of the topic, incorrect or absent information, little evidence of research and/or poor use of the literature, multiple punctuation, grammar, and spelling errors, as well as poor structure.

TRU SON Expectations and Guidelines Relating to APA Style for Student Scholarly Assignments

TRU School of Nursing requires the use of the American Psychological Association (APA) style for written assignments. Students should purchase the *Publication Manual of the American Psychological Association* (APA), 6th edition, published in 2010 and refer to it for information regarding how to organize a scholarly assignment, express ideas, reduce bias in writing, use correct grammar and punctuation, cite reference within the text of a assignment, create a reference list, etc.

The information found in this handout identifies TRU SON acceptable modifications to **6th edition** of the APA Manual. Students should refer to specific Course Outlines regarding additional APA requirements for assignments. The page numbers noted below refer to the *Publication Manual of the American Psychological Association* (6th ed.)

1. General Instructions

- Use 12 point font and acceptable typeface (Times Roman) throughout the assignment (p. 228)
- 2.5 cm (1 inch) margins on all sides
- Use correct spacing and punctuation (pp. 87-90)

2. Title Page

- The title of the assignment is to reflect the essence of the assignment
- Page numbering begins on the title page in the upper right hand corner
- Follow APA guidelines (pp. 229-230)
- Refer to SON example in this Appendix

3. Running Head and Page Headers

- If required by nurse educator refer to APA Manual
- Running heads (pp. 23 and 229)
- Page headers (p. 230)

4. Abstracts

- Abstracts are not required unless specifically addressed in assignment criteria

5. Table of Contents

- The APA Manual does not include formatting for Table of Contents. Refer to the example in this Appendix for formatting.
- Page numbering continues from the title page in the upper right hand corner
- No italics or bolding
- Double space between Level 1 headings
- Single space between other levels of headings
- Level 1 Headings are flush left.
- Level 3 and 4 Headings are indented. (see sample)

6. Levels of Headings

- Purpose is to orient the reader and serve as an outline for the reader (pp. 62-63)
- All topics of equal importance have the same level heading throughout the assignment
- The length and complexity of your assignment will determine the number of levels of headings used (pp. 61-63)

7. Reference list and Citation in text

- Order references alphabetically by author's surname
- Double space within and between references
- List only sources cited in assignment
- All sources cited within assignment must be in reference list
- See quotation of sources (pp. 174-179)
- See reference citations in text (pp. 174-179)
- See citation of personal communication in body of assignment (p. 179)
- See citing and referencing a secondary source (p. 178)
- For detailed information about the Reference list (pp. 180-192)

8. Appendices

- In Canada 'appendices' is correct, 'appendixes' is American English
- If using an appendix, it must be correctly cited and discussed in the body of the assignment (pp. 38-39)
- Page numbering continues throughout the appendices (pp. 229-230)
- See Table of Contents example re format for listing Appendices on the Table of Contents page

9. Additional Resources

- TRU Library has a variety of [Online Reference Resources](http://www.tru.ca/library/guides/citation_styles.html) on their Web site http://www.tru.ca/library/guides/citation_styles.html
- [APA Style: Learning APA Style](http://www.apastyle.org/electsource.html) <http://www.apastyle.org/electsource.html>
- <http://www.apastyle.org/learn/quick-guide-on-formatting.aspx>
- [TRU Writing Centre](http://www.tru.ca/arts/writingcentre.html) <http://www.tru.ca/arts/writingcentre.html>

Reference:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Refer to the TRU examples of Title Page, Table of Contents, Headings, and References that follow.

Sample APA assignment

The Concept of Loss and Its Clinical Application

Jane Doe or Student Number

Thompson Rivers University

Course name and number

Section number

M. Smith (OL Faculty Member name)

Month Day, Year (Date submitted)

Table of Contents

Introduction.....3

Loss and Suffering3

 Definition.....3

 Research Findings.....4

 Impact of grieving on loss.....4

 Health care4

Loss in the Frail Elderly.....5

 Institutionalized.....5

 Community6

 Agencies.....6

Conclusion7

References.....8

Appendices

 A Steps of Operational Definition9

 B Demographic Data.....10

The Concept of Loss and Its Clinical Application
(note: The title is not a level heading)

Introductory paragraph would begin here and continues until the first heading. Note the paragraph is indented. *Publication Manual* (6th ed., sections 3.02–3.03, pp. 62–63)

Centered, Boldface, Uppercase and Lowercase Heading ← (Level 1)
Paragraph begins below, indented like a regular paragraph.

Flush Left, Boldface, Uppercase, and Lowercase Heading ← (Level 2)
Paragraph begins below, indented like a regular paragraph.

Indented, boldface, lowercase paragraph heading ending with a ← (Level 3)
period. Paragraph begins right here, in line with the heading.

Indented, boldface, italicized, lowercase paragraph heading ending with ← (Level 4)
a period. Paragraph begins right here, in line with the heading.

Indented, italicized, lowercase paragraph heading ending with ← (Level 5)
a period. Paragraph begins right here, in line with the heading.

References

- Adlersberg, M., & Thorne, S. (1990). Emerging from the chrysalis: Older widows in transition. *Journal of Gerontological Nursing, 16*(1), 4-8.
- Brower, V. (1992). The right way to die. In H. Cox (Ed.), *Aging* (8th ed.) (pp. 162-164). Sluice Dock, CT: Dushkin Publishing Group.
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- Glueckauf, R. L., Whitton, J., & Baxter, J. (1998, July). Caregivers and coping. *Telehealth News, 2*(2). Retrieved June 10, 2003 from <http://www.telehealth.net/newsletter>
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- McCormack, B. (1996). Life transitions. In P. Ford & H. Heath (Eds.), *Older people and nursing: Issues of living in a care home* (pp. 71-86). Oxford: Butterworth/ Heinemann.
- Old age is not for sissies.* (n.d.). Retrieved from <http://www.senioryears.com/sissies.html>
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- Ryan, M. C. (1993). Loneliness, social support and depression as interactive variables with cognitive status: Testing Roy's model. *Nursing Science Quarterly, 9*(3), 107-114.
- Silverstein, M., & Bengtson, V. L. (1994). Does intergenerational social support influence the psychological well-being of older parents? The contingencies of declining health and widowhood. *Social Science and Medicine, 38*, 943-957.
- TRU School of Nursing (2009). *BSN student handbook*. Kamloops, BC: TRU Printshop.

[Note: This is an example of a reference page. See the APA manual for detailed information about citing sources within your assignment and referencing.]

Appendix A: Steps of Operational Definition

Note this would be the first appendix. The page numbering continues throughout the appendix.

In this sample the next page would be titled: Appendix B: Demographic Data

Appendix D

TRU School of Nursing Reflective Journaling

Appendix D: Journaling (Reflective Writing)

Critical Thinking in Journal Writing

Writing critically involves raising questions, explicating new thinking, and transforming understandings about practice. Through critical reflection there is the potential for developing a heightened awareness by exploring the historical, socio-cultural, political, and economic context that influence nursing practice (some of which maintain the status quo). Individuals are not the only determinants of a situation. The focus shifts from nurses as passive participants to nurses as contributors to people's view of themselves and their understanding of health, healing, and health promotion experiences. Critically re-evaluating experiences is the basis for making change. Nurse educators ask reflective questions to illuminate how interpretations are made and what influences those interpretations. Critical questions go beyond the recall of information and the uncovering of patterns and themes to an examination of the beliefs, values, and taken-for-granted assumptions underlying the experiences, with a view to prompting action.

When students and faculty reflect on what they say and think and find it inconsistent with what they do, an opportunity is created for freedom from habitual responses to situations.

Reflection helps people move to an action-oriented process of making change. Imagining the possibilities for transformation allows one to break out of the taken-for-granted assumptions and generalizations about how the world works.

A number of beliefs and assumptions about critical thinking in reflective journal writing and principles associated with reflective writing follow (Hammond, 1994).

Beliefs and Assumptions about Reflective Writing

1. Reflection can provide links between theory and practice.
2. In reflection we seek connections between theoretical approaches and our own world view.
3. Praxis or reflections in action/practice creates transformative and emancipatory knowledge, that is, realizing what is happening in the midst of action, thus changing the action based on that reflection.
4. Nursing practice is a source of knowledge.
5. Ideas, practices, experiences, and actions are never context-free.
6. Nursing is deliberate, caring, and evolving work. Critical thinkers understand the future as open and malleable, allowing many creative possibilities.
7. Nurses are well acquainted with the suffering experienced by clients and nurses themselves. Modest efforts at making change, often achievable by front-line nurses, do make a difference.

8. Challenging previously accepted beliefs, values, assumptions and behaviours may produce anxiety in the form of resistance, resentment, and confusion, as meaning is made of alternative and the consequences to alternate plans of action. However, abandoning beliefs, values, assumptions and behaviours inhibiting development creates a sense of liberation. Power is realized as attitudes, behaviours, and actions are changed.
9. To think critically about issues causes us to reveal what we think about and take for granted related to the human condition; what decisions we make based on our perception; and how justly, ethically, and caringly we perform our actions.
10. Nurses struggle toward emancipation from unjust, unethical, uncaring, irrational and unfulfilled experiences. Journal writing is an opportunity to explore this struggle.
11. Stories create movement, and move us most when we visit the story and rewrite it (add to it, delete something, just think it over) with a deeper understanding of ourselves and our experiences.
12. Dissonance or tension in our roles and responsibilities causes us to challenge established ways of thinking about and doing things. We learn when we examine the difficulties we have in our lives and try to make changes.
13. Refraining from challenging knowledge, ideas, and actions maintains the status quo. (E. Greene, personal communication, October 21, 1994)

Principles of Reflective Writing

1. Reflective journal writing is an opening; a way to explore what we can become without being judge. Stories are a gift to ourselves and others, and express the uniqueness of individuals and their circumstances, as well as the common ground shared.
2. What we bring to an experience (our situatedness) is essential to our understanding of what occurs. This is influenced by our past (memory), our future (expectations and goals), and our present world views (attention) (Hartrick & Lindsey, 1995)
3. A deeper understanding enables us to integrate former learning with experience, to form relationships between parts of knowledge, and to search for meaning (Boud, Keogh, & Walker, 1985).
4. We reflect because issues arise that need consideration both before and after we act. As nurses, we are agents of history for ourselves and others.
5. Critical reflection promotes an understanding of diversity in beliefs, values, behaviours, and social structures. Any claims to universal truth or total certainty are questioned.
6. The more we share our thoughts and feelings, the more we challenge accepted views of traditions and myths, which have kept alternate interpretations from becoming possibilities.
7. Reflection is a political act.

8. Because reflective writing is a personal journey, students are to write only what they are comfortable sharing (Heinrick, 1992).
9. Journal writings are not right or wrong, they are simply a place to discuss movement in thinking.
10. Journal entries are reflections, which often evoke more questions than answers. The purpose of forming questions is to help focus on personal meaning and interpretation in the reflective moment.
11. Journals are confidential between the student and the teacher. **

Reference for Journaling:

Authors: Elizabeth Lindsey, Liaison Coordinator; Laurene Sheilds, Resource Development Coordinator; & Carolyn Hammond, Student Advisor for the Collaborative Nursing Program (Revised 2002). Source: Collaborative Nursing Program in BC..

Completion of journaling may be a required component of course evaluation. Faculty will provide guidance for students as to what components of their journals will and will not be used for evaluative purposes.

Students are to clarify journaling requirements with their practice nurse educators at the beginning of each practice course/rotation.

**Clinical Practice Log
TRU-OL RRNP Program
Suggestions for Clinical Practice Experience Documentation (Log)**

Date /hours	Activities	Description: Number and type of clients	Comments
e.g July 20/09; 0730-1930	Orientation: Observed dressing change with some participation	6 clients on unit; 1 pre-op TK, 2 post-op TH, 1 frac. femur, 2 medical. Assisted with complex dressing: held client's hand, encouraged DB	Client was grateful for support. Will review unit policy on complex dressings and check supplies in clean utility room. Plan to do this dressing tomorrow
	Reviewed client charts		Will review care of clients with # femur before next shift.
	Communication with unit staff		Met briefly with charge nurse and shared my goals for this learning experience. Met the nurses on this shift. Plan to take time to meet the unit clerk and understand her role. Also hope to meet the PT and have a tour of the PT department
Total hours			

Preceptor's Signature: _____ Date: _____

Appendix E

Learning Contracts: Guidelines for Implementation

Learning Contracts: Guidelines for Implementation

The interaction between the student, teacher (Open Learning Faculty Member), and nurses is paramount in the development of competencies needed for professional nursing practice. For the most part, feedback given to the student verbally or in writing is sufficient for students to progress towards professional practice. 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 teachers to clearly communicate competencies of concern and strategies to achieve quality indicators indicative of practice expectations for the course. The learning contract is one method designed to focus student and teacher attention on practice competencies of concern and specific strategies to promote student achievement of the competencies.

Process Guidelines

1. At the discretion of the nurse teacher, upon assessing student progress in practice, a learning contract (LC) may be initiated. The following are examples of reasons teachers may initiate a learning contract:
 - a. a high-risk or several low-risk incident(s) indicative of student performance that places client's 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 domains.
2. Learning contracts may be initiated by the teacher at any time during a practice rotation. The teacher consults with the Student Advisor prior to initiating a learning contract.
3. In writing the contract, the teacher identifies the practice domain competency (ies) and associated quality indicator(s) of concern from the course Practice Appraisal Forms (PAFs). It is advisable to list the CRNBC standards of practice or C.N.A. Code of Ethics involved as appropriate.
4. Students have the right to invite a support person to be present during any formal (end of term practice appraisal interview, meetings to discuss learning contract) practice appraisal sessions between students and teachers. Students are expected to inform the teacher when a support person will be present to bear witness to the discussion.
5. Teachers 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.
6. The teacher and student develop strategies, in writing intended to assist the student to become successful in practice during the allotted time frame.

7. The teacher, in consultation with the Student Advisor, determines a timeframe in which the student ought to demonstrate competent practice.
8. The learning contract is signed and dated by both the student and teacher and then placed in the student file. A copy is given to the student and Student Advisor, the teacher keeps a copy and the student provides the preceptor with a copy. The teacher follows up by contacting the preceptor to establish preceptor understanding of the contract and willingness to proceed with student supervision.
9. Students failing to achieve the competency(ies) at the expected level in the given time frame may not progress in the course and will be given an U for unsatisfactory practice and an F will be recorded on the transcript. Notwithstanding, students may fail a practice course without the initiation of a learning contract. Students may request a formal review of a TRU-OL academic decision. Requests for formal reviews (academic appeals) are accepted only for final letter grades, not for assignment marks. A request for a formal review of an academic decision must be submitted in writing on the Formal Review Request Form, together with relevant information and the appropriate fee, to the Office of the Registrar within thirty (30) calendar days of the date on which the decision was mailed. See policy outlined at the following web site. http://www.tru.ca/__shared/assets/ed04-05656.pdf

Appendix F

TRU School of Nursing

Unusual Occurrence Report

**Thompson Rivers University Open Learning Division
School of Nursing**

Unusual Occurrence Report

1. Describe the nature of the incident (e.g., med error; safety concerns for yourself or client; physical, verbal, 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.

3. Open Learning Faculty Member comments (e.g., student's attitude, anxiety level, acceptance of responsibility).

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_____

Student's signature_____

Open Learning Faculty Member's signature_____

N.B.: If available, attach a copy of the agency report form to the TRU_OL SON Unusual Occurrence form and send to the Student Advisor.